

For Reference

Not to be taken from this room

COLLEGE LIBRARY



of St. Thomas of Villanova
Villanova, Pa

This volume was presented by

Date

No.

36

Case,

Shelf,

8

VILLANOVA COLLEGE
VILLANOVA, PENNSYLVANIA

LIBRARY

L

111

Class A5 1902-II

Accession 27392

THE UNIVERSITY OF CHICAGO
PRESS

REPORT

OF THE

COMMISSIONER OF EDUCATION

FOR

THE YEAR 1902.

**NO LONGER PROPERTY OF
FALVEY MEMORIAL LIBRARY**

VOLUME 2.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1903.

LIBRARY

U.S. DEPARTMENT OF EDUCATION
NATIONAL LIBRARY OF EDUCATION

NATIONAL LIBRARY OF EDUCATION
U.S. DEPARTMENT OF EDUCATION

MAR 28 2013

400 MARYLAND AVENUE S.W.
WASHINGTON, D.C. 20202

2
 111
 . 73
 1902-II

CONTENTS OF VOLUME 2.

CHAPTER XXXI.—EDUCATION IN PORTO RICO.

	Page.
Operation of the public school system.....	1177
Summary of the school statistics for 1901-2.....	1178
School buildings and equipment.....	1181
Books and supplies.....	1182
Types of schools.....	1183
Rural schools and agricultural rural schools.....	1185
The graded schools and the high and graded schools.....	1188
Industrial schools.....	1189
Special schools.....	1191
School supervision.....	1192
Progress in English.....	1193
Porto Rican students in the United States.....	1198
Porto Rican and American teachers.....	1198
The Insular Normal School.....	1200
Educational conferences.....	1201
School laws.....	1202
The most imperative educational needs of Porto Rico.....	1203
Appendix:	
Financial report of disbursing officer.....	1204
Extracts from the reports of supervisors.....	1206
Report on Insular Normal School.....	1212
Report on San Juan High and Graded School.....	1214
Course of study in public schools of Porto Rico.....	1222

CHAPTER XXXII.—REPORT ON EDUCATION IN ALASKA.

Distribution of the schools in Alaska.....	1229
Statistics of public schools in Alaska.....	1234
What becomes of native children after they leave school.....	1243
New schools wanted.....	1245
Missionaries and teachers at mission stations in Alaska.....	1246

CHAPTER XXXIII.—TWELFTH ANNUAL REPORT ON THE INTRODUCTION OF DOMESTIC REINDEER INTO ALASKA.

Distribution of the Reindeer.....	1257
Reindeer stations.....	1258
Tabulated statement of reindeer in Alaska, July 1, 1902.....	1261
The cruise of Dr. William Hamilton, assistant agent.....	1264
Reindeer transportation.....	1265
Itinerary.....	1267

CHAPTER XXXIV.—STATISTICS OF CITY SCHOOL SYSTEMS.

	Page.
Summary of statistics of cities containing over 8,000 inhabitants	1271
Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants ..	1282
Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants	1294
Statistics of receipts of public schools of cities of over 8,000 inhabitants	1312
Statistics of expenditures of public schools of cities of over 8,000 inhabitants	1322
School statistics of cities and villages containing between 4,000 and 8,000 inhabitants	1322

CHAPTER XXXV.—UNIVERSITIES, COLLEGES, AND TECHNOLOGICAL SCHOOLS.

Changes in courses of study	1347
Students	1349
Degrees	1350
Property	1351
Income	1353
Benefactions	1354
Governing boards of State institutions	1354
Appointment and admission of cadets to the United States Military Academy	1360
Regulations governing the admission of candidates into the United States Naval Academy as midshipmen	1374
Number of undergraduates and graduates in universities, colleges, and schools of technology ..	1386
Summary of statistics of universities and colleges for men and for both sexes	1388
Summary of statistics of colleges for women	1401
Summary of statistics of schools of technology	1407
Institutions conferring A. B., B. S., Ph. B., and B. L. degrees	1412
Technical courses of study offered by universities, colleges, and schools of technology	1421
Statistics of universities and colleges for men and for both sexes (instructors and students)	1423
Statistics of universities and colleges for men and for both sexes (students in undergraduate courses)	1444
Expenses, fellowships and scholarships, library, property, income, and benefactions	1460
Statistics of colleges for women	1480
Statistics of schools of technology	1492

CHAPTER XXXVI.—PROFESSIONAL SCHOOLS.

Notes on the statistics	1499
Gifts and bequests	1500
The Rockefeller Institute for Medical Research	1506
Summary of statistics of professional schools	1509
Statistics of schools of theology	1516
Law	1524
Medicine	1530
Dentistry	1540
Pharmacy	1544
Veterinary medicine	1548

CHAPTER XXXVII.—AGRICULTURAL AND MECHANICAL COLLEGES.

Land grant of 1862	1551
Income	1551
Property, professors and instructors, students	1552
Farmers' institutes, student labor, summary of legislation	1553
Changes in courses of study	1555
New buildings	1557
Statistics of colleges of agriculture and the mechanic arts	1560

CONTENTS.

V

CHAPTER XXXVIII.—STATISTICS OF NORMAL SCHOOLS.

	Page.
Growth of normal schools as shown by the statistics	1581
Summary of statistics of public normal schools	1584
Summary of statistics of private normal schools.....	1595
Colleges and universities reporting students in teachers' training courses.....	1604
Number of students pursuing certain subjects in public normal schools	1612
Statistics of public normal schools.....	1620
Statistics of private normal schools.....	1632

CHAPTER XXXIX.—STATISTICS OF SECONDARY SCHOOLS.

Review of secondary school statistics	1641
Summary of statistics of public high schools	1650
Summary of statistics of private high schools and academies	1666
Combined statistics of public high schools and private high schools and academies.....	1682
Statistics of public high schools in the United States.....	1696
Statistics of private high schools, endowed academies, seminaries, and other private secondary schools.....	1880

CHAPTER XL.—MANUAL AND INDUSTRIAL TRAINING.

Summary of the statistics.....	1959
Cities in which manual training (other than drawing) was given in the public schools.....	1961
Statistics of manual and industrial training schools.....	1968
Statistics of industrial schools for Indian children	1980
Branches taught in manual and industrial training schools.....	1983

CHAPTER XLI.—COMMERCIAL AND BUSINESS SCHOOLS.

Summary of the statistics.....	2003
Statistics of commercial and business schools	2014

CHAPTER XLII.—SCHOOLS FOR NURSES.

Legislative enactments for licensing nurses	2043
Statistics of training schools for nurses	2046

CHAPTER XLIII.—EDUCATION OF THE COLORED RACE.

General observations on the statistics	2063
Public high schools for negroes—teachers, students, courses of study, etc	2072
Secondary and higher schools for negroes—teachers, students, courses of study, etc	2082
Professional and industrial training, equipment and income	2086

CHAPTER XLIV.—STATISTICS OF REFORM SCHOOLS.

General observations on reform schools	2097
Statistics of industrial and reform schools.....	2100
Manual and industrial training, branches taught.....	2106

CHAPTER XLV.—SCHOOLS FOR THE DEFECTIVE CLASSES.

General summary.....	2115
Statistics of State institutions for the education of the blind.....	2119
Institutions for the deaf	2126
Institutions for the feeble-minded.....	2134

CHAPTER XLVI.

	Page.
REPORT OF COMMITTEE ON STATISTICS OF DEFECTIVE SIGHT AND HEARING OF PUBLIC SCHOOL CHILDREN.....	2143

CHAPTER XLVII.—THE EDUCATION OF THE FEEBLE-MINDED IN THE UNITED STATES.

Brief historical mention of pioneer institutions.....	2157
Work of training schools for feeble-minded.....	2159
The Massachusetts school for the feeble-minded, at Waltham.....	2165
The Syracuse State institution for feeble-minded children, Syracuse, N. Y.....	2172
The Pennsylvania training school for feeble-minded children, at Elwyn, Delaware County....	2175
The State institution for feeble-minded of western Pennsylvania, Polk, Venango County.....	2178
The New Jersey training school for feeble-minded girls and boys, Vineland, N. J.....	2181
State home for the care and training of feeble-minded women, at Vineland, N. J.....	2183
The Ohio institution for feeble-minded youth.....	2183
Indiana school for feeble-minded youth, Fort Wayne, Ind.....	2186
The Seguin physiological school for the training of children of arrested mental development, Orange, N. J.....	2183
The Haddonfield training school for those mentally deficient or peculiarly backward	2190
Classes maintained by public school boards	2191

CHAPTER XLVIII.

CHANGES IN THE AGE OF COLLEGE GRADUATION	2199
--	------

CHAPTER XLIX.

REPORT ON SCHOOL STATISTICS, MADE BY A COMMITTEE OF THE DEPARTMENT OF SUPERINTENDENCE OF THE NATIONAL EDUCATIONAL ASSOCIATION	2209
---	------

CHAPTER L.—EDUCATION IN THE PHILIPPINES.

Public schools in the Philippines under Spanish rule.....	2219
Present condition of education in the Philippines.....	2224
The year's work (from report of Fred W. Atkinson, general superintendent).....	2236
The field and the work.....	2237
Manila normal school.....	2243
Nautical school.....	2244
Manila trade school.....	2246
Vacation normal institutes.....	2247
Provincial schools.....	2249
Night schools.....	2253
American teachers.....	2255
Filipino teachers.....	2263
School buildings and finances.....	2266
Local school boards.....	2268

CHAPTER LI.—STATISTICS OF PUBLIC AND PRIVATE KINDERGARTENS.

The growth of the kindergarten movement	2273
Summary of the statistics.....	2275
Public kindergartens in cities of over 4,000 inhabitants	2285
Kindergarten associations.....	2290
Training schools and classes for kindergartners.....	2300

CONTENTS.

VII

CHAPTER LII.—ILLITERACY IN THE UNITED STATES.

	Page.
Remarks on the tables of illiteracy.....	2311
Percentage of illiteracy in Europe	2313
Number and per cent of illiterates in population 10 years of age and over.....	2314
Number and per cent of illiterates in white population 10 years of age and over	2316
Number and per cent of illiterates in native white population 10 years of age and over.....	2318
Number and per cent of illiterates in foreign white population 10 years of age and over	2320
Number and per cent of illiterates in the colored population 10 years of age and over	2322
Illiterate population 10 years of age and over, classified by sex and degree of illiteracy.....	2327
Rank of each State in percentage of illiteracy	2337
Illiteracy in the sixteen former slave States and the District of Columbia	2339

CHAPTER LIII.—CURRENT TOPICS.

Compulsory attendance and child-labor laws	2347
Consolidation of schools and transportation of pupils.....	2353
Teachers' pensions.....	2369
Foreign students in German universities	2374
Higher commercial education	2376
Salaries of officers and supervisors of instruction in certain cities.....	2379
Corporal punishment	2385
Temperance instruction in the public schools.....	2386
Benefactions to education	2388
Coeducation of the sexes.....	2388
Free text-books	2390
Education in Cuba and Mexico.....	2393
Statistics of schools, libraries, books, and periodicals in Japan	2400
The General Education Board.....	2402
Education as a factor in success	2403
The celebration of founder's day at Tulane University	2405
Religious exercises in the public schools	2412
Statistics of elementary education in foreign countries	2415

INDEX.....	2423
------------	------

CHAPTER XXXI.

EDUCATION IN PORTO RICO.

[The following extracts from the report of Dr. Samuel McCune Lindsay, the commissioner of education for Porto Rico, give an excellent idea of the present condition and probable future of the educational propaganda introduced into the island by the Americans, and of the zeal and energy which characterizes their undertaking and which they have communicated to Porto Rican teachers. The efforts of the American educational authorities in Porto Rico, as elsewhere, have been mainly confined, so far, to the public elementary, secondary, and normal grades of education, the higher (college and university) education being left for the present until the preparation for it has been completed.]

Some extracts from the appendix of the report are presented in order to give a livelier impression of the conduct of the work, its difficulties, and the steps taken to overcome them, than could be obtained from the official summary of the commissioner. The favorable observations upon the intellectual capacity of the Porto Rican children, which are quoted from the reports of the supervisors, are especially interesting.]

Upon my arrival in Porto Rico, in February, 1902, I found a good American system of schools of primary, secondary, and grammar grades in every municipality on the island, one high school in San Juan, and a normal school at Rio Piedras for the training of teachers. These schools were in successful operation under a general school law enacted by the insular legislature, whose provisions were for the most part eminently wise and practical, and did not involve too great a departure from the local traditions of the past, but pointed unequivocally in the direction of the best achievements of the American free public school as we know it in the States. The elementary schools can not be compared, of course, in their everyday output of work with the best city schools of the same grade in the States, but the poorest schools here are fully as good and in some respects better than the poorest of the same grade in very many parts of the United States. * * * The essential fact is that we have the American free public school in every municipality. The territory of the whole island was divided at that time into 66 legally constituted municipalities, which include urban and rural districts. These are grouped into 16 school districts, to one of which the neighboring islands of Vieques and Culebra are added. At the end of the last school year (June 21, 1901) we had 733 schools open, in which 33,802 pupils were enrolled, with 768 teachers, which was an increase for that year of 20 per cent in the number of schools, 37 per cent in the number of pupils enrolled, and 21.5 per cent in the number of teachers. The scholastic year 1901-2 began on September 30, 1901, with 780 schools open, 32,302 pupils enrolled, and 829 teachers; and the school year closed June 20, 1902, with 874 schools open, 40,993 pupils enrolled, and 923 teachers employed, which, compared with the previous year, shows an increase of 19.2 per cent in the number of schools open, an increase of 21.2 per cent in the number of pupils enrolled, and of 20.2 per cent in the number of teachers employed. These figures do not represent the highest mark reached during the year, because the month of June comes in the rainy season and some rural schools were closed. The months of March, April, and May show a larger

number of schools open and a larger enrollment, reaching as high a figure as 42,187. Nor do the above figures show that the total enrollment from the beginning of the school year, and excluding duplicates or reenrollments, was 59,096, which is the actual number of children in the ordinary public schools at some time during the year. To this number should be added, however, 2,767 pupils enrolled in the high, normal, and special schools, not included in the above statistics, which gives a grand total of 61,863, or 19.2 per cent of the total population of school age, and 6.5 per cent of the total population of the island. * * *

We may summarize the school statistics for the year 1901-2 as follows:

1. Total population of the island (census of 1899).....	953,243
2. Total school population (ages 5 to 18).....	322,393
3. Number of school districts in the island.....	16
4. Number of supervisors in the island.....	16
5. Number of municipalities in the island.....	66
6. Number of local school boards in the island.....	66
7. Number of members of each local school board.....	5
8. Number of schools open at end of year (boys, 71; girls, 29; mixed, 774; night and special schools, 47).....	921
9. Average number of schools open each month (excluding night and special schools).....	857
10. Average number of schools per district during year.....	54.5
11. Number of buildings in use for schools at end of year (town, 126; rural, 487).....	613
12. Average number of American teachers employed each month.....	96
13. Average number of teachers employed each month (total).....	911
14. Number of teachers employed at end of year:	
White—	
Males.....	556
Females.....	296
	852
Colored—	
Males.....	40
Females.....	31
	71
Total—	
Males.....	596
Females.....	327
	923
15. Average number of teachers per district during year.....	57
16. Total number of different teachers employed during year (exclud- ing special schools):	
White—	
Males.....	565
Females.....	300
	865
Colored—	
Males.....	40
Females.....	33
	73
Total—	
Males.....	605
Females.....	333
	938

17. Total number of American teachers employed during year:		
Males.....	31	
Females	71	
		102
18. Number of pupils enrolled (excluding duplicates or reenrollments), all schools:		
White—		
Males	26,669	
Females	16,711	
		43,380
Colored—		
Males	11,265	
Females	7,218	
		18,483
Total—		
Males	37,934	
Females	23,929	
		61,863
19. Average number of pupils enrolled each month during the year (excluding special schools).....	39,504	
20. Average enrollment per school during year.....	45.53	
21. Average number of pupils per district during year	2,463	
22. Average total attendance per month per school	698.61	
23. Average daily attendance in the whole island during year (excluding special schools)	30,160	
24. Average daily attendance per school during year.....	36.36	
25. Average daily attendance per district during year	1,885	
26. Total number of weeks schools were kept during year.....	36	
27. Average number of days each school kept during year.....	172.89	
28. Per cent of total population enrolled in all schools	6.5	
29. Per cent of school population enrolled in all schools.....	19.2	
30. Per cent of enrolled population (excluding special schools) attend- ing daily.....	79.71	
31. Per cent of school population attending daily.....	9.4	
32. Per cent of colored pupils in total enrollment.....	29	
33. Per cent of colored teachers in total number employed	8	
34. Per cent increase in enrollment from year 1900-1901 (excluding special schools)	21.2	
35. Proportion of men in teaching force.....	64	
36. Estimated value of all insular school buildings.....	\$229,000.00	
37. Average cost of schools per pupil enrolled	\$9.42	
38. Average cost of schools per pupil attending.....	\$14.12	
39. Average monthly salary of teachers	\$40.36	

Summary of school statistics for the school year beginning September 30, 1901, and ending June 20, 1902, for high, normal, and special schools.

	High and graded school at San Juan.	Normal school at Rio Piedras.	American school at Ponce.	Kinder-gartens in San Juan, and special schools in Culebra.	Night schools.	Totals.
Number of classes at end of year	7	4	7	4	25	47
Average number of classes during year for each month	7	4	7	4	16.44	(a)
Average number of teachers employed each month	10	7	8	6	18.11	(a)
Number of American teachers employed during the year	8	6	8	2	5	29
Total number of different teachers employed during the year	11	7	8	6	34	66
Total number of pupils enrolled at end of year as attending:						
White—						
Males	99	42	61	60	454	716
Females	53	49	114	54	108	378
Colored—						
Males	18	.....	24	25	425	492
Females	11	1	52	18	90	172
Total	181	92	251	157	1,077	1,758
Total number of pupils enrolled during the year (excluding duplicates or re-enrollment):						
White—						
Males	215	40	101	118	605	1,079
Females	107	52	155	115	152	581
Colored—						
Males	44	1	57	72	652	826
Females	18	7	73	46	137	281
Total	384	100	386	351	1,546	2,767
Average monthly enrollment	215.11	89.12	251.11	165.55	768.37	(a)
Average enrollment per class during year	30.72	22.28	35.87	43.82	46.75	(a)
Average total attendance each month per class	567.57	410.17	656.28	621.45	552.61	(a)
Average daily attendance per class during year	27.89	19.05	33.77	32.50	30.26	(a)
Number of days schools kept during year	177	157	179	165	146	(a)
Average number of days each class kept per month	19.65	19.62	19.88	17.03	18.26	(a)
Per cent of attendance during year	95.75	85.50	94.15	74.16	64.72	(a)

^a As all the night schools were not opened at beginning of school year, it is not proper to combine the averages for night schools with those for the other special schools.

The statistics for the last school year, ending June 21, 1901, showed but 3.5 per cent of the total population and 10.5 per cent of the total population of school age enrolled in the schools, while for the year ending June 20, 1902, we have 6.5 per cent of the total population and 19.2 per cent of the school population enrolled, so that there has been a steady gain and substantial progress made in the effort to reduce the appalling percentage of illiteracy in the island. How much still remains to be done is readily seen from a comparison with the statistics for the United States, where the Commissioner of Education at Washington, Dr. Harris, reported for the year ending June 30, 1901, that about 21 per cent of the total population attend some public school supported by the taxes of the State or municipality and about 2 per cent additional attend some private school, while in Porto Rico only 6.5 per cent of the total population attended some public school at some time during the past school year, and probably considerably less than half of 1 per cent attended any private school. For further statistics see statistical report in appendix to this report.

SCHOOL BUILDINGS AND EQUIPMENT.

Spain left no legacy of school buildings. One public building, a fine old residence property, given to the municipality of San German by a benevolent citizen, was used for school purposes at the beginning of the American occupation, and is still so used. The United States military government built one frame school building, which was subsequently burned. In November, 1900, the President of the United States made an allotment of \$200,000 for school extension, to which amount was subsequently added, by the governor of Porto Rico from the trust funds placed at his disposal by the President of the United States, two allotments, one of \$15,000 for general school extension, and one of \$35,000 for the erection of an insular normal school. Work on the plans, specifications, and contracts or in the actual erection of the buildings thus provided for was begun by my predecessor. Three 1-room frame buildings for agricultural or rural schools at Carolina, Gurabo, and Las Piedras were already completed before the end of the first fiscal year, June 30, 1901. When I assumed charge of the department in February a statement of this account showed that the insular normal school at Rio Piedras was nearing completion and would be finished within the appropriation of \$35,000, including the cost of the ground, about 50 acres, beautifully situated on a hill within 7 miles of the capital. Twenty 1-room frame agricultural or rural schools, including the three above mentioned as completed within the last fiscal year, have been completed and are now occupied. The average cost of construction has been \$1,667.67, exclusive of office expenses in preparation of plans and cost of supervision of construction, which would probably add about \$100 to the cost of each building. In addition to the above, two 2-room frame graded-school buildings have been erected at Penuelas and at Juana Diaz, and another 2-room graded-school building, in brick, at Lares; eight 4-room brick buildings at Humacao, Caguas, Coamo, Aguadilla, Manati, Yauco, San German, and Guayama; one 6-room brick building at Arecibo; and two 10-room graded brick buildings at Mayaguez and Fajardo, making in all 14 school buildings for graded schools, all of them substantial structures, most of them the largest and finest buildings in their respective towns. They are all admirably adapted to school work and have been built from plans and specifications prepared by the department of education, which has supervised the work at every step. For this work the department has had the services of Mr. Charles G. Post, as chief inspector of buildings, and a corps of five able assistants. Three more graded-school buildings located at Bayamon, Cayey, and Aibonito are under contract and nearing completion. The total cost of the 17 graded-school buildings will be about \$140,000, exclusive of the cost of land, which is donated in every case by the municipality, and exclusive of the cost of plans and supervision. The total cost of plans and supervision for the first year (January 1, 1901, to January 1, 1902), during which the department engaged in the work of school extension, has been about \$10,000. From the total allotments made prior to May 1, 1902, for school extension, amounting to \$250,000, we have completed one large normal school building, of which more will be said in the separate section of this report relating to the normal school, and 38 public school buildings, of which all are occupied but three, which will be ready before the opening of the next school year; and we have a balance of about \$25,000, with which we will build and equip an industrial school in the city of Ponce during the coming summer, which will make a total of 40 public buildings equipped with modern school furniture, with accommodations for nearly 6,000 pupils, at a cost of \$250,000. In view of the high cost of building material, much of which has to be brought from the States, the scarcity of mechanics able to do the grade of work demanded on most of these buildings, and the enormous expense of transporting workmen and materials from the coast to the interior districts of the island, this result could only have been secured by economy and prudent manage-

ment, and I believe that the people of Porto Rico have got large value from the expenditure for schools of the trust funds so generously donated by the people of the United States.

Recognizing the urgent need for a continuation of this good work of school extension, the governor and heads of executive departments, in whose hands the trust fund allotted by the President of the United States has been placed, consented, upon my recommendation, on April 30 to the use of the further sum of \$150,000 for school buildings. Eighty-five thousand dollars was immediately allotted, \$21,000 of which is for a model 6-room brick graded school and a 2-story frame principal's residence, as part of the insular normal school at Rio Piedras. Both buildings are now nearing completion. Twenty thousand dollars, or so much thereof as may be necessary, will be used in the construction of 12 agricultural-rural schools in the following places: Comerio, Trujillo Alto, San Lorenzo, Cidra, Florida, Naranjito, Tallaboa, Morovis, Jayuya, Guaraguo, Maricao, and Cialitos; \$44,000 will be used for the erection of graded-school buildings on a new plan, by which the municipalities in which graded-school buildings are erected will be required hereafter to give the ground and pay one-half of the cost of the building. The balance of the \$150,000 after the \$85,000 allotted on or about May 1 is expended will be made available for the erection of graded or rural school buildings in accordance with the plan just mentioned. In recommending this plan I felt that the trust fund would be exhausted long before the most imperative needs for school buildings could be met unless we could induce the municipalities to tax themselves for this purpose. I had previously secured the passage of a bill giving the municipalities the right to levy a special school tax not exceeding one-tenth of 1 per cent on all personal and real property, in addition to the regular property tax, to be collected by the treasurer of Porto Rico in the same manner as other taxes, but to be turned over direct to the local school boards to be used exclusively for school purposes. At the same time another law was passed raising the minimum per cent of all taxes which the municipalities were required to turn over to the school boards for school purposes from 10 to 15 per cent. Thus the school boards should find themselves from now on much better able to cope with their financial difficulties. The moment seemed opportune, therefore, to suggest that while the insular government might continue to build rural schoolhouses in the poorer and most needy districts, graded-school buildings would be constructed only where the municipality agreed to furnish the ground and pay half the cost of construction. To make it possible for the municipalities to accept this offer in cases where the funds were not immediately available, or to enable them in some cases to distribute over a series of years the burden of their share, the department of education has offered to erect the building as usual and pay the entire cost and allow the municipality to pay its share in monthly installments to be withheld by the treasurer of Porto Rico, in pursuance of the authority of a proper ordinance of the municipal council, from the current monthly disbursements of the treasurer's office to the said municipality. These advancements will be made without interest. The plan has worked well, and several municipalities, within the few months since it was announced, have already passed the necessary resolutions to avail themselves of this offer. The department is about ready to advertise the contract for a 6-room graded school at Rio Grande, which was the first town to accept the new plan. The building will cost probably \$10,000, and Rio Grande has agreed to pay \$100 a month until the sum of \$5,000 is repaid.

BOOKS AND SUPPLIES.

All of our schools have been well supplied during the year with necessary text-books, stationery, maps, ink, pens, pencils, and ordinary school supplies. Over \$38,000 has been spent for text-books and school supplies, and the further sum

of \$29,000 for school furniture. Nearly 9,000 new individual school desks have been purchased during the year at a cost of about \$3 each put in the school. They have taken the place of miserable board benches and tables at which the children were formerly huddled together without any possibility of maintaining good order and without any regard for health and comfort. Unfortunately this old furniture has had to be used again in most cases to take the place of still worse equipment in rural schools or to serve until better can be secured where there is no school furniture at all. I have visited rural schools within a few miles of the capital where half of the pupils had to sit on the floor around the walls of the room, and on a rough slab-log floor at that, with cracks between each slab of from 1 to 1½ inches. New individual desks create a revolution in the discipline of the school and in the spirit of pride and degree of efficiency with which both teacher and pupil carry on their work. Every school in the island should be equipped with modern furniture as well as with modern books as soon as the necessary public funds will permit. We could use 25,000 desks to good advantage next year. Unfortunately, we shall be able to purchase, with the appropriation for that purpose, not over 6,000.

We have secured for all the children now in the schools an adequate supply of the best elementary text-books available in the different subjects and of the absolutely necessary maps and charts which constitute the equipment of a well-ordered classroom. We are somewhat restricted in the choice of such supplies by the fact that the work in the rural schools, which constitute over half the schools in the island, is conducted entirely in the Spanish language and the larger part of the work in the remaining schools is also in Spanish. About two-thirds of all of our text-books, therefore, are Spanish books and in many cases Spanish translations of English text-books, which are usually inferior to the originals. In the lower grades we have been able to make larger use than ever before of English text-books, and when the time comes that we have teachers able to use English text-books in all the grades we shall have a much larger range of choice in books adapted to our course of study. The children will learn English fast enough to be ready to use English text-books before their teachers in all cases are able to teach either in the English language or from English text-books. Some premium should be placed upon the work of the Porto Rican teacher who is able to do his work in English, and it may be possible in the near future to encourage the Porto Rican teacher to equip himself to do his work in English by the promise of the highest grade of salary only when this result is reached.

TYPES OF SCHOOLS.

The conditions in Porto Rico demand that we should have at least three distinct types or groups of schools if the system of public education is intended to meet, with any degree of completeness, the educational needs of the island.

The first type or group of schools is that designed for purposes of general education. The object of these schools is to reduce the amount of illiteracy and to give every possible encouragement to the development of the intellectual powers of the children of all grades of attainment as they are brought together in the rural schools, where a single teacher must conduct several classes in the same subjects, varying greatly according to the attainments and ages of the pupils, and to do the same thing under somewhat more favorable conditions in the town and city schools, where the number of pupils permits of more exact grading and of the assignment of different grades to the special teachers. This work can be carried out just as far as the public desires to maintain it as a part of the public-school system. It may take pupils from the graded schools to a high-school course, into the college, and through the college to the university. We have now provided for a course of study running through eight years of graded work, the final examinations in which will admit to any high school in Porto Rico, and the legislature has provided for the establishment of four

high schools, well distributed geographically, located at San Juan, Mayaguez, Ponce, and Fajardo, in which the work of these pupils can be carried on to the point at which they will be ready for admission to the average American college. One of these high schools, namely, that at San Juan, has been in operation for two years, and one more has just begun its first year of work in Ponce. Two years hence we shall have pupils enough ready for this work to maintain a complete four-year high-school course at San Juan and a two-year course at Ponce, and to have at least the first year of high-school work in successful operation at Mayaguez and Fajardo. In time there will be enough pupils prepared in our own schools ready for college, in addition to a number of young persons in Porto Rico who have secured their preparation elsewhere, who will be ready for college, to justify the establishment of a college academic course. The literary ambitions of the people are marked, and the demand for the establishment of an institution of college grade, which in time would lead to the development of a great Antillean university as a part of the public-school system of Porto Rico, is likely to increase as the years go on. We should not be blind to the development of the distant future while absorbed in the more pressing demands of the immediate present. While for many years to come the needs of the great masses for the most elementary forms of education will be so great as to preclude the judicious expenditure of public money for the vastly more costly types of higher education, open necessarily only to the few, the suggestion which has frequently been made looking to the establishment of a Porto Rican college or university is one that should be encouraged and for which plans should be made years in advance. The position of Porto Rico in its geographical and political relations to the islands about it, and in its geographical and commercial relations with the whole of Spanish-speaking South America, is a factor to which the governor of Porto Rico called attention so pertinently and so favorably in his recent address at the dedication of the Insular Normal School. Institutions of higher learning, which would draw to Porto Rico students from all the South American Spanish-speaking countries and enable them to receive their professional as well as their cultural training for positions of large usefulness in public life in an American university located in a country where we have as a living experiment the results of the contact of Anglo-Saxon and Latin races, of American and Spanish institutions, and of the assimilation of the best in both, would constitute a powerful and potent influence in the extension of American principles and ideals.

The second type should be a school especially designed to meet the needs of the rural and agricultural population of the island. It should begin with the agricultural-rural schools furnishing instruction in the elementary branches of a general education, but not designed to start the pupils on a course which in its highest development would lead into the ordinary college or university, but rather on a course which would lead to the agricultural and mechanical college providing a training in practical and applied science. We have already begun with the agricultural-rural school, and this must be strengthened and guided by a special department in our Insular Normal School, which will provide specially trained teachers for the agricultural-rural schools and, perhaps, also advanced training for those pupils who are able to continue their studies beyond the point to which the agricultural-rural school can carry them. The agricultural schools and the agricultural and mechanical department of the insular normal school would work in the closest harmony with the agricultural experiment station established, or about to be established, by the Federal Government.

The third style of school is the industrial and trade school, for the introduction of which we have just made provision. These schools are being established in the larger cities, and will have every equipment to give a good elementary education and a special training or preparation for one of a half dozen or more important trades.

RURAL SCHOOLS.

Out of 874 schools open at the end of the school year 482, or over 55 per cent, were rural schools. These are taught almost exclusively by Porto Rican teachers and the work done in the Spanish language. They are ungraded schools. The teacher forms as many classes within the school as the needs and ages of the pupils demand, and while one class is reciting its lessons the other pupils are studying or doing written work under the general direction of the teacher. The teacher has a regular programme, devoting so many minutes each day to the several subjects assigned in the course of study. These schools have improved greatly during the past year. The effect of the training on teachers in the summer normal school of the previous year is very marked, and the interest of the teachers, who are the poorest paid and those with the fewest opportunities in the whole corps of public-school teachers, in self-improvement, led us to arrange for an eight weeks' summer course for their special benefit, which began on the 7th of July at the Insular Normal School. Our accommodations were taxed to the utmost to provide for those desiring to take this course. Considering the sacrifice that many of these teachers had to make to attend this course, paying their own expenses for travel to and from San Juan, paying their living expenses during the eight weeks they remained there, and devoting nearly all their attention to hard study which required at least six hours of class-room work per day, we should certainly be gratified to know that over half of all our rural teachers eagerly improved this opportunity and imposed upon themselves these burdens in order that they might be better prepared to adapt themselves to the needs of our American public-school system. With generous provision for school supervision, which will enable the school supervisor next year to devote more time to the rural schools in his district, to visit them more frequently, and to give more encouragement and direction to the work of each teacher, our rural schools are sure to make creditable progress.

AGRICULTURAL-RURAL SCHOOLS.

The agricultural-rural school is organized on the same general lines as the rural school, only that it has at least one acre of land around the school building available for purposes of practical cultivation, and it was the intention of the department, when these schools were first opened, that only the morning hours should be devoted to class-room work and include the elementary branches of reading, writing, and arithmetic, and that the afternoon hours should be devoted, under the direction of a teacher specially qualified as a practical farmer and scientific agriculturist, to the actual cultivation of the soil and the raising of the ordinary vegetables and farm products and to experimentation in the scientific cultivation of plants in which the agricultural community in the neighborhood of the school might be interested. It was the intention that this work should be done by the pupils themselves, and the results have value not merely as an object lesson to the community, but also in the intellectual development of the pupils and in their preparation for their future careers. Unfortunately, the department of education, at the time these schools were established, was so much occupied with the imperative needs of the other schools that my predecessor very properly gave the major part of his attention to providing for the greater number of pupils by planning for the successful operation of the ordinary day school. The result was that the agricultural-rural school was not thoroughly equipped. The teachers, in some cases, were not qualified for such work under the peculiar conditions existing in Porto Rico. Some of them were practical agriculturists under American conditions prevailing in the States, but did not realize how different were the conditions in the Tropics, and were not sufficiently well equipped in the Spanish language to work with those in the rural districts who knew little or no English. The schools were not properly equipped with tools and

apparatus. The ground, in many cases, was not properly fenced or protected from the trespass of men and animals, and the general result was that little was being done outside of the schoolroom work in these agricultural schools when I assumed charge of the department. A few of them I changed over at once into rural schools of the ordinary type and gave up the attempt to carry on their agricultural features. This caused some disappointment in the several communities where this work had been looked forward to with much interest. I then secured the services of Mr. F. M. Pennock, formerly connected with the American Fruit Company at Rio Piedras, and himself a scientific agriculturist of large experience, both in the States and in the Tropics. His work in Jamaica and in Porto Rico for a period of several years has won for him the respect of the people, and his knowledge of local conditions and of the language enables him to enlist the interest and support of those most actively identified with the agricultural interests of the island. I had Mr. Pennock visit each of the 19 schools in which we had at some time or other attempted to do agricultural work, or in which we were planning to introduce this work. Twelve such schools were in actual operation at the time of his visit, and his detailed reports cover all 19 schools, including some that had been changed over into regular schools of the rural type, and also some that were not yet ready for occupancy as agricultural schools.

Mr. Pennock was instructed to examine each school with a view to reporting upon the location of the school, the character of the soil, the demand for agricultural work in the community, the equipment in tools, and the practical work of the teacher. He was also asked, on the basis of the data thus secured, to prepare a general plan for the better guidance and direction of this work on a uniform basis by a department to be established in the normal school at the opening of the next school year. Mr. Pennock went with the necessary letters of introduction and conferred with the teachers in each of the schools and with the school supervisor of the district, with the local board, and with the citizens interested in the cultivation of the soil in the immediate vicinity of the school. In his general report on the results of his investigation Mr. Pennock says:

If the representative citizens can not be brought to appreciate the far-reaching importance of this departure from old school methods, and if the local boards do not cooperate with the department of education in developing the agricultural type of school, even good teachers will fail to secure the best results. * * *

To gauge and foster this sentiment, after a full explanation with the school supervisor to secure his assistance, we conferred with such members of the school board and such prominent citizens as we could meet in a hurried visit. * * *

In these talks the backwardness of our agriculture—except in the matter of cultivating sugar cane—was brought out; and the opportunity, through these proposed agricultural schools, to gradually diversify our farming and add valuable export crops by spreading among the children a knowledge of the use of modern methods of cultivation and of improved implements and of how plants grow and how simple experiments may be profitably conducted.

To speak of the tobacco crop as one which might receive the painstaking care of an agricultural school-teacher was sure to excite particular interest. Tobacco is now the most profitable crop within the reach of the poor man and the man of moderate means and promises immediate cash returns. If the department would only secure some choice seed and the best literature on cultivating, curing, and preparing tobacco, here would be something that would help them all, young as well as old. Improvements in the handling of this plant would, it was thought by many school patrons, secure a deep interest in any school taking the matter up in earnest.

In the same connection I brought out as best I could the important work for the neighborhood which the school should accomplish in throwing light on orange and pineapple growing and upon the cultivation of improved garden vegetables.

The age of the pupils runs low in all the agricultural schools so far. The average is about 12 years. In some cases teachers told me that they had had some larger boys in the school, but that on account of the poverty of the families and the fact that it was the busy season of spring planting they had been obliged to stop coming.

It is evident that this work, in its beginnings, must be quite elementary and adapted to the comprehension and to the physical strength of the younger pupils.

Most of the agricultural schools have girls among the pupils. I did not observe or hear of any objection to the plan, which seemed to work smoothly.

The girls generally worked in the field, where any work was in progress, but at the less laborious operations.

The department has carefully planned to put this work upon a substantial basis for the next school year, and a model agricultural school will be conducted at the Insular Normal School. A brief summer conference for the teachers in the agricultural schools was held under Mr. Pennock's direction at the normal school in September. The following programme was followed with enthusiasm and excellent results by a regular class of 20, to which were admitted visitors at every session:

Programme of a brief course in agriculture for the teachers in agricultural schools, to be given at the Insular Normal School, Rio Piedras, September 4 to 21, including a three-day conference September 18 to 20.—Daily class-room work from September 4 to 18, inclusive.

8.30 to 9.30 a. m.—Mr. Pennock. Text-book: Dr. Nicholls's Tropical Agriculture (in Spanish).

9.30 to 10.30 a. m.—Mr. Pennock. Text-book: Dr. Nicholls's Tropical Agriculture (in English).

10.30 to 11.15 a. m.—Mr. Smith: Physical training.

2 to 3 p. m.—Mr. Pennock: English conversation and scientific reading.

3 to 4 p. m.—Mr. Pennock: Methods in field practice and nature study; review of the field work of the preceding day.

4 to 5.30 p. m.—Mr. Pennock: Field work; garden practice and nature study.

Programme of agricultural conferences of the summer course in agriculture given at the Insular Normal School, Rio Piedras, September 18 to 20, 1902.

THURSDAY, SEPTEMBER 18.

10 a. m.—The Agricultural school in Porto Rico: F. M. Pennock, 20 minutes; discussion, 10 minutes.

The relation of physics to agriculture: Dr. Rosell, 30 minutes; discussion, 10 minutes.

The relation of chemistry to agriculture: Prof. José Janer, 30 minutes; discussion, 10 minutes.

2 p. m.—Influence of garden training on the pupil: E. N. Clopper, 15 minutes; discussion, 25 minutes.

Nature study and its influence on the pupil: E. F. Curt, 15 minutes; discussion, 25 minutes.

Possible developments from the agricultural school: J. C. Huff, 15 minutes; discussion, 25 minutes.

8 p. m.—The relation of botany to agriculture: Ramón Sautine, 20 minutes; discussion, 20 minutes.

Preparation and Cultivation of the Soil. Tools and Machinery: E. F. Curt, 20 minutes; discussion, 20 minutes.

Selected students' themes upon subjects studied.

FRIDAY, SEPTEMBER 19.

10 a. m.—Tropical crops and their arrangement in a school garden: F. Fourcaud, 20 minutes; discussion, 20 minutes.

The cultivation of pineapples in Porto Rico: Treated by two students, 10 minutes each; discussion, 10 minutes.

The cultivation of the orange: Treated by two students, 10 minutes each; discussion, 10 minutes.

Porto Rican exports: J. E. Magee, 20 minutes; discussion, 20 minutes.

2 p. m.—Physical exercise in the public school: Mr. Smith, 20 minutes; discussion, 10 minutes.

Draining and irrigation with reference to Porto Rico: E. N. Clopper, 20 minutes; discussion, 20 minutes.

The cultivation of tobacco in Porto Rico: Two student papers, 10 minutes each; discussion, 20 minutes.

8 p. m.—Field practice, fertilization, and experiments in the school garden: J. C. Huff, 20 minutes; discussion, 20 minutes. Four student papers, 10 minutes each for discussion.

SATURDAY, SEPTEMBER 20.

8 a. m.—Domestic animals in Porto Rico: Discussion.

Methods of instruction in the school garden: F. M. Pennock, 15 minutes; discussion, 15 minutes. A student paper, 10 minutes for discussion.

2 p. m.—How to create local interest in agricultural school work: Opened by F. M. Pennock. All teachers and students to be called upon.

An ample supply of the best seeds and tools has been purchased for the agricultural schools, which were notified when the tools were ready for distribution that they must make the necessary preparations for their care and use. The following letter was sent to the teachers and to the school boards:

TOOLS FOR USE OF AGRICULTURAL SCHOOLS.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, September 5, 1902.

The department will soon have in stock a supply of the following tools, which will be furnished to agricultural schools when needed and when proper provision has been made for the housing and care of same: Single-wheel hoes, galvanized watering pots, steel spades, 8-tooth cast-steel rakes, 10-tooth cast-steel rakes, steel trowels, ax mattocks, pick mattocks, 5-inch ladies' field hoes; 6-inch field hoes, socket handles; American grass hooks, hand crosscut saws, claw hatchets, burning brands, letters "A. S.;" bush scythes, bush-scythe snaths, scythe stones, 50-foot tape lines, horse hoes, 12-inch sweeps for horse hoes, 15-inch furrowers for horse hoes, Warren hoes.

S. M. LINDSAY,
Commissioner.

THE GRADED SCHOOLS AND THE HIGH AND GRADED SCHOOLS.

From the statistical report it will be seen that we had at the close of the school year 351 graded schools open. Most of these are taught by Porto Rican teachers and are located in the larger towns, where three and four grades are usually grouped together in one building. Instruction in English is given in each of these schools by an American teacher, and one such teacher is assigned for service in three or four graded schools. Thus we had 102 American teachers teaching English in these graded schools in the afternoon hours and devoting the morning hours to general instruction, for the most part in English, with the smaller children in the lower grades. In this way, it is thought, in a few years, as these younger children advance to the higher grades, all of the children in the graded schools will be prepared to use English text-books and to receive instruction in English, provided the native teachers can be prepared in the same time to give the instruction in English on all subjects. In this way alone will it be possible for the children of Porto Rico to acquire a working knowledge of the English language. There is no intention to rob them of the use of the Spanish language or in any way to displace that language. If, in addition to the best they have now, we can give them a practical working knowledge of English, they will have in their possession a tool of inestimable value in their future work in life, whatever that may be. The graded schools are doing excellent work, and while only a few hundred pupils have as yet advanced beyond the sixth grade, there were at the end of the last school year, in all, probably a thousand pupils ready to pursue work in the seventh and eighth grades of the course of study during the next school year, and we now have about 100 pupils who have completed the eighth grade and are ready for or are taking high school work. For these provision has been made in the high school at San Juan, in addition to which we opened the first year of a high school course in the city of Ponce. In San Juan we have divided the high school course into a Spanish high school and an English high school, giving two parallel courses conducted in the Spanish and

English languages, respectively. In the so-called American school at Ponce we have a graded school with all eight grades of work given in the English language, and the graduates of this school are able to pursue their high school studies in an English high school, so that the plan now in operation in San Juan has been followed in Ponce, and two parallel high school courses will be provided—one given in English and the other in Spanish. These high school courses in San Juan and Ponce are open to pupils from all parts of the island, and in another year, when the additional high school courses are opened in Mayaguez and Fajardo, we shall have in these four high schools ample provision for the higher education of the high school grade for all pupils throughout the island who have successfully pursued their studies in the graded schools and are able to continue their studies in the high school. Additional facilities in the way of buildings and special teachers for this work will be needed another year, and will add materially to the demands made upon our educational budget. The results obtained in the past two years in the high and graded school in San Juan amply justify the continuance and the expansion of this department of our work. The report of the principal of the San Juan high and graded school for the current year is given in the Appendix, and the revised course of study will be found on another page of this report.

INDUSTRIAL SCHOOLS.

There is no more important forward step in the educational work in Porto Rico than the recent attempt to establish industrial and training schools. The last legislature passed an act in which it authorized the commissioner of education to—

establish, construct, and equip and maintain with any funds allotted or appropriated to the use of the department of education in Porto Rico, and not required for other purposes, at least three industrial or manual-training schools for the education of the youth of Porto Rico.

The law further provides that—

Said schools shall be designed and equipped to afford a practical education for the pupils, both male and female, who shall be received therein in some occupation or trade of a mechanical or industrial character. Competent teachers, who shall be practical mechanics, artisans, thoroughly equipped by education to instruct the pupils of said schools in such mechanical or industrial branches as shall be taught in said schools, shall be from time to time employed by the commissioner of education as the needs and necessities of said schools and the means at his disposal for said purpose shall require and permit.

The law then specifies that the schools shall be located in the cities of San Juan, Ponce, and Mayaguez, respectively, and gives the commissioner full power to promulgate the course of study and to maintain the schools as a part of the general educational system of Porto Rico; and also to provide such rules and regulations as he may deem proper for the admission of boys and girls to these courses. No specific appropriation was made to carry out the intent of this law, but in pursuance of its provisions the unused balance from the regular appropriation for the department of education, which at the close of the last fiscal year would have lapsed into the treasury, was made available, and this amounted to the sum of \$40,521.33. From the school-extension fund there has been set aside \$25,000 in addition for the erection of a suitable industrial-school building in the city of Ponce, and that building is now under contract and will be completed during the present school year. In San Juan a large office building, formerly used by the French Railroad Company for its offices, has been rented for the period of one year, subject to renewal, and the San Juan industrial school was opened in this building on Monday, October 27. In the city of Mayaguez a building formerly used as a warehouse has been rented and is now being remodeled in order to provide suitable quarters for an industrial school there. The following course of study has been prescribed for the first year in the industrial

school. It is in the nature of preparatory work, in view of the fact that more applicants did not possess the necessary elementary education to be admitted to shopwork. Furthermore, it has been found necessary to begin with pupils at the age of 14, although in the San Juan school of the 59 pupils admitted during the first week the ages range from 14 to 20. Few, however, were much beyond the average of 14 in intellectual development.

OUTLINE FOR COURSE OF STUDY IN INDUSTRIAL SCHOOLS.

FIRST YEAR.

I. Language. (Ten periods per week.)

Reading and writing Spanish and English. Dictation and composition of business forms and letters in both languages. Exercises in English, with special practice in conversation. Elementary Spanish and English grammar.

II. Mathematics. (Five periods per week.)

Arithmetic: Review as rapidly as possible the fundamental operations and processes. Teach thoroughly common and decimal fractions, giving ample opportunity for practical exercises on the fundamental processes. Thorough drill, with practical problems in English and metric systems of weights and measures. Elementary business accounts; methods of rendering bills, keeping records, and making payments.

Mensuration: Plane figures and surface measurement of cube, prism, and square pyramid.

III. Science. (Five periods per week.)

Geography: (a) Physical and political geography of North America, West Indies, Central and South America. (b) Elementary commercial and industrial geography of United States and West Indies, paying special attention to crops, products, manufactures, sources of raw material, and routes of trade and travel.

IV. History. (Three periods per week.)

(a) Reading: Stories of exploration and discovery in North and South America and the West Indies. (b) Study: Early colonial life in United States and Porto Rico, touching upon the relations of the Indians with the Europeans, and the struggles for occupation.

V. Drawing. (Ten periods per week.)

(a) Free-hand drawing from geometric objects, simple plants, and fruits. (b) Mechanical drawing, with attention to scale, accuracy, and neatness of execution. Floor plans: Models for tools and machinery.

VI. Hand work. (a) Sloyd—for boys. (Five periods per week.) Use of tools in woodworking. Construction of simple models, teaching and requiring accuracy of hand and eye. Construction of articles of household use, brackets, frames, and light furniture.

(b) Cooking—for girls. (Three periods per week.) Preparation of common articles of food, with special attention to dietetic and hygienic principles. Methods of cooking meats, vegetables, etc., and dishes usually eaten in Porto Rican homes.

(c) Sewing—for girls. (Three periods per week.) Work in cutting from patterns, fitting, basting and sewing, buttonhole making, etc.

(d) Needlework—for girls. (Two periods per week.) Drawn work and lace making, knitting, darning, embroidery, etc.

The plans for the subsequent years contemplate the establishment of a carpenter shop, a plumbing shop, a printing shop, a tailor shop, a shoe shop, a harness shop, and more elaborate training for girls in cooking, dressmaking, basketry, and sewing. The equipment for these shops will be obtained between now and the 1st of next October, and with the beginning of the second year all of the students will be required to enter one of these shops, devoting the bulk of each day to work in the shop he chooses, and one or two hours each day to class-room work in general studies.

The wish of every man and woman, no matter how highly educated, to have some means of earning a livelihood and to be thorough master of some trade has become apparent in all countries, and Porto Rican boys and girls must not be left without some help in this direction. These schools will help to establish trades and industries on the island for the making of things which are now imported, but which could be just as well made here, thus giving employment to home labor and new incentive to

home skill. It will not be possible for these industrial schools to turn out full-fledged mechanics, but it is intended to keep them on a practical basis and to enable boys and girls who have had three or four years' training in one of these schools to go out with a modicum of general education and with a new and higher training for industrial work, and with a knowledge and experience which will enable the pupil to enter a business house or trade shop prepared to become an efficient, independent worker in a very much shorter period of time than the average apprentice.

Trades which will be taught in the new industrial and trade schools will be selected, after careful conference with representative business men of the island, with a view to selecting those for which the people are adapted and in which there is immediate demand for skilled labor at the present time in Porto Rico. This is especially true of plumbing, harness making, hat and straw weaving, printing, and certain forms of cabinet and wood work. To these can be added from time to time, as funds and equipment of the schools will permit, training in other branches of industrial activity. The aim will be to make the work simple and practical, and to combine with mechanical work instruction in the most elementary subjects now taught in the public schools as the basis of a good general education.

SPECIAL SCHOOLS.

In addition to the rural, agricultural, graded, and high schools we have already in successful operation a number of special schools. First in importance are the night schools, for which ample provision has been made in the school law. Two thousand seven hundred and sixty-seven pupils have been enrolled in the night schools during the past school year, with 64.7 per cent of the pupils in actual attendance during the year, which is a remarkable showing when we consider the fact that most of these are persons of adult years occupied at hard work during the day and making many sacrifices to attend school in the evening. Within the past few weeks we have made some modifications in the course of the night schools with a view to making them as practical as possible. The plan is to give the best instruction in these schools in the most elementary and practical subjects. Arithmetic, language work in both English and Spanish, writing, and a little elementary instruction in geography and history comprises the course. In San Juan, Ponce, and Mayaguez we have begun the experiment of offering to those who have made satisfactory progress in the subjects just mentioned the privilege of entering a special class of typewriting, stenography, and bookkeeping, for which there is considerable demand. The recent action of the cigar makers' union in demanding of its members the ability to read and write has brought applications for many more persons employed during the day for admission to the night schools, in order that they may learn to read and write; and we have in most of our night schools a waiting list of those anxious to enter as soon as there is room for them.

We opened one night school recently in Ponce, notice being given at 2 p. m. that pupils would be matriculated at 8 p. m. the same day. At that hour, on only six hours' notice, 172 pupils presented themselves. The building would hold no more, and as many more persons were left standing in the street unable to gain admission to the building. We could take only 108 of the 172 who managed to enter the rooms where pupils were examined.

Of the other special schools, the work of the kindergartens has perhaps aroused the greatest enthusiasm in the community. While the resources at the command of the department are not sufficient, and perhaps the time is not ripe to introduce the regular kindergarten in connection with all of our graded schools, the experimental kindergartens that have been established in San Juan and Ponce are doing a splendid work and are developing an interest among parents in the welfare of the smaller children, showing them the value of early systematic training. These classes consti-

tute a splendid object lesson and have already had a wholesome effect in enlisting greater interest and cooperation of adults in the work of their children in all of our schools.

At the last session of the legislature a law provided for the establishment of three schools for trained nurses. One such school had already been established in San Juan, where a class of young women, willing to devote themselves to the profession of trained nurses, is being trained under the direction of an American trained nurse, who is a graduate of one of the best schools in Boston. The work has just been begun and is somewhat handicapped by the lack of proper hospital facilities, which will be supplied as soon as the new city hospital in San Juan is ready for occupancy. Through the cooperation of the Maternity Hospital of San Juan arrangements have been made whereby this training class may work in connection with the officers of that institution. The course of instruction consists of not less than three hours' study each day, one hour of which is used in giving practical instruction in the treatment and care of the sick, with a review each day of the previous day's lesson. The remaining two hours each day are devoted to the teaching by observation in the different hospitals of the city of the symptoms in medical and surgical patients. Twelve patients are enrolled in the class, ranging in age from 16 to 30 years. Rules and plans for a more systematic course of instruction are now being worked out, and as soon as the services of two more professional trained nurses can be secured similar classes will be established in connection with the hospitals of Mayaguez and Ponce. We shall then have in the three largest cities opportunities for Porto Rican young women of sound physical health, earnestness of purpose, and ambition to fit themselves for a career of honorable and much-needed public service.

SCHOOL SUPERVISION.

Next to a good teacher comes a good supervisor, in the scale of relative values, in any school system. We have suffered in Porto Rico from the effects of poor supervision in the initial stages of our school work. Many of the supervisors appointed by the military government were men scarcely fitted for the work in its largest and best sense. They were good detectives and looked upon their function chiefly as that of a spy. This aroused hostility among the Porto Rican teachers and created an unfavorable public sentiment. Furthermore, some of our men, while forceful and vigorous in action, as they must needs be in a country like this, have been men not only of little educational experience, but also men possessing very little education themselves. Happily, for the most part that has been changed. We have now a fairly good corps of supervisors; a few exceptionally strong men who understand the language, know the habits and customs of the people, are familiar with the needs and possibilities of the island, are tactful, firm, generous, and inspiring, and who know what a good school is and how to make a good school out of a poor one. We need, however, more men of this type; men of culture, of good physique, able to stand the hardships of travel in all kinds of weather and over the roughest mountainous districts. They must also be men who have had experience in educational work and who have a definite educational outlook. For such there is a great future in Porto Rico and great possibilities for useful service. They can soon become the leading citizens of their respective communities, honored and respected by all, and with a field of work opening before them such as few young men can find in the States. During the past school year one general field supervisor and 16 district supervisors, with 3 assistants, have conducted the work of representing the commissioner of education in the field and of looking after the detail of school administration. The last session of the legislature created 4 additional supervisorships, and as now organized we have 19 districts, each with a supervisor, 1 general field supervisor, 1 statistical supervisor, and 1 assistant. During the past year

in two or three districts the supervisor had from 70 to 100 schools to look after and a large territory to cover. In other districts, where the number of schools was not so great, the territory to be covered was greater and the difficulties of communication at times almost insurmountable. The work of the supervisor is hard at best. He must be almost constantly in the saddle and must not be daunted by any kind of weather or by impassable roads and swollen streams. When he does his work well, he necessarily makes some enemies, and he is oftentimes the target for criticism and unjust complaint. Considering all the difficulties of the position and the poor pay compared with the incomes of well-qualified superintendents in the States, also the physical discomforts and hardships that they have had to endure, our corps of school supervisors has been remarkably efficient and its work for the most part is as well done as could have been expected. Under existing conditions the salary has been increased to \$1,200 per annum, with an allowance for actual traveling expenses not to exceed \$650 additional per annum. With the increase in the number of districts this year more intensive and satisfactory school supervision can be carried on. The number of districts should be still further increased, thereby reducing the number of schools per supervisor and the extent of territory which each is expected to cover. In this climate, and with all the difficulties of inaugurating a new school system, certainly no greater work should be expected than is expected of supervisors in the State of Massachusetts, where by law not less than 20 nor more than 50 schools are assigned to any supervisor working in a rural community.

The supervisor in the field gets a close-range view of educational matters and his impressions have a peculiar value in judging all educational progress. I have therefore appended to this report the 16 reports of the district supervisors, and I commend their perusal to those who care to make any close study of our educational work. They vary considerably in the tone and spirit in which they comment upon the educational tendencies of their respective districts. Some are more enthusiastic and hopeful than others. Thus, Messrs. Hill, Sawyer, and Wood, in districts 3, 5, and 16, respectively, present the brighter and more hopeful side of our work. Mr. Miller, in district 10, presents a moderately enthusiastic and also critical view of educational progress in that district, while Mr. Armstrong, formerly of district 1, presents more clearly the obstacles that lie in our pathway. All of these views are probably substantiated by the facts in every single district. It is a question rather of where the emphasis has been laid in the supervisor's report, and one who desires to get a close insight into the real workings of our educational system will study these reports with care.

The department is in almost daily communication with its supervisors. A large part of the correspondence carried on in the office of the commissioner is in answering questions from the supervisors or in the form of instructions and suggestions sent to them. For the latter purpose the circular letter is adopted; and as in these circular letters many questions of general interest are discussed, the difficulties which arise in one district are answered in a form to be of service when similar questions arise in another district. These letters constitute a sort of barometer which heralds the storms and records those which have been successfully weathered. Each supervisor is required to keep on file in his office a complete set of the circular letters. Some of these of more general interest are reproduced in the appendix to this report.

PROGRESS IN ENGLISH.

Every effort has been made to encourage the study and use of the English language. This has been done in the interests of the people of Porto Rico, whose future commercial prosperity depends upon their adoption of the English language as the prevailing speech throughout the island. The Porto Ricans are anxious to learn

English, are eager to have their children learn it, and the department is careful to see that the demand for English instruction is always in excess of the supply. We do not desire to force English upon the people, but we want them to recognize their own interests in the matter, and are willing to do all possible to aid their aspirations in the direction of acquiring a knowledge of English. English is taught in every school on the island. Of course, many of the Porto Rican teachers in the rural schools have only a slight book knowledge of the language, and can do nothing more than teach their children how to read the most elementary English sentences. This is something, however, and while these teachers do not know enough English themselves to know anything worth mentioning of English pronunciation, they are rapidly acquiring, for the purposes of the department's examinations, a more extended knowledge of our language. We do not wish to displace Spanish in the homes of the people, but rather to add to what they already know of that language a thorough knowledge of the English language. It will mean a great deal for the schools of Porto Rico when we are able to use English text-books. At present in all of the graded schools, which means nearly half of all the schools of the island, English is taught by an American teacher, who visits every room, teaching the lesson in English each day in the presence of the Porto Rican teacher and with her assistance. In this way the Porto Rican teacher acquires a more definite knowledge of English, and the department now requires every teacher in the island to take an examination in English at least once a year. The first general examination of this character was held on June 7. It was an entirely voluntary one, and although very little notice had been given, and most of the teachers were poorly prepared for it, at least 75 per cent of all the teachers on the island took it, and it was the intention of the department to award a few cash prizes, a fund for which, aggregating \$110, had been generously contributed by three citizens of the United States interested in our work, Mr. Edgar O. Silver and Mr. Leonard E. Reibold, of New York, and Mr. G. W. Holden, of Springfield, Mass. The results of the examination, however, did not justify the awarding of any prizes, partly because of certain irregularities in holding the examination, due to the fact that the date set came in the rainy season, when in the rural districts it was almost impossible for some of the teachers to report at the supervisor's headquarters. We decided then to hold these funds for distribution another year, and will be glad to add to them the contributions, large or small, of any other persons who may be interested in the object. The general scope and intent of the examination is indicated in the following letter, which was sent out May 1, in answer to some objections and to remove some misunderstandings which had arisen among the Porto Rican teachers:

MAY 1, 1902.

To the principal, graded, and rural teachers of Porto Rico:

MY DEAR FRIENDS: It seems that some misunderstanding has arisen about the nature and objects of the voluntary examination in English announced for June 7. I want you to understand fully the plans of the department, and do not wish you to think for a moment that the department would act otherwise than in your interests and for the good of the schools and the welfare of the children of Porto Rico. In the first place, this examination is purely voluntary. You do not need to take it unless you wish to. I hope you all will take the examination. Even if you feel poorly prepared for it, do not be ashamed to come to the examination and show that you are willing to make a start in the learning of English. We shall not expect the impossible. We know that many of you have had very few opportunities to study English, that you have not had the advantage of good books nor of access to good teachers of English. We know, however, that you have been doing the best you could, and that is all that we expect. For three years past you have doubtless witnessed the growing importance to the people of Porto Rico of a knowledge of English. The binding together in closer ties of friendship, sympathy, commercial intercourse, and business relationships of the people of Porto Rico and the people of the United States means that we must have one common and universal language which the people are able to read, write, and speak in all parts

of our common territory. It is evident that this common language of intercourse must be the English language. This does not mean that the people of Porto Rico must give up Spanish. On the contrary, as has well been said, "a man is as many times a man as he has languages at his command." The 75,000,000 and more people of the United States, however, can not be expected to learn the language of the 1,000,000 people of Porto Rico. The smaller body can adjust itself more easily to the conditions in this regard than the larger body of citizens. The people of the United States will respect the language of the people of Porto Rico. Many of them will learn to speak, read, and write it, but the one common language of social, political, and business intercourse will be the English tongue, common not only to all parts of our own national territory, but to large sections of the civilized world. We can not do our duty by the children of Porto Rico, in preparing them to earn a living and to take their place in public life, in the business world, and in private occupations in the future, unless we teach them thoroughly to know the English language. Let us work together to have English used as much as possible in our schools, so that the children may get not only a book knowledge of the subject, but a practical drill, which will enable them to use it in any and all emergencies.

I want, also, to tell you that this examination to which you are invited on June 7 has nothing whatever to do with the teacher's certificate you hold or the renewal of that certificate. Your certificate will be renewed as similar certificates have been renewed before, depending upon the report on the work you have done during the year. The marks of your examination will be recorded on your certificate, or the fact that you have no grade in English in case you do not take the examination. Of course, when you get your new certificate, if it has on it a high mark which you obtained in your English examination, it will doubtless help you to secure a better position next year. You need not feel ashamed of a low mark, and the questions this year will take into account the fact that the notice given of this examination has been short. The questions must, therefore, be correspondingly easy. It is not true, however, that you have had no more than six weeks' notice, although the official announcement of the examination was published only six weeks in advance of the examination itself. For nearly three years the department has been urging upon you the importance of acquiring a knowledge of English, and it is now necessary that we make a beginning to obtain a grading of all of the teachers on the basis of their knowledge of English. If you have had few opportunities and your mark is low this year, you will probably have an opportunity of raising that mark next year, and so on from year to year, showing the improvement that you make in the mastery of the English language. We are demanding a higher standard each year of the American teachers who come here to teach English. They are required to have high school, normal school, or college diplomas, representing, usually, many years of preparation for their work as teacher, and we shall be stricter this year than ever in the scrutiny of the character of these diplomas. Every step taken to improve the qualifications of teachers is something in which every good teacher should be interested and to which he should give his cordial support. There should be a spirit of professional pride in raising the standard of our profession. The higher that standard the more honor there is for every one who is a member of the loyal and devoted band of teachers in Porto Rico. There will be absolute fairness in the marking of these examination papers and in the general conduct of examinations. The department has just decided to have the papers examined by one central committee of examiners, and we hope to have soon at our disposal a small sum from which a few cash prizes can be offered to those who have had few opportunities to learn English and who make a good showing in this examination. The conditions on which these prizes will be offered will be announced later.

Please give this whole matter your thoughtful attention and your earnest support. Prepare for the examination as best you can—it will be simple and practical. The examination will be limited strictly to two hours' duration. For rural teachers one hour will be allowed for the translation from English into Spanish of a selection consisting of a few simple English sentences. Another hour will be devoted to a similar translation of a very short exercise from Spanish into English. For graded teachers the plan of examination will be exactly the same as for rural teachers, only the examination will be somewhat more difficult, and the time limited to forty-five minutes for each exercise; in addition, the dictation will be taken from any part of Brumbaugh's Second Reader. For principal teachers the plan for the examination will be the same as for graded teachers, except that the translation exercises will be a little more difficult, and a half hour will be devoted to writing down from dictation an easy passage from Brumbaugh's Second Reader, pages 5 to 48, the selection to be read slowly and distinctly by the teacher in charge of the examination; also, an additional half hour will be devoted to a few simple questions in English grammar.

The only test of your knowledge of English pronunciation in this examination will be in your ability to write correctly the passage dictated. In preparing for the examination, therefore, I would advise you above all to practice the translation of simple sentences back and forth from Spanish into English and from English into Spanish, and to read as much as you can in the first and second Standard Readers to be found in your schools. You will be notified individually of the result of your examination by mail, and the mark which you obtained, although it may be as much as a month or more after the date fixed for the examination before these marks can be sent to you.

Come on June 7 with a feeling of assurance that, having done the best you can, you will cheerfully show us what progress you are making in English. Urge your friends to come and take the examination in the same spirit of loyal cooperation in what the department is trying to do for the good of the schools and for your good, and you will find the department loyal to you and to your personal interests.

Yours, very truly,

S. M. LINDSAY, *Commissioner*.

The spirit in which this examination was undertaken is indicated by the following, among many letters which were received by the commissioner:

BAYAMÓN, P. R., *April 28, 1902.*

The teachers of the district of Bayamón are always ready. Those who have no cloaks weep much when it rains, but we are always ready for the examination.

(Signed by 18 teachers.)

A second letter was headed "Forwards," and read as follows:

The teachers of the municipality of Toa Alta are ready for the examination. We send you our regards and compliments.

A third letter, signed by the English class of the municipality of Corozal, read as follows:

DEAR SIR: The brotherhood of professors of this municipality return you our thanks, and promise that at the close of the year we will give a good account of ourselves in the English examination that is to come.

For the examination this year more elaborate plans have been made, and the following letter has just been sent out:

CIRCULAR LETTER }

No. 110. }

DEPARTMENT OF EDUCATION OF PORTO RICO,

OFFICE OF THE COMMISSIONER,

San Juan, October 24, 1902.

To the supervisors.

GENTLEMEN: You are hereby informed that on Saturday, April 25, 1903, an examination in English will be held in all the towns where there is an English teacher.

In order to give the Porto Rican teachers a fair opportunity to prepare for this examination, the English teachers are hereby directed to teach English three times a week during the last hour of the school day. These classes will be open free of charge to teachers and to members of the school board of the vicinity. Where there is more than one English teacher in a town, the work shall be equally divided by the supervisor of the district. If teachers desire to take lessons outside of the hours established, they must make arrangements with the English teacher or any other person, as a private teacher, at their own expense.

There will be three grades of examination: Rural, graded, and principal.

The examination for rural teachers will include exercises in translation from English into Spanish and from Spanish into English; questions in grammar selected from *Lecciones de Lenguaje, Inglés-Español* (published by the American Book Company); in addition to which rural teachers will be required to write a dictation exercise from the Standard First Reader.

The examination for graded teachers will cover, in addition to the foregoing, first, a dictation exercise from the Standard Second Reader; second, the writing of a composition of not less than 150 words on a theme selected from a list of five familiar topics relating to the geography of the United States, using Frye's *Geografía Elemental* in preparation for this work.

The examination for principals will include, first, the writing of an exercise dictated from the Standard Third Reader; second, questions in grammar and the use of words in English, basing the work on Welsh's English Grammar from lesson 56 to lesson 121, inclusive; third, translation from Spanish into English of an exercise selected from

El Lector Moderno No. 1; fourth, translation from English into Spanish of an exercise selected from the Standard Fourth Reader up to page 231; fifth, a composition in English of not less than 200 words on one of five given topics on the geography of the United States, using Frye's Grammar School Geography in English in preparation.

All exercises for translation shall be taken from prose.

Supervisors will place a copy of the books mentioned in the hands of teachers requiring them for study. Where teachers do not have these books they should make requisition for them to their district supervisor.

In this examination all teachers are expected to attend unless previously excused by the department, on application through the supervisor. Teachers who fail to attend, or who fall below 50 per cent, will have this fact recorded and taken into consideration as a part of the teacher's record, governing the approval or disapproval by the department of his application for the renewal of his certificate for the following year.

Teachers are required to take the examination corresponding to the grade of the certificate which they now hold.

The last examinations in English were not satisfactory, and certain prizes which the department intended to offer from a small private fund, contributed by friends in the United States who are interested in the progress of Porto Rican schools, were not awarded.

The following prizes are offered for excellence in this examination:

First. A first prize of \$25 in cash and a certificate of attainment in English, attested by the seal of the department, for the best examination in each grade. A first prize may be divided in case two or more teachers of any grade rank exactly alike, in which case each would receive a certificate.

Second. A second prize consisting of a silver medal, with an appropriate inscription, for the second best examination in each of the three grades, additional medals being awarded in case two or more teachers rank exactly alike.

All teachers having a standing of 50 per cent or over will have their standing recorded on their certificate for next year.

No prize will be awarded in either class where the first and second best examinations are not of sufficient excellence, in the judgment of the commissioner of education, to justify the awarding of the respective prizes.

Teachers who have had special opportunities for the study of English, such as a period of residence of one year or over in the United States, can not be awarded prizes. In cases where there are difficulties in determining whether a teacher has had special opportunities, the commissioner of education shall be the final judge.

Respectfully, yours,

SAMUEL McCUNE LINDSAY, *Commissioner*.

Other signs of the progress being made in English are not wanting, both with respect to teachers and pupils alike. One supervisor writes of the work in Sabana Grande that the English work in the graded schools is worthy of special notice:

The pupils of the fifth and sixth grades converse well, and the fourth class will be a better class next year than the present fifth grade. The second and third grades are doing surprisingly well. Whatever the pupils read they understand when they hear it spoken and they are rarely at a loss for an answer to a question. Conversational work is not confined to the reading lesson alone, but is spread out to cover any topic. I attended a ball in the town hall Thursday and the children, from the little tots to the young ladies, fired English at me the whole night. It has been a long time since I have spent a pleasanter evening.

Some of the efforts of individual pupils are almost pathetic. One boy who is studying with the hope that he might be sent to school in the States had to earn his living during the day and had only his nights, without the aid of a teacher, in which to study and acquire a knowledge of English. In writing to the department for advice he wrote in English as follows:

It is true, I am in a position with the San Juan Light and Transit Company, but I can too little that scarcely it is not sufficient for me to address myself. I have prepared myself to can be a teacher the next time for being not able to pay one who could give lessons to me. This letter will not be correct but it is a sign of my progress in the English language. I wait for a satisfactory answer, for I go every time forward and foward. I spend some hours at night in studying alone, by that reason all that I study I try to understand it well for I have no other man who can explain me that I study at night. That is the poor life. At the end of September I will be 16 years old.

Plans are being considered at this time by which the work in the Insular Normal School may be carried on exclusively in English. We have had several graded schools from the lowest to the highest grades, and two high schools, where the work is carried on exclusively in the English language, and Spanish is taught merely as one subject. In the practice school in connection with the normal school it is probable that all the work will be done in English. It will not be long before English text-books can be used and the bulk of the instruction in all subjects in the town schools and graded schools can be given in English. It will require probably several years before the same can be said of the rural schools. This will not mean more American teachers, but that Porto Rican teachers have been trained to be efficient teachers, making use of the English language.

PORTO RICAN STUDENTS IN THE UNITED STATES.

Forty-five students, boys and girls, are now studying in the United States at the expense of the Porto Rican government. Twenty of these received an allowance of \$250 a year and are located in the industrial and manual-training schools, the majority of them being at Tuskegee, Ala., preparing for careers as artisans. Twenty-five receive an allowance of \$400 per year and are preparing for college and for the various professional schools. They are scattered throughout the smaller colleges and the best preparatory schools in the States, where they receive careful attention and cordial assistance in their work. The reports from the principals of the schools indicate that these boys are doing well. Some of them stand relatively high in their classes. Several will be ready for college and some have already entered college. The legislature appropriated \$15,000 last year to continue these boys for another year. That amount will be needed annually if these boys are kept in the States for the period of four or five years, respectively, specified in the laws under which they were sent. The general public has been greatly disappointed that additional boys were not sent during the past year. There was a general impression that the legislature intended to send each year, for a series of years, 45 boys, maintaining those who had been sent in previous years until they completed their allotted term of study. The department has therefore on file many urgent applications of parents who are anxious to have their children sent to the States. Of course none of these can be granted unless there is a vacancy by death or resignation in the ranks of those now in the States, or unless the legislature makes additional provision for others.

PORTO RICAN AND AMERICAN TEACHERS.

The strength and value of any school is measured in the last analysis by the character and efficiency of the teacher. The most difficult task in the development of the American school system in Porto Rico, as all those who have had any experience in this work testify and all competent observers know, is to secure a sufficient number of well-qualified teachers. Considerable improvement has been made in this direction during the past year. We have at the present time in the employ of the department about 1,200 teachers, of whom $12\frac{1}{2}$ per cent are Americans and $87\frac{1}{2}$ per cent Porto Ricans. An exact statement of the number of teachers, the salary of each, and the classification of the total number into those who were citizens of the United States and those who were citizens of Porto Rico was made at the request of the committee of the legislature in March. This showed 123 Americans, receiving the total annual salary of \$67,195, and 837 Porto Ricans, whose total annual salary amounts to \$281,735. Thus the greater part of the work is done by Porto Ricans and the greater part of public money expended for salaries of teachers goes to native teachers. Of the American teachers almost all of those who came as adventurers or because they had been rejected in the States have been weeded out of the service and the ranks of the American teachers now contain many of the best equipped and most devoted

teachers to be found any place in the United States. We have on file at all times many applications, some of them from graduates of our best colleges, representing all States in the Union, of young men and young women willing to take up the work of teacher in the schools of Porto Rico. Many of these are eager for the opportunity of service in a good cause. Some are influenced by the desire to see something of life in a tropical country and to equip themselves for larger work in the States by acquiring a knowledge of the Spanish language. At the same time they are prepared to give honest and efficient service, and while they probably do not desire to remain more than two or three years at the most, they are in no wise disqualified by this secondary motive from being considered valuable material for our schools. We have, therefore, abundant material from which to select enough American teachers of English to equip all the schools we are able to open. These American teachers, however, should not be called upon to make so great a financial sacrifice as they must necessarily do in order to accept these appointments. The salary paid to an American teacher of English is only \$50 a month for a nine-months term, amounting to \$450 a year, in addition to which there is an allowance by the local board amounting to \$54 as a minimum and ranging from that figure up to \$135 for the school year. There are few cases, however, in which the maximum allowance is paid. Practically, therefore, most of the teachers of English have to reckon on a total annual income of \$504, out of which they must pay their transportation to and from Porto Rico and provide themselves with subsistence and clothing for an entire year. The transportation expenses are at least \$100, and in some cases, where teachers come from the interior of the United States, considerably more than that sum. The expenses of living in Porto Rico for such teachers is necessarily high, and the result is that after one year of experience they are therefore unwilling to remain. The schools suffer a great loss on this account, because the value of an American teacher to the school the second year is nearly double that of the first in which she is getting acquainted with the people, the local conditions, and the language. We ought to be able to hold our best teachers here for a series of years by offering a higher salary at the outset in order to secure the best talent and by offering a progressive increase for each additional year of service. Formerly the United States Government furnished free transportation, when the army transport system was in operation between New York and Porto Rico, but now that the transports have been discontinued no provision has been made to pay the traveling expenses of teachers from the States and they have suffered a corresponding diminution in their net income.

The Porto Rican teachers are working hard to equip themselves for the best positions by familiarizing themselves with the English language and with the methods of the American school system. Most of them have had few opportunities. The majority of them are married and have large families to support. They are extremely poor, and as a rule are unable to leave their homes for any length of time in order to avail themselves of any opportunities for study or for self-improvement. We shall have to be patient with them and do all in our power to aid them by efficient supervision of their work, by the loan of books and such direction of home study as the department and the Insular Normal School can give, and we hope soon to have a plan in operation by which some instruction at least in the methods of teaching, and perhaps in the matter of physical training in the schools, can be given by an instructor in the normal school visiting from time to time those schools where the need is greatest.

The department is doing everything possible to maintain a high standard of honor and efficiency among the teachers and to develop the spirit of professional pride and mutual criticism, rivalry, and encouragement among the teachers themselves. Those who willfully neglect their work, close their schools before the regular hour for closing, neglect to open them at the proper time, sham sickness, and in general

do as little work as possible when the supervisor is not in sight, are dealt with severely when they are found out. We have taken the responsibility of closing some schools altogether by suspending over twenty-five teachers for serious cause. In some of these cases the work of the teacher in the schoolroom was efficient, but the private life of the teacher and his moral influence in the community was not above reproach. We must not place the lives and training of innocent children in the hands of any teacher whose life is not clean, wholesome, and earnest. We would better have fewer schools and apparently take a step backward—which in the end would mean a long step forward—than to tolerate in the rank of teachers those who can not command the full respect of the communities in which they live.

The younger teachers are responding nobly to the demands of the department in all respects. Year by year as the normal school turns out additional classes the effect of this well-trained and enthusiastic body of young persons in the corps of teachers will make itself increasingly felt. Some of the younger teachers are making great sacrifice in order to save money and spend their vacations in the States, where they can study our American schools at first hand and perfect themselves in the knowledge of our language. There are, therefore, no lack of signs to encourage, especially when we consider how few have been the opportunities in the past and how great has been the change in spirit with which the Porto Rican teachers have welcomed the new school system and adjusted themselves to it.

THE INSULAR NORMAL SCHOOL.

From what has just been said it is evident that the key to the educational situation is the Insular Normal School. About 100 pupils have been in attendance during the past year, and over 125 are in attendance this year. They do better, harder, and more work than most students in the best school in the States. They now have a new building, which was dedicated on the 30th day of May with appropriate exercises, in which the governor, the chief justice, and other prominent officials participated. In this large and commodious building the pupils find every appliance of the best modern schoolroom to aid them in their work. The building is beautifully located on a tract of about 50 acres of land situated in Rio Piedras, 7 miles from the capital and accessible by a trolley line. In this building are large and airy class rooms and an auditorium that will seat 300 persons; two gymnasiums—one for boys and one for girls—equipped with shower baths and lockers and all necessary appliances for physical training; laboratories will be installed as they are needed; there is a room devoted to the purposes of a library, and already we have the beginning of the equipment of a school library. The work in this school is for the most part done in the Spanish language, although great stress is laid upon the study of English, and the pupils in this school have made so much progress in English that most of them can understand an address given in that language. This condition of affairs must continue for a time during this transition period until enough pupils from the lower grades of the public schools reach the point where they can take up their studies in the normal school and pursue them with instruction in English. We are making every effort to bring that about next year, and when it is possible the efficiency of the work in the normal school can be almost doubled. Pupils and teachers alike can have the advantage of a wider range of choice in the selection of text-books and works of reference bearing on the course of study.

Sufficient funds have been allotted to add to the equipment of the normal school a principal's house and a practice school, and both of these buildings are nearly completed. We shall then have in connection with the normal school a model agricultural rural school, a model kindergarten, four or five model grades of the regular school work, as object lessons in which the normal school pupils can receive instruction by observation and experiment and by the most approved methods. No labor

or expense should be spared in equipping, maintaining, and developing from year to year the work of the Insular Normal School. While money spent here does not bring in an immediate return, when the return does come it means more to the schools of Porto Rico than ten times the cost expended in other ways.

EDUCATIONAL CONFERENCES.

At the time of the dedication of the Insular Normal School all the school supervisors were called into San Juan to take part in those exercises and at the same time to take part in a conference on various subjects relating to their work. Seven sessions of about two hours each were held on three days, May 31, June 2, and June 3, at which the following programme was strictly adhered to.

May 31.—Morning session, 9.30 a. m., Dr. Lindsay in charge. Topics: (1) Educational theories and practice. (2) A general survey of the work in Porto Rico. (3) How to get good teachers and keep them. Discussion: (1) The relation of the supervisor to the teacher. Opened by Field Supervisor A. F. Martínez. (2) The work of the Insular Normal School. Opened by Principal W. G. Todd.

Afternoon session, 2.30 p. m., Mr. Heckmen in charge. Topics: (1) The position and work of the teachers of English in the schools. (2) The qualifications of teachers. (3) The course of study and how to grade the schools. Discussion: (1) Maxims for teachers. Opened by Supervisor Wood. (2) School discipline. Opened by Supervisor Conant.

June 2.—Morning session, 9.30 a. m., Dr. Lindsay in charge. Topics: (1) Supervisors' districts—(a) boundaries; (b) visits to schools; (c) traveling expenses. (2) The school law. (3) School supplies and text-books. Discussion: (1) Needed changes in the school law. Opened by Supervisor Foote. (2) New text-books and supplies. Opened by Supervisor Miller. (3) How can the supervisor best use and protect the school property and supplies for which he is responsible—(a) during school year; (b) during school vacations. Opened by Supervisor Lutz.

Afternoon session, 2.30 p. m., Mr. Pennock in charge. Topics: (1) The agricultural schools. (2) Agricultural teachers, American or Porto Ricans; qualifications, special certificates. (3) Equipment needed; summer work. Discussion: (1) What should be taught in agricultural schools? Opened by Supervisor Wells. (2) Should they bear the same relation to local boards as the rural schools? Opened by Supervisor Northrup.

Evening session, 8 p. m., Mr. Hernández in charge. Topics: (1) The organization and duties of the school boards. (2) The position of annexed municipalities. (3) The supervision of the finances of the school board. Discussion: (1) How to proceed to secure removal of a member of the school board and how to proceed to secure suspension of a teacher. Opened by Supervisor Sawyer. (2) Should the school board have more powers or less? Opened by Supervisor Hill. (3) How to arouse the personal interest of every member of the school board. Opened by Supervisor Mellowes.

June 3.—Morning session, 10 a. m., Dr. Lindsay in charge. Topics: (1) A model district. (2) Duties and opportunities of the supervisor. (3) The relation of the supervisor to the Department. Discussion: (1) How to judge a good school. Opened by Supervisor Moore. (2) How to enlist public support for the schools. Opened by Supervisor Ankton.

Closing session, 2 p. m., Dr. Lindsay in charge. Topics: (1) Questions and answers. (2) Unfinished business. (3) The immediate needs of each individual district.

The person in charge of each session treated of all the topics outlined for the session in an address not exceeding twenty minutes in length, after which those assigned to open the discussion on special topics were given ten minutes each, followed by a general discussion, in which any one present was permitted to participate on condition that no one should exceed five minutes nor speak twice until every person who desired to be heard had had an opportunity to speak on the topic under discussion.

In addition to the conference of the supervisors it was found advisable to continue the plan of holding a series of meetings in different parts of the island for the purpose of raising a healthy and active interest in normal education and in the public

school. For this purpose the commissioner invited Dr. James Earle Russell, dean of Teachers' College, Columbia University, New York City, one of the best training schools for teachers in the country, and himself a man widely known as a leader of educational thought in the States, and Dr. C. Hanford Henderson, a pioneer worker, writer, and thinker in the work of manual training, physical culture, and other highly important features of modern education, to accompany him on a brief trip to visit some of the schools of the island. These gentlemen very kindly consented to give their services without remuneration and in this way do what they could to assist the educational work in Porto Rico. Their traveling expenses were paid by the department and no other return was made for the very valuable services which they rendered, except the grateful thanks since expressed in many ways from teachers and parents in the leading towns in Porto Rico. For eight days they held meetings and gave stirring addresses, and by reason of favorable weather and excellent preparation for traveling facilities we succeeded in covering a large territory. Starting from San Juan, we addressed meetings of pupils, teachers, and general public in the schoolhouses and public squares of the following places: Manatí, Arecibo, Camuy, Quebradillas, Aguadilla, Mayaguez, Cabo Rojo, Sabana Grande, San German, Yauco, Ponce, Cayey, Coamo, Río Piedras, and San Juan. One day as many as seven meetings were held, and, notwithstanding the physical fatigue of this rapid trip, we met with such enthusiastic reception wherever we went that all felt encouraged and repaid. The general public is much more interested in matters of public education in Porto Rico than in most communities in the States.

The people appreciate anything that is being done for the schools. The building of schoolhouses has been to them the most tangible and forceful guaranty of the good faith of our Government. One coachman I met on the military road said:

During the administration of the Spanish Government we saw nothing but money going out of this country to Spain; now we see public money being put into buildings for the use of our children.

The people are willing to do what they can. They are willing to tax themselves to the extent of their ability, and even more, and they are willing to work for the public schools; but they need much help from outside sources, and if the United States does not encourage this spirit by cooperating with the people of Porto Rico in removing the curse of illiteracy the United States will eventually look back upon one of the greatest of lost opportunities, while if the Federal Government does come to the aid of Porto Rico in the establishment of an adequate and efficient system of public schools the time will come when Porto Rico will reflect greater glory upon the American nation than perhaps any other community within the sphere of American influence.

SCHOOL LAWS.

Only one important change has been made in the school law as enacted by the legislature and approved January 31, 1901. This law was printed in the appendix to the report of the commissioner of education for the year 1900-1901.

The change referred to is the increase of the minimum of municipal taxes which must be devoted to school purposes, from 10 to 15 per cent, and the authorization of a special school tax in accordance with the provisions of the following act:

AN ACT Authorizing the municipalities of Porto Rico to levy a special property tax, to be known as school tax.

Be it enacted by the legislative assembly of Porto Rico:

SECTION 1. That for the fiscal year beginning July first, nineteen hundred and two, and ending the thirtieth day of June, nineteen hundred and three, and in every succeeding fiscal year, in addition to the regular taxes, of which, according to law, at least 15 per cent and not more than 25 per cent must be set aside as a school fund, the ayuntamientos may levy a property tax, to be known as "a school tax," and not

to exceed $\frac{1}{100}$ of 1 per cent of the assessed value of all real and personal property of the respective municipality, in accordance with the assessment made by the treasurer of Porto Rico to levy and collect the insular property tax.

SEC. 2. The ayuntamiento of each municipality shall decide on or before the twentieth day of June of each and every year whether such additional tax shall be levied, and shall fix the rate within the limit allowed by section 1, basing the same upon reports of the respective school boards situated in each municipality, and in accordance with the needs for school funds, in whatsoever manner determined, and shall notify the treasurer of Porto Rico immediately upon the adoption of the resolution fixing said rate. The treasurer of Porto Rico shall collect the school tax hereby established in the same form and subject to the rules provided for by act entitled "An act to provide revenue for the people of Porto Rico, and for other purposes," approved January thirty-first, nineteen hundred and one, and said official shall pay, pursuant to law, to the treasurer of each school board, in the months of March and September of each year, the amounts collected during the six preceding months as school taxes in each of the respective school districts.

SEC. 3. That the amounts accruing to the treasury of each municipality on account of the school taxes hereby established shall be devoted solely to school purposes.

SEC. 4. That all laws, decrees, or orders, or parts thereof, in conflict with this act are hereby repealed.

SEC. 5. That this act shall take effect from and after its passage.

Approved, March 1, 1902.

In addition to this change further legislation secured the establishment of industrial schools, as already noted in the section on that subject in this report, and provision for training schools for nurses, as noted in the section on special schools in this report. A law was also passed which provided for the celebration of Arbor Day in the schools throughout the island on the first Friday in December of each year.

Some revision of the fundamental school law has become necessary by reason of change in conditions, and will be taken up at the next session of the legislature.

THE MOST IMPERATIVE EDUCATIONAL NEEDS OF PORTO RICO.

First of all we need more schools. We have 60,000 children now enrolled in school. There must be at least 350,000 children of school age in the island at the present time. Of these possibly 50,000 would be inevitably deprived by good reasons from availing themselves of the advantages of the public school. We probably have, however, at least 300,000 children who ought to be in school, and of these we have at present only one-fifth enrolled. Nearly all of our schools have long waiting lists containing the names of those being urged by anxious parents for a place as soon as a vacancy occurs. Two hundred and forty thousand children out of school who should be in school is a serious problem and should weigh heavily upon the public conscience. To furnish school equipment for all of these children would require an expenditure by this department of nearly \$3,000,000 annually—a sum exceeding the total revenues of the island by 50 per cent. Even if that sum were available it would require the expenditure by local authorities of sums far in excess of the total amount now paid for taxes in the several towns and municipalities. We increased last year the budget of the department of education by \$32,000, making the present budget about \$532,000. This budget should be increased next year to \$750,000 as a minimum. The resources of the island will probably allow of such increase, if the legislature deems it of sufficient importance to make it. This will mean a very small step toward the three million, but it will be a step with which the local communities can keep pace and will mean substantial progress in the right direction. This is probably all that the insular legislature can do. It will then have dealt more generously with its public schools, in proportion to its ability, than probably any other community under the American flag. Where any additional help is to come from I do not know, but I do know that in addition to all that the legislature can do we should have next year at least 100 additional American

teachers, and that all of these, together with the American teachers now here, should be paid a minimum salary averaging \$600, the increase to be an offset for the cost of transportation to and from the States, which was formerly furnished by the Government. For this item we need \$70,000.

Second. For the buildings and equipment of three industrial schools we need, in addition to what the insular government has provided and can provide, the sum of \$100,000.

Third. We need immediately an agricultural and mechanical department in the insular normal school, the equipment of which for the first year would cost \$50,000.

Fourth. We should have, as soon as possible, at least 100 new rural and agricultural school buildings with equipment, to be located in the most needy and backward parts of the island. This item would cost \$200,000.

Fifth. We need for our new graded schools in towns and cities immediately at least 20,000 new school desks and other school appliances and apparatus, which would cost about \$75,000.

These items alone, to which many other almost equally imperative needs could readily be added, aggregate a sum of \$495,000.

More important, and even more imperative than money, is our need for earnest, devoted, and thoroughly trained American teachers and educators who will come here from no selfish or mercenary motives, but in the true missionary spirit, as friends of the Porto Rican teacher, not as dictators or faddists who come to impose their ideas on the people, but rather as coworkers with the Porto Ricans, ready to study a new problem and to help to enlist and train the best young lives in Porto Rico for educational and public service.

The Federal Government of the United States has been generous in all its dealings with Porto Rico, and more than just, but a wise and far-seeing statesmanship will point out to the people of the United States that colonization carried forward by the armies of war is vastly more costly than that carried forward by the armies of peace, whose outposts and garrisons are the public schools of the advancing nation. Five hundred thousand dollars for one year, or even that sum for a series of years, would not support a very extensive military campaign; but that sum spent on education would work such a change in Porto Rico as to put beyond the question of a doubt the ultimate and splendid success of the ingrafting of American institutions in Spanish America.

APPENDIX.

FINANCIAL REPORT OF DISBURSING OFFICER.

DEPARTMENT OF EDUCATION OF PORTO RICO, OFFICE OF THE COMMISSIONER, *San Juan, October 31, 1902.*

By act of the legislature of Porto Rico, approved by the governor of Porto Rico January 31, 1901, there was appropriated the sum of \$501,000 for the maintenance of public schools, and by an act approved March 1, 1902, an additional \$4,000—\$505,000 in all.

An act of the legislature approved March 1, 1902, provides that "The commissioner of education is hereby authorized to establish, construct, equip, and maintain, with any funds allotted or appropriated to the use of the department of education of Porto Rico, and not required for other purposes, at least three industrial schools."

The following table shows the expenditures under the above-mentioned appropriations by items, and the unexpended balance transferred to a fund for the establishment of industrial schools:

Office commissioner of education:

Salaries.....	\$20, 145. 71
Contingent expenses.....	3, 707. 02

Text-books and school supplies:	
Purchases	\$38,272.69
Transportation	1,771.59
Common schools:	
Salaries	320,316.75
Contingent expenses	28,885.82
English supervisors:	
Salaries	19,949.52
Contingent expenses	3,858.55
Teachers' institutes:	
Salaries	3,068.00
Contingent expenses	602.35
San Juan high and elementary school:	
Salaries	10,980.00
Contingent expenses	1,071.70
Normal school:	
Salaries	7,963.71
Contingent expenses	2,732.25
Library and museum, department of education	420.43
Extraordinary expenditures, department of education	732.58
Total expenditures	464,478.67
Transferred to fund for establishment of industrial schools	40,521.33
Total	505,000.00

On January 2, 1901, there was transferred from the general allotment from revenues collected on importations from Porto Rico, act of Congress, March 24, 1900, the sum of \$200,000 to a fund denominated "School extension in Porto Rico," to be expended under the direction of the commissioner of education for the erection of school buildings. This fund was subsequently increased in the sum of \$137,000 by transfers from the same source, approved by the governor of Porto Rico, thus making a total credit to the appropriation of \$337,000. The following statement shows receipts and expenditures on account of "School extension in Porto Rico" (including insular normal school) from January 1, 1901, to July 1, 1902:

RECEIPTS.

January 2, 1901	\$200,000.00
July 23, 1901	3,500.00
August 7, 1901	31,500.00
November 16, 1901	\$15,000.00
November 16, 1901	2,000.00
May 5, 1902	17,000.00
	85,000.00
Total	337,000.00

DISBURSEMENTS.

Erection of buildings (contracts) ^a	192,783.57
Contingent expenses (salaries of architect, draftsman, and inspectors, traveling, attorney fees, fire insurance, etc.)	16,372.24
Unexpended balance July 1, 1902	127,844.19
Total	337,000.00

Under Spanish control of Porto Rico a fixed percentage of teachers' salaries was deducted and set aside as a pension fund for the benefit of aged and indigent teachers. Under this compulsory system of assessments the fund had grown to considerable size, but when the island was formally taken over by the United States Government in October, 1898, a small balance only was found on hand. The assessments were collected by the various municipalities of the island, and at the time of the United States occupation there was owing from municipalities in Porto Rico to the teachers' pension fund a sum approximating \$33,000, in addition to the sum taken to Spain, as above stated. Since that time, however, about one-third of this sum has been paid in, leaving about \$21,000 still due and unpaid. Steps are now being taken to collect

^a Of the \$209,155.81 expended on account of this appropriation, \$17,865.79 was disbursed in the fiscal year 1900-1901 and \$191,290.02 in the fiscal year 1901-2.

this sum from the municipalities, and I feel safe in saying that the greater part, if not all, will be realized. The pension fund has no regular income now, and it appears to be only a matter of time until it will be exhausted. The following brief statement shows the receipts and disbursements since the beginning of United States control in Porto Rico:

Balance on hand October 18, 1898	\$1, 610. 09
Collected from municipalities from October 18, 1898, to July 1, 1902.....	11, 741. 11
Total	13, 351. 20
Paid to pensioners, on approval of the governor of Porto Rico, from October 18, 1898, to July 1, 1902.....	11, 469. 12
Available balance July 1, 1902.....	1, 882. 08
Total	13, 351. 20

By act of the legislature of Porto Rico approved January 30, 1901, the sum of \$15,000 was appropriated to pay the annual expenses of 45 Porto Rican young men and women sent to the United States to be educated. This sum was disbursed in equal monthly installments.

By act of the legislature approved January 31, 1901, the sum of \$2,420 was appropriated for the maintenance of a free public library in San Juan.

By act of the legislature approved March 1, 1902, to take effect from and after its passage, the sum of \$3,000 was appropriated to establish schools for trained nurses.

EXTRACTS FROM THE REPORTS OF SUPERVISORS.

[From the report of Wm. H. Armstrong, supervisor of San Juan district.]

GENERAL OPPOSITION ENCOUNTERED.

Notwithstanding all the difficulties that have been met, as foreshadowed by the remarkable figures presented in the United States Government census taken in 1900 with reference to the intellectual and moral status of the island of Porto Rico, there has been a distinct measure of progress obtained in educational work. As a whole, the people are coming to understand that our purpose is to uplift and improve them. Our customs, at many points so opposed to their own, have not always been and are not yet fully understood; and there is a conservatism which can not be expected to yield readily the old traditions to new and untried systems and theories.

To the free education of the common public schools it must be frankly admitted that the church does not accord its sanction. While there has not been open opposition, a distinctly unfriendly feeling has been shown, whose influence has been felt to no small extent. Religious schools are popular among the wealthier classes, and those holding close church affiliations are widely patronized.

The methods of instruction in these schools are far from being modern except in those schools established under some American system, where the methods of instruction therein pursued are in the main good, though strongly sectarian.

In general, the Spanish residents of the island, the greater number of whom are located in San Juan, are not friendly to our institutions in an undisguised and pronounced degree. It goes without saying that our schools are not favored by the Peninsularites; and as they are found in such large numbers in San Juan, the opposition met with from this source may be counted as a considerable factor.

Among the Porto Rican families there are some whose children have been or are being educated in American schools, and the influence of these has been friendly and very helpful indeed. Among them is a strong and healthy school spirit, a desire to have their children learn and to aspire to a higher and more fruitful life than they themselves have lived.

COEDUCATION.

Until the present year coeducation has been entirely contrary to the old Spanish customs; in fact, it was regarded as a means to the ruination of the people. To place boys and girls together in the same room without a guardian was an unpardonable crime.

At the beginning of the school year I had determined if possible not only to completely reorganize the system, but to break up this objectionable custom at once, regardless of public sentiment; and after laying my plans before the honorable commissioner of education, Dr. M. G. Brumbaugh, I proceeded to carry them out to the

best of my ability. I called a meeting of the principals and teachers of the district, laid my plans before them, and instructed them in the duties which they were expected to perform. Courses of study were laid out before them to follow, rules of discipline were explained to them, pertaining not only to the order and conduct of pupils, but the conduct of teachers also. First of all, they were instructed to enroll boys as well as girls in all schools and separate them only in the upper grades.

The plan was publicly announced in the newspapers, but objections at once arose from all sides. It became necessary to close my office to all except teachers. Attacks were made upon me in every Spanish paper. The halls of the school buildings were crowded daily with parents and servants who went to protect the innocent ones during school hours. This was very objectionable at first and greatly impeded the work of the classes. In view, however, of the fact that the guardians themselves might learn something of our methods as well as our good intentions, and that they might see our equipments so utterly strange to them, I considered that little harm and perhaps some good might be the result of permitting them to remain in the schools; indeed, a general invitation to visit the schools was sent to all parents. It required but a short time for these parents to learn that the American school was a great institution, where their children could get not only a good free education, but be under good moral influences at the same time. At present, sad to relate, it is difficult to get parents to visit the schools at any time.

It has now come to be realized that coeducation is indispensable for the future social, moral, and intellectual advancement of the people of the island. Again, it has come to be realized that such association means a higher moral character building through boys to cherish a higher respect for girls, whom they have been hitherto taught to rate as inferior to themselves.

Scholarship thus becomes advanced through the healthy competition which leads a boy to keenly dislike being outdone by a girl. That this means much in the social aspect of the future is already seen in the tendency toward the breaking down of old customs, which did not permit a woman to go unattended anywhere and forced teachers formally calling on the supervisor to do so in company with a greater or less number of companions, but who on business errands now in nearly every instance exercise independence and visit the office unaccompanied.

SCHOOL BUILDINGS.

The buildings now used for school purposes are remodeled dwelling houses; and although a vast amount of time, money, and labor have been expended upon these ancient dwellings, they are still far from being satisfactory as schoolhouses.

The style of architecture and the peculiar construction of the Porto Rican buildings have made it practically impossible to convert the same into modern school buildings. Like those of other old Spanish cities, the average building of Porto Rico is a two-story flat-roofed structure, built on the Moorish style of architecture, with exterior and interior walls faced in cement, decorated in stucco, and very neatly painted or colored.

The general form of the buildings is a hollow square, in the center of which is an open court or yard, or "patio," as it is called. On the upper floors the front of the building is occupied by a spacious stairway and one large room with two side rooms which overlook the street. From this large front room a short passageway leads back to an open corridor, which extends along the inner side of the building and overlooks the patio. Opening into the corridor on either side of the patio are small dungeon-like bedrooms, separated from each other by thick brick walls, while located in the rear are the servants' rooms, the kitchen, and the water-closet, if such it may be called.

The ground floor, which is generally occupied by the poorer class, is cut into rooms similar to those above, although much smaller, which open directly into the entrance hall or the patio. The average bedroom is only about 10 feet square, and receives light and ventilation through the arch doorway leading into it. The interior of the building is, in fact, a mass of arches and brick walls, varying in thickness from 6 to 18 inches, many of which can not be removed without weakening the structure. After tearing away all the lighter walls and arching the heavier walls for the purpose of obtaining space, it has been impossible to make well-lighted or well-proportioned schoolrooms.

The wooden buildings of the rural district are so constructed that almost as much time and money is required to properly remodel and repair them for school purposes as would build new houses. The Ponce de Leon and the Washington rural school buildings are good examples of remodeled wooden buildings, and they are now in such a decayed condition that it is hardly safe for classes to enter them.

The exorbitant rents paid for school buildings and the cost of remodeling and maintaining them has already amounted to nearly enough to pay for the erection of a large first-class modern school building in or near the capital.

The McKinley school building was added to the list in October, and, without exception, is the most modern, the most sanitary, and the best equipped building in the district. The rooms in it, however, are not all satisfactory as schoolrooms, as two of them are very long and hardly wide enough to admit three rows of desks. There are in all six class rooms, five on the first floor and one on the ground floor. Opening into the patio on the ground floor are several small rooms that could be remodeled into class rooms, providing enough light could in some way be admitted to them. The office of the local school board is also located on the ground floor. In the rear of the building is a large garden, in which the children have taken special interest. The school is one that the people of San Juan have reason to be proud of. Scores of excursionists and many others interested in school work have visited the school during the year.

A great improvement in the sanitary conditions of the buildings has been made, although a number of them are still in a very unhealthy condition. The Colon and the Ponce de Leon schools were closed by the health authorities for two weeks because the local school board had failed to comply with the health laws. The Santurce primary and the Washington school buildings are in bad condition. The McKinley and the Lincoln schools are thoroughly equipped with modern American plumbing. The William Penn building is in first-class condition in every way. In many of the buildings the unoccupied rooms on the ground floor are filled with decaying rubbish and old broken furniture that should be carried away. The rooms should be cleaned and then sprinkled with chloride of lime.

A person who has never visited a city of the Spanish West Indies can have but little idea of the unsanitary conditions which existed before the American occupation. The civil and military government buildings were no exception, and, while the health authorities have done a wonderful amount of work in Porto Rico, yet the same conditions still exist in numerous sections, not excluding San Juan. In the patios of several of the school buildings, located within a few feet of a well of drinking water, were found covered cesspools that had not been cleaned for years. The same may still be found at the Machuchal School. The water-closets consisted of narrow, tunnel-shaped iron bowls which emptied into leaky sewer pipes leading to the cesspool. Sewer traps or ventilating pipes were not used.

In consequence of the conditions which have existed, it has been my painful duty to place monitors over the pupils for the purpose of teaching and obliging them to use the modern water-closet properly, and while it has never been the duty of the supervisor to act in the capacity of janitor, health officer, or general mechanic, yet as much time has been devoted to this work as to the regular school work.

Your attention is respectfully called to the absolute necessity of appointing intelligent, clean, trustworthy men for janitors in the schools.

Good janitors are as necessary for the proper protection of school property and the good condition of the school buildings as good teachers are necessary for the teaching of the classes in them. I regret to inform you, however, that there are but three good servants in the district. These may be found in the Lincoln, McKinley, and Santurce schools. Women or boy servants have been employed in the schools, and the work, at times, has been not only half done, but not done at all, because the strength or skill of an intelligent man was wanting. It frequently happens that servants are friends or relatives of local politicians, and no little difficulty arises in attempting to remove them from the schools.

After the sad experience encountered with servants last year, I submitted to the former commissioner of education, for his approval, a list of rules and regulations, a few of which refer to the following: Hours for raising and lowering the American school flags; hours for opening and closing the school buildings; hours for and methods of sweeping, washing, and ventilating school buildings; water-closet rules; guarding the building and protecting school property; promptness in answering calls and assisting principals; allowing strangers in the building outside of school hours; smoking, cooking, or doing outside work in the schoolhouse; personal appearance during school hours, etc.

After having been approved, these rules were submitted to the president of the local board, with a request that they be printed in both the English and the Spanish language and be posted in different schools. They were never printed, however, and the servants continue their work and imprudence in much the same old way.

I have the honor to inform you that servants consider themselves highly insulted when called such, and to recommend that they be called janitors.

The school property has in many cases been poorly protected. The local school board has been notified repeatedly that books and other material were being destroyed for want of suitable dry places in which to store them. Books have been lost because the storeroom doors were without locks; others were destroyed by dampness during vacations, having been piled upon the damp pavement because there were no shelves in the storerooms.

The new school furniture should be better protected against the damp climate of the island and against the various insects which infest it, the most destructive of which is the "comejen" (*Termes fatale*), which, after burying itself in the woodwork, eats the interior until only the outer surface is left.

The unfinished sides of the desks and chairs should be painted with creosote mixture; the finished surfaces should be rubbed over occasionally with a little boiled linseed-oil dryer. Furniture placed near open windows should receive an occasional coat of shellac. Fortunately, the Porto Rican boy has no jackknife with which to cut his desk, and if properly cared for the new furniture will last for many years.

PORTO RICAN CHILDREN—TESTIMONY OF SUPERVISORS.

The Porto Rican child, when not handicapped by depressing home surroundings and poor nourishment, as is but too commonly the case, is of a very bright and responsive disposition. He is easily amenable to school discipline under a kind but firm direction, but is absolutely refractory to harsh treatment, the outward submission obtained by such method but tending to accentuate his baser instincts.

With due allowances for climatic and hereditary influences, he is an active and not a lazy child, as has oftentimes been said. His activity is spasmodic rather than constant, but when united to the love of study, of which he is capable, and seconded by the directions of an able and earnest teacher, most substantial and satisfactory results are soon forthcoming. He is lacking in originality; little independence of thought need be looked for from him at first, but his memory and imitativeness are often remarkable.

The progress in arithmetic throughout the Vieques schools was scarcely satisfactory, and certainly not up to the average of American schools of the corresponding grade. In writing and reading the progress was generally good, were it not for the tendency, still fostered by some teachers, to learn the word at the sacrifice of the idea, as has been said before. Notions of geography and history were taught with very satisfactory results in most cases. The same may be said of drawing and singing. The best progress was obtained in the study of the English language. All pupils showed special interest in that study, to the general satisfaction of parents, whose main object in sending their children to school is, apparently, to have them learn the English language.

To understand the children of Porto Rico, or of any country for that matter, one must know the homes from which they come. Except in the most material sense of the word, very many of the children can not be said to have a home. A shack of one, possibly two rooms, built of the bark of the royal palm, the only furniture a table, and possibly a chair and a cot. The cooking is done over an open fire and the food, almost exclusively rice, yautía, Spanish peas, and roasted bananas, is eaten from gourds, those eating being seated on the ground or on the floor. At night all are huddled together in one room, sleeping on the floor. Of home training or discipline there is none. From these surroundings the child goes to the school. There conditions are much better, but far from what they ought to be. The children have never been taught self-control or regard for the rights of others. The only seat is a long bench without a back and so high that the feet of the smaller children do not touch the floor. It has been a source of constant wonder to me how the children keep as still and behave as well as they do under these conditions. Occasionally a vicious, evil-dispositioned scholar will be found, but almost all are docile and are disorderly unwittingly. As students they have remarkably good memories for what they have read or heard, but they are loath to confess that they know anything else. On one occasion when I asked a boy what the bottom of a near-by river was covered with he replied that the teacher had never told him. Yet he had to wade across the river to get to the school. This attitude of the children is frequently fostered by the method of the teacher. On one occasion a teacher, who holds a principal's certificate, asked a boy what a bridge is for. He replied, "To walk over on." "No," she said, "it is for water to run under." Not only did she thus by her manner, as well as by her words, discourage the boy from giving an original answer, but to my mind his answer appears more correct than hers.

On the whole, I consider the Porto Rican child fully the equal of his northern companion. He is intelligent, diligent, observant, possesses a good, retentive memory, and fair reasoning power. I find in him an instinctive fondness of study which the American has to acquire by continued study. All he asks for is the opportunity. Now that this is extended to him, he tries to accept it, although in many cases he is ill fed and ill clothed.

The charge that the pupils are hard to manage and hard to teach is frequently brought by teachers. As a matter of fact, there are few teachers who thoroughly understand their pupils and know how to manage them. The children of Porto Rico are naturally bright and willing to learn. There are few indeed who do not do well when properly treated and properly taught. The samples of work show that their progress has been very satisfactory, considering the conditions under which they were taught.

As noticed in previous reports, the pupils are endowed with excellent memories and vivid imaginations, but they are weak thinkers and poor reasoners. It is very difficult to obtain a direct and concise answer to a question. Their musical capabilities are excellent and under favorable circumstances they sing correctly and sweetly. Reproduction and composition work shows a too close adherence to the words of the text-book; or else contains superfluous expressions that have no bearing on the subject. A pupil who wrote an excellent essay on George Washington failed miserably in the description of an ordinary chair. Discipline, although improved, leaves much to be desired.

I note improvement in the pupils in regard to independence, thoughtfulness, cleanliness, health, obedience, and respectfulness. The faces of the pupils brighten as the English lesson approaches, and the progress universally achieved in that language is very encouraging, reflecting great credit on the pupils and their teachers. There is a complete ignorance of the rudiments of civics. In spite of defects, disadvantages, and difficulties, the Porto Rican children compare very favorably with any with whom I have been brought in contact. The most rapid progress is observable between the ages of 8 and 12 years.

I am glad to relate that I have not had notice of the expulsion from school of any child, and corporal punishment has not been administered to my knowledge. No school has had to be closed on account of sickness, and deaths have been scarce. Every teacher and pupil attending our public schools has been vaccinated.

THE NATIVE TEACHERS—TESTIMONY OF SUPERVISORS.

In general, I can say that I have found the native teachers willing, conscientious, and ambitious. Qualified for their position according to American standard they can not be said to be. The educational opportunities existing in Porto Rico before the American occupation are too well known to need any description or comment from me. Not only would a boy from the senior class in a good grammar school in the States excel most of them in mastery of the subjects, but, what is more important, he would be better acquainted with modern educational methods. "Desarrollo del entendimiento" (development of the understanding) slips glibly from their tongues, but too many show in their methods little real understanding of what that means. They are poor managers, and their lack of attention to details is their most exasperating failing. "No me fije" and "poca cosa" are by many regarded as all-sufficient excuses. The value, the necessity, of associating practice with precept is not appreciated. Some of the teachers have done wonderfully good work. I have in mind one school in a town that had no English teacher after the end of November, where the children in the upper grades made excellent progress under a native teacher not only in the subjects that were taught in Spanish, but also in English.

Too much can not be said of the necessity of a normal school for teachers such as has been established at Rio Piedras. The good results of a ten weeks' course held under such adverse circumstances last summer are seen on all sides. One has but to enter the school of a teacher who attended it to see them. Management, method, instruction are in sharp contrast with those found in the school of a teacher who has had twelve or fifteen years' experience under the Spanish system and nothing else. A ten weeks' course will not create a teacher, and those that took the course still have many defects. Their eyes are opened; and though they may see men as trees walking, yet they are not the blind leaders of the blind that their less fortunate associates are.

Public sentiment has grown to some extent, especially in the barrios where we had young and active teachers employed. Many teachers are beginning to see that their duty and usefulness as teachers does not end in the schoolroom but is mani-

fested in their private and social life as well. All teachers do not exert the proper influence over their pupils out of the schoolroom. This fault will only be corrected, however, as these teachers see the necessity of setting a worthy example for their pupils at all times.

There is a manifest desire on the part of many of the rural teachers of this district to better their scholarship. Ten are attending the summer normal school at Rio Piedras this year. All of these teachers expect to return to this district to teach next year. An examination in English was held in all the towns of this district June 7. I am pleased to say that a majority of teachers attended this examination.

When it is considered that out of 59 teachers employed in this district during the past year 24 had had no previous experience in teaching, the great drawback from which the school work has suffered becomes at once apparent. These inexperienced teachers have required a large amount of instruction in organizing and conducting their schools, and have tested the supervisor's patience to the utmost. To offset their inexperience many came equipped with a good stock of good will, industry, and willingness to do as they were directed.

With very few exceptions they have done as well as could be expected from them considering their previous environment and preparation. In many cases where the work was not acceptable the supervisor frankly told the teachers that they would not be accepted as teachers for the coming year unless they attended the summer course at the Insular Normal School. Twenty of the rural teachers from this district are now taking the summer course.

With the advent of the new furniture the discipline has improved, but there are still teachers, who with their good rooms and good furniture have failed to implant good discipline. There has been some improvement in method, but there is still much to be done in this direction. Teachers imagine and claim that they work hard, forgetting that the teacher's work can only be judged by its results.

The amount of energy that is wasted in our schoolrooms is surprisingly great. While the teachers are making such improvement in their work as can be reasonably expected, the question of getting a full corps of good teachers will only be solved by the normal school.

I am justified in saying that the schools of this district on the whole have greatly increased in efficiency the past year. The teachers realize more fully than ever the responsibility of their profession. I am led to make this statement from the following facts:

- (1) Increased use of pedagogical works.
- (2) Attendance and desire to attend the normal school.
- (3) Desire to obtain a knowledge of the English language.

Pupils have made astonishing progress in the English language, and in most schools more enthusiasm is manifested in the study of this branch than any other. Those who thought and still think that the teaching of this branch is not a success should visit the public schools and see for themselves just what is being done in this branch.

In the town of Quebradillas we had the most advanced class in English of the entire district the past year. They could read and translate well all the lessons as far as page 120 of Brumbaugh's Fourth Reader.

THE AMERICAN TEACHERS.

Considering the far superior opportunities, educational and institutional, that the American teachers have enjoyed as compared with the native teachers, I am forced to say that they have not given me as good satisfaction as the Porto Rican teachers. By that I do not mean to say that their methods are not better or that they do not attain better actual results. What I would say is that they do not do their best, do not take the professional pride in their work, and do not labor with the singleness of purpose that the native teachers do. The good results are the inevitable results of better preparation. They are inclined to feel independent of the rules of the department of education and to assume unwarranted authority over the native teachers and to lay claim to special privileges and exemptions. Several times I have called a teacher's attention to a rule of the department only to receive the reply, "O, that means the native teachers." The greatest hindrance to good work on the part of the American teachers is the giving of private classes in English. There can be no question that such work is desirable as far as regards the natives, and a necessary incentive to induce American teachers to come to Porto Rico. At the same time in some cases it is carried so far that the teacher is able to give no time or thought to preparation for the regular class-room work.

REPORT ON INSULAR NORMAL SCHOOL.

DEPARTMENT OF EDUCATION OF PORTO RICO,
INSULAR NORMAL SCHOOL,
Rio Piedras, July 21, 1902.

To the honorable commissioner of education for Porto Rico:

It is my duty as well as high privilege to report to you at this time the condition of the Insular Normal School during the past eight months, and to make mention of some of our most prominent needs and aspirations touching the future. The pressure of constant work makes this report late. Already the fiscal year has closed, our regular term examinations are just passed, the summer school has opened, and I snatch a few hours from its constant demands.

Our past normal term, which should have been nine months, was reduced to eight by the exigencies arising from the prolonged work of the summer school of 1901, coupled with the unfinished state of the new normal building, in which we hoped to have opened school in September last, and the delay caused by the fitting up of the governor's summer palace for temporary occupancy, all of which prevented the opening of the school until the last of October. This was unfortunate for the first year, when we needed all the time possible. But notwithstanding this curtailment of time in the year most needing it, the work of the past term has been very successful.

The whole number of pupils remaining with us until the end of the school year has been 91. Some 25 more applied for admission, were examined and even tried for longer or shorter periods, but finally rejected as better fitted for work in the common schools. Of this number the majority had little conception of the requirements for entering a normal school, and none were prepared to receive its benefits. Besides this number rejected, some 13 similarly equipped, who had been to great expense in coming from a distance, were allowed to remain and to form a class, which we have called our preparatory year class.

Thus the school was finally organized with a preparatory class of 13, two classes of the first year, numbering, respectively, 33 and 29 (the former being boys and the latter girls), with a second-year class of 16.

The studies of the first year were arithmetic, United States history, geography (covering contour, location, and products, and including map drawing), Spanish language, English language, physiology, pedagogy (mostly school management and methods), music, drawing, and simple calisthenics. The studies of the second year were similar, with the addition of algebra, Spanish literature, rhetoric, and civil government, and with more attention given to the actual practice of teaching. Hereafter the work of these two years will be more distinctly separated, for our second-year classes will be better prepared, and this preparation should excuse them from the further study of and examination in that amount of Spanish grammar, United States history, primary arithmetic, map work in geography, physiology, and pedagogy which has been finished in the first year. In other words, this normal school, like all others, must be progressive in character, and a thorough examination in the studies of the first year should be considered as holding good for the two succeeding years, whatever may have been the custom of the island in years past touching examinations for teachers' certificates. Any other course would break down the work of the second and third years in our school with the weight of 18 and 24 examinations, respectively, a requirement whose absurdity is seen with the mere mention of it, and which would at once destroy the character of a normal school.

This leads me to speak plainly of a fundamental antagonism between certain laws of the island, made to fit a temporary condition in times past, and the present existence of the Insular Normal School as a school for the preparation of competent teachers. Either these old laws should be changed or this school should be changed to something less than a normal. I can perceive in the alignment of these two opposing forces no middle ground for compromise. Indeed, I can not even perceive a remedy for immediately existing conditions before that change of law, unless you use the power in your hands to cut a knot which refuses to be untied. By some power or other the following two things seem to be necessary: (1) An authoritative declaration of the validity of a normal school certificate of first and second year's examinations for all succeeding examinations in the same work; (2) an authoritative declaration that all the examinations of the island must conform to that standard maintained by and necessary to the existence of the normal school. Something of this kind seems to be demanded in the broad interests of education, even before laws can be changed; something which will bring a uniformity of action and harmony of purpose on all sides competent to sustain the bright era of education promised by a normal school.

This brighter future is not only promised in the very existence of the normal school building in Rio Piedras, but the promise is reaffirmed and emphasized by the work of the school during the past eight months. I have said that the school has prospered, even in this shortened term. The reasons for this are not far to seek. First, with few exceptions, we have had a superior corps of instructors. Second, we have had a fine class of pupils, a class of indefatigable workers. No one who has seen our young men and women study and recite for the past eight months can say that the native Porto Rican is lazy. More than that, no one can say that he is wanting in obedience, moral purpose, and general good behavior; and we may add to this the presence of a kindness and cheerfulness which is truly refreshing. To such pupils, and to the above-mentioned professors, our success of the past year is due.

But success implies an aim. What have we tried to do? Our aim has been (1) the introduction of better methods of teaching; (2) the gaining of information. The old method of memorizing certain answers to certain questions has been banished from the class room, and we have made a fairly good beginning in teaching prospective teachers to think and to prepare to teach their future pupils to think. This statement sums up all our aims in all our studies and represents our one aim. That aim has been faithfully adhered to by all our teachers and enthusiastically received by our pupils. What more can I say? This comprehends all. The pupils' eyes have been opened to a vista that charms and inspires them, and that inspiration will create its own future. These pupils are the hope of our island in education, and their work will be the stepping stones for the higher ascent of their children.

But how can I write this which touches upon the enthusiasm, earnestness, zeal, and even heroism of our pupils without giving individual instances? We can not know real hearts and wills in the mass. One should stand close to individual students and hear the story of their struggles, their trials, their sacrifices, to know them and to pardon some of the mistakes and stumblings which their impatient haste in self-advancement causes; and one will not hear the truest of these stories unless he does stand close to them. For example: Here is a little maiden so anxious to enter the school that she comes to me with a lie on her lips—somewhat of a white lie, to be sure, but enough to give my Puritan ancestry and education quite a wrench. Moral feeling subsides, however (or yields to a larger), as I read back of the tears the anxieties of a human life and consider the previous education. Here is another whom months of acquaintance makes bold enough to say: "Oh, you can't know what this school means to some of us girls! Our parents could not support their large families of girls, and as fast as they grew up they had to be gotten rid of, and it was all the worse if one was pretty. Now we can teach and support ourselves until we find the man we want to marry. And we no longer need consider ourselves as a burden, for we can help our parents." Here is another case, a man who has come to town with no means of support, but full of hope, confidence, and a vague longing in his heart for a slice of this education which seems to be passed around. Sometimes such men win, sometimes they fail. But the effort, the struggle! It fails not. How it quickens men's blood with throbs which no more are lost to society than are the impelling powers of the wave in reef formation! And here is a little girl, under age for the school; under size, with black eyes gleaming over the high cheek bones of the Indian and from a head covered with the close twists of the African. She is not prepossessing, but her cause is sacred. She has no father, and her mother, with a large family, is in the deepest poverty. Her preparation for school is very meager. I see the hopelessness of the situation and tell her she is too young, too poorly prepared. "But I want to be a great teacher." I am startled by the audacity and the contrast it offers. What a stupendous annunciation from such a small source! I attempt to reason with her. I turn her own arguments—the extreme poverty of her mother—against her, and urge her not to add to the burdens of this mother by wasting money in such a hopeless undertaking as trying to win a teacher's certificate in one term. But argument is unavailing. I am always met with the same words: "I must be a teacher. I must earn money for my family. Please give me a chance. Only give me a trial." Who can resist this? Only a chance—a chance to be something. Who can refuse a trial? But in two weeks I have to repeat the advice, and the same is repeated by all her teachers. She is apparently doing little, though working so hard. But she persists, she begs for a longer trial. Her eager eyes, full of tears, have the desperation of hunger in them. Want and study are already cutting finer that profile, leaving outlined the firm jaw, and as I look through the tears and recognize that "clear grit" on which the best in all civilization is founded, I say, "God bless you! Go ahead!" And she did go ahead. I do not know how she lived for a year—that is, much of the time, for we had many similar cases—but she won her certificate, and I was glad to be proven a poor prophet.

Does Yankee pluck exceed this? And is there not hope even for the under strata of Porto Rico with such women afire in education? And here is another case: A

poor girl appeared in the school and the town, and then her parents, too poor to pay her board, soon followed. They had a numerous family and no work. The meager allowance of daily bread was shared by all, and this girl studied each night into the small hours of the morning by the light of one candle. She was finally taken ill. Nature had rebelled. I called upon them in their one room, furnished only with two chairs and one bed, and from the latter the heroine of this drama smiled upon me like a reflection of that light which always wins its way through darkness. Well, our teachers relieved the immediate stress, the father found stray jobs of work, the girl returned to school, won high rank, and is now winning laurels in the summer school. Here is a little daughter who is lifting the whole family; her brothers and sisters will follow in her steps. What a change to them all! And it is the American occupancy of this island that has brought these changes to the homes of the poor.

There are many other cases in my mind, but time forbids their mention. I will, however, say that I am particularly interested just now in one case in our present summer school. It is that of a rural teacher some 25 years old, the father of a family of 12 children, and with a salary of \$30 per month for nine months of the year. If he can go through this summer school and win a higher certificate, he will get \$40 per month. He has thought of this for the past year. It has been his one dream by day and by night. He and his wife saved and pinched, but the pinchings from \$30 per month, after fourteen months had been filled, were insufficient. Did he give up the prize? Did he sit down and lay the burden upon circumstances, and with it his destiny? He was not made of that metal. He had a house—a mere cabin—but it was the home of his wife and children. It was his all. He sold it for \$50, and with this money paid three months' rent in humble quarters, and left a little money for their support. How he got here from his distant home I know not. The first I heard of him kind friends in San Juan were giving him lodgment and he was walking back and forth night and morning, a distance of 7 miles, to the school. He was doing this, too, with no breakfast, for he must start too early for even the cup of coffee which furnished the breakfast of his friends. Then friends raised a contribution to pay his fare on the street cars. He is all right now, and as happy as a king. He will win. He has it in his eye.

I state these individual cases because I think you will be glad to know them, and because the country which has extended its helping hand to this island ought to know them. These are not stories of men and women who have advertised their poverty, but who have hidden it. We have the other kind, but they are not the winners. We soon learn to know them, and their record with us is brief. These of whom I have spoken are the modest heroes of this epoch in this island. Their stories are sad, but not depressing. On the contrary, they cheer us. Here is grit, determination, persistency, heroism. Is there not hope for a country containing such men and women? Does not your own work look grander for them? God bless them, and help us all to be worthy of giving them the intellectual food they crave.

Respectfully submitted.

W. G. TODD,
Principal of Insular Normal School.

REPORT ON SAN JUAN HIGH AND GRADED SCHOOL.

The San Juan High and Graded School began the school year of 1901-2 on Monday, September 30, in the "Beneficencia." As last year's pupils had been matriculated the Friday and Saturday preceding, there remained to be enrolled only those who were new, and at the close of the first day's session the register showed a total of 204 pupils. The school closed June 20, 1902, with an enrollment of 195. The whole number of pupils enrolled during the year was 283. Of these, 75 withdrew, 11 were suspended, and 2 were dropped from the roll on account of continued illness.

The number of pupils in the grades did not vary greatly at any time, but the number that entered and left the school seems greater than is warranted even under existent conditions. Many withdrawals are due to the "floating population" of Americans who are here for short periods only. Then, again, many withdrew when not graded according to their own conception of their qualifications, while still others dropped out on discovering that it required quite as great and persistent effort to perform satisfactory school work as to enter at once on the arduous duties of earning a livelihood. Of this last class, however, there were but few. Besides these, there was a number of pupils who used the high school as preparatory for the teachers'

examination in January. As soon as the examination was concluded these students either left for their homes or entered the normal school at Rio Piedras. There remains but one more class of withdrawals to be accounted for. In this are included the students who even begin life with excuses—trivial, of course—as is the nature of such characters, who never can devote themselves to the accomplishment of any one purpose in life. But it is a great pleasure to know that the greater part of the student body has shown the utmost zeal and interest in the work, and the results obtained have been eminently satisfactory to all concerned.

The pupils of the intermediate grades are doing work creditable to the same grades in any city in the United States of the same size as San Juan.

Some of the students in the high school were deficient in some of the common branches, and therefore were compelled to carry on these studies while following the regular high school course. Political geography, English, grammar, and physiology, which should have been completed in the grammar grade, were studied throughout the entire year of the first year high school course, and it has been the constant aim during the year to pay special attention to the weak points of the pupils, in order to "round them out" for good, thorough high school work. Arithmetic, which has been the "stumbling block" for generations, has been taught to every pupil in the high school, the second year English high school excepted. As a result of this, there are pupils in the Spanish high school who are doing creditable work in arithmetic now, who, when they entered the school two years ago, could not write the simplest numbers when dictated to them in their own language. And it is with such preparation as this that our high school has had to contend since its establishment.

Many of the difficulties of last year had been eliminated, so that the very beginning was propitious for all concerned. There has been a better understanding between teachers and pupils, and the feeling that a teacher punishes a pupil for pleasure has entirely disappeared. The pupils have learned that there must be discipline in a school, and, like true soldiers, they are willing to be disciplined when they deserve it. It is only on these conditions that a pupil is allowed to remain in the school.

From the beginning the school was as well supplied with books as could be expected, under the circumstances. The greatest difficulty lies in securing suitable books for the Spanish high school. Some of these used last year were more or less defective; for example, Quackenbos's History is very badly arranged, as is also Huxley's Physiology. Then there is a crying need for a more advanced political geography, while we remain entirely without either Latin grammars or Latin lexicons.

The normal school at Rio Piedras relieved us of the greatest burden we had to contend with last year, i. e., a preparatory and training class for teachers.

The removal of the kindergarten to another part of the city was also a material advantage to the school, as the work of this department frequently interfered with the class work in the grades adjoining.

The attendance of the school has been excellent. Last year the average percentage of attendance was 87. This year it is 95.8, an increase over last year of 8.8 per cent. Only once during the entire term did the percentage fall in any one grade below 90, and that was during the seventh month in the Spanish high school, a period of very heavy rains.

During the year the school held appropriate exercises for Thanksgiving Day, Christmas, Washington's Birthday, Decoration Day, and Flag Day. The exercises for Christmas were held in the theater for the purpose of raising funds for a school library. It was the first entertainment of its kind ever given in San Juan, and, while there were grave doubts as to how it would "take" with the people, it proved a very great success. The generous sum of \$122.15 was cleared through the persistent efforts of the pupils canvassing the city prior to the entertainment, the generosity of the mayor giving the theater free of charge, and the same liberality on the part of the electric-light company in furnishing the light. The pupils who took part in the programme acquitted themselves creditably, and are deserving of the highest praise, as are also those who worked so faithfully selling tickets. With the proceeds of this entertainment, and donations from the commissioner of education, teachers, pupils, and friends of the school, we now have a library of 204 well-selected books. The intense interest manifested by the pupils more than repays for the work and effort made to establish the library. On Friday afternoons the pupils are permitted to draw out books to read at home, and a great many eagerly avail themselves of this opportunity. A curious circumstance in this connection is the fact that nearly all books drawn out are history or written on historical subjects.

The pupils of the Spanish and English high schools organized a literary society, governed by a constitution framed and adopted by themselves, called the "Borinquen Literary Society." The work of the organization has been satisfactory and encouraging, and while it is but in its infancy, it has done untold good for the pupils and is destined to bring greater results in the future.

At the beginning of the year a baseball team was organized, and immediately the greatest enthusiasm was aroused throughout the entire school down to the lowest grade. The "team" proved itself most worthy of the confidence and loyalty of the school, winning the scholastic championship of San Juan in games with the Lincoln School and San Pablo College. It is to be hoped that the keen interest shown in athletics this year may continue, and that next year we may have grounds for tennis courts for the girls.

The following summary will show the regular class work of the various grades:

FIRST AND SECOND GRADES.

This grade was composed of four divisions, viz, first, what might be termed a "connecting" class, composed of 15 children, the majority of whom were members of the kindergarten last year and who either were not old enough or had not sufficient preparation to do the work in the first primary grade; second, two first-grade classes; third, one second-grade class.

1. CONNECTING CLASS.

Reading.—These children read the entire English chart, 20 pages of the Riverside Primer, and 20 pages of Brumbaugh's First Reader. They understand and can translate into Spanish everything they have read in English.

Writing.—They have learned to write, copying words and sentences from the blackboard, also writing from dictation.

Composition and spelling.—They have done good original work in sentence building, oral and written, also some work in simple story narration and memorizing, and can spell all the English words in their vocabulary.

Number work.—The numbers from 1 to 10 were first taught objectively, which was a step toward counting from 1 to 10. Constant drill was given on the addition and subtraction tables of numbers from 1 to 10; also simple practical problems.

FIRST GRADE (B DIVISION).

Reading.—The B division of this grade read and translated 60 pages of the Riverside Primer and 30 pages of Brumbaugh's First Reader.

Writing.—The class learned to write the vertical system very well, to copy sentences and words from the blackboard and from dictation.

Composition and spelling.—They did some work in story telling and reproduction, oral and written, and they can express simple thoughts in English about different objects, using nature study and pictures as a basis for this work. They learned to write their names, to use the capital, comma, period, and interrogation mark; also to recite from memory several simple quotations and verses.

Number work.—Having gained a clear idea of the numbers from 1 to 10, they then learned to count, and this was followed by the combinations of numbers from 1 to 20—first, concretely and then abstractly, and this again by simple examples in addition and subtraction. They were also well drilled in easy practical problems suited to their understanding.

FIRST GRADE (A DIVISION).

Reading.—This section read and translated the Riverside Primer, Brumbaugh's First Reader, and English selections from other books.

Writing.—They used the vertical system with good results.

Composition and spelling.—They worked along the same lines as the B division, using, of course, a larger vocabulary and memorizing more poetry, quotations, and verses.

Number work.—This division learned addition and subtraction of numbers from 1 to 1,000 and the multiplication tables. They know how to multiply with two figures in the multiplier and are well drilled in practical problems.

SECOND GRADE.

Reading.—This grade reviewed Brumbaugh's First Reader, read thoroughly the Second Reader, and also various selections from other books. They can read and translate, at sight, into Spanish what they read in English.

Writing.—Good results were obtained with the vertical system of writing, and they were well drilled in copying and writing from dictation.

Composition and spelling.—They did good work in reproduction and familiarized themselves with punctuation and capitalization. They also had drill in sentence building and story telling. They acquired a good English vocabulary and are able

to spell quite difficult words. They memorized the poetical selections given in Brumbaugh's First and Second Readers, also others from various sources.

Number work.—Most satisfactory results have been attained in this subject. The children add and subtract with ease and readiness and can solve even difficult problems involving these operations. They know the multiplication table thoroughly and can multiply by five figures. They have been well drilled in short division and practical examples covering addition, subtraction, multiplication, and division, with the result that they are learning to reason for themselves.

Physical culture.—The children had exercises in breathing, also others peculiarly suited for strengthening the different parts of the body.

Drawing for both grades.—Paper folding and tearing. Drawing of simple objects in the schoolroom, home, etc. Some of these copied from the board, others from memory. Drawing for color effects with colored pencils, such objects as flowers, leaves, etc., also simple outlines of designs for color work.

THIRD GRADE.

Reading.—Brumbaugh's Second Reader, read and reviewed.

Spelling.—Words selected from reading lessons.

Language.—Writing from dictation—changing form of sentences written on board. Drill in declarative, interrogative, exclamatory, and imperative sentences. Simple written descriptions of pictures and objects in original sentences.

Writing.—Two copy books.

General exercises.—On the bones and teeth. Introductory geography lessons.

Arithmetic.—Abstract and concrete work in the fundamental rules. Simple oral work and combinations of numbers.

FOURTH GRADE.

Reading.—Brumbaugh's Third Reader finished. Supplementary reading from Stories of Great Americans.

Spelling.—Words selected from reading lessons.

Language.—Writing from dictation. Changing form of sentences written on the board, continuing the same work done in the third grade.

Writing.—Two copy books.

General exercises.—On the bones and teeth. Introductory geography lessons.

Arithmetic.—Abstract and concrete work in the fundamental rules. United States money. Addition, subtraction, and multiplication of decimal fractions to thousandths. The idea of common fractions. Improper fractions to mixed numbers, and vice versa. Fractions to lowest terms. Multiplying a fraction by multiplying the numerator, and dividing by dividing the numerator.

THIRD AND FOURTH GRADES.

Drawing.—Drawing from objects, study of type models and objects resembling them. Illustrative blackboard work. Simple designing and drawing from nature, beginning with water-color work. Drawing from memory and imagination.

INTERMEDIATE GRADE.

A DIVISION.

Arithmetic.—Learned factoring, greatest common divisor, least common multiple, bills and accounts, cancellation, and fractions as far as denominate numbers. Thorough review of previous work.

B DIVISION.

This section did the same work as the A division, except that it did not complete the subject of fractions, giving only as far as reduction of complex fractions, page 115. There was constant review of work already passed over. The children of both classes were thoroughly drilled in all kinds of practical problems and have experimented in making problems for themselves.

History.—Both divisions commenced the study of Barnes's History of the United States and studied and reviewed as far as the civil war, page 171. In connection with this work they studied the geography of the theater of war operations, locating places, following lines of march, etc. Besides this, to make the subject-matter more interesting, the teacher read historical sketches relating to the particular events under consideration. The children were also kept posted on important current events.

Geography.—Both divisions studied and reviewed from the beginning of the Natural Elementary Geography as far as Eurasia. Historical events connected with the different places were taught or interesting sketches read or told to the children. They also learned the general geography of Porto Rico and drew maps of the island, as well as maps of North and South America.

Grammar.—Welsh's First Lessons in English Grammar and Composition was studied and reviewed by both classes from the first to the seventieth lesson, page 106. Special attention was given to construction of sentences, writing short compositions and letters.

Reading.—Both divisions read Brumbaugh's Third Reader.

Spelling.—Both classes learned to spell the names of familiar objects, words from songs, and from the reader. They also had considerable practice in dictation.

Physiology.—Oral lessons, paying special attention to hygiene.

Nature study.—Talks on animal and plant life, more specially the former. The appearance and habits of familiar animals and birds were studied, and the children were encouraged to describe what they had learned from their own observation.

Drawing.—The same drawing as the third and fourth grades continued and developed, drawing of original designs, and designs from dictation. Water colors were used to study color combinations. A beginning of the study of pictures was made; also attempt at drawing from life; simple perspective.

B GRAMMAR GRADE.

Geography.—Redway and Hinman's Natural Advanced Geography, 91 pages, including the earth as a whole; North America and the United States.

Arithmetic.—Brooks's Elementary Arithmetic. Review from the beginning as far as denominate numbers, 162 pages.

Grammar.—Welsh's First Lessons in English Grammar. The entire book with careful reviewing. Much outside and supplementary work in grammar, English, and composition.

Physiology.—Cutter's Physiology. The entire book, with monthly reviews.

Mental arithmetic.—Brooks's Mental Arithmetic, 88 pages. Three times a week, through fractions to denominate numbers.

History.—Barnes's Primary History of the United States. The book was completed and very carefully reviewed, with much outside reading and outline work.

Reading.—Brumbaugh's Fourth Reader. The entire book, lacking about 250 pages. Recitations three times a week. Much explanation necessary.

Spelling.—Three times a week in connection with reading. Words chosen from all studies.

Writing.—Three times a week in Standard Vertical copy books, Nos. 3 and 4.

Drawing.—Same as A grammar grade.

A GRAMMAR GRADE.

Physiology.—The class made a thorough study of the entire book—Cutter's Physiology—which was also reviewed and supplemented by Steele's, Hewes's, and other books of recognized merit.

Geography.—The Natural Advanced Geography was studied in too much haste. The commercial status of the different countries was noted and some attention was given to map drawing, with very satisfactory results. The geography of Asia was studied from Carpenter's Geographical Reader only.

Mental arithmetic.—The class mastered the first four sections of Brooks's Mental Arithmetic. Very close attention was given to secure logical reasoning and accuracy of statement in solving problems.

Arithmetic.—The class studied thoroughly Brooks's Elementary Written Arithmetic as far as "Practical measurements." This work was supplemented by Brooks's and Wentworth's advanced arithmetics, the class always passing a creditable examination in each subject studied before proceeding to the next.

History.—Studied Barnes's History and read a great deal of supplementary matter—studying the subject rather than any text. Fiske, McMaster, and Channing were almost constantly in the hands of the pupils.

Reading.—Oral reading three times a week and spelling occasionally. Besides Brumbaugh's Fourth Reader, which was the recognized text, we used Carpenter's Geographical Readers, and many standard newspapers and magazines. Constant and close attention was given to enunciation and pronunciation, which is the great difficulty that children encounter, studying a foreign language.

Writing.—Three times a week, using Sewer's Standard Vertical copy books, No. 4.

Drawing.—A and B grammar grades. Several kinds of type models studied, with shading, similar objects used as models, designing and drawing of borders, dictated and original. Water-color work of more difficult kind. Drawing from nature, flowers, leaves, etc., with shading. Drawing from memory and imagination.

ENGLISH HIGH SCHOOL.

FIRST YEAR.

Literature.—The class read some of the choicest selections from Brumbaugh's Fifth Reader, and then took up the Last of the Mohicans, in the study of which stress was laid on the meaning and use of words, rather than the style of expression. Some of the finest passages were recast by the pupils. Welsh's Practical English Grammar was reviewed and completed. One written composition every week was exacted from each pupil, teaching correct form, consecutiveness of thought, as well as natural and clear expression.

Forty-five lessons of Smiley and Stuke's Beginning Latin were thoroughly studied. In Spanish the American pupils read selections from El Moderno, and had some exercises in conversation, while the Porto Rican pupils of the same class, and those of the Americans well advanced, began the study of Smith's Spanish Grammar.

Mathematics.—Brooks's Normal Standard Arithmetic completed. In algebra, the four fundamental processes were taught and thoroughly understood; also factoring, greatest common divisor, least common multiple, fractions, and simple equations to page 166.

Sciences.—The class completed Redway and Hinman's Advanced Geography. Owing to lack of early training, the work of this class was not as satisfactory or as thorough as might be expected from high school pupils. Most attention was paid to the Western Hemisphere, while nothing more was attempted in the Eastern Hemisphere than learning the important places and their location. The first eight chapters of Steele's Physiology were studied, but with no degree of satisfaction in the results obtained.

The class completed Barnes's United States History.

Drawing.—Study of groups of type models, with light and shade, and more advanced designing. Drawing of modern designing of flowers, etc., for book covers, also in colors; several different kinds of water-color work; painting of leaves, fruits, flowers, etc.; drawing from memory and imagination; perspective; drawing from various kinds of vases, jars, etc.; sketching from life.

SECOND YEAR.

Literature.—Interpretive study with questions and explanations of the Vision of Sir Launfal, Merchant of Venice, and part of The Princess, with a review and criticism of each classic composition. Work in constructive English and separate elements in writing. Visualization, characterization, work tending toward the short story. Rhetoric, Hart's Composition and Rhetoric, 114 pages.

Latin.—The first book of Cæsar, paying especial attention to the construction, with a general review of declensions and conjugations.

Spanish.—Same as first-year students.

Mathematics.—Algebra, as far as quadratic equations containing two unknown quantities. Geometry, the first three books of plane geometry.

Science.—Houston's Physical Geography has been studied as far as the "Distribution of the human race." Special attention was given to the natural phenomena with which the pupils are in everyday contact, such as causes of tides, direction of winds, etc. In addition to the text-book, it was necessary to supplement the work of the class with Davis's and Buller's geographies, and the American Encyclopedia. A change of text-book is one of the pressing necessities, as this geography is incomplete and antiquated.

History.—Completed Barnes's History of Rome, Mediæval History, and began Modern History.

Drawing.—Same as first-year students.

Owing to insufficient preparation on the part of nearly all the pupils of the high school, it was necessary for them to carry more studies than they could do justice to. Next year pupils in the first-year English high school will not be required to continue political geography and English grammar, and their time may be profitably devoted to the studies of the course.

As years go by the standard can be raised, and it is to be hoped that the studies will not be increased, but rather diminished, so that the pupils may gain a complete mastery of their work.

The pupils of the high school have worked hard, and, in spite of the overcrowded programme, the results have been eminently satisfactory.

SPANISH HIGH SCHOOL.

FIRST YEAR.

Grammar.—This class has studied throughout the year Smith's Spanish Grammar, including syntax and oral analysis, paying special attention to composition and reproduction. They are now ready to take up the study of literature, and, in connection with this, it seems advisable that they should continue the study of a more advanced text-book on Spanish grammar. There is also a need for standard Spanish literature suitable for this class.

Latin.—The first forty-five lessons in Smiley and Storke's Beginning Latin have been covered. The pupils are Spanish and the book is in English, so it was necessary to translate all vocabularies and rules for the pupils. Still, notwithstanding this drawback, they did very good work. Constant drill was given in declension of nouns and adjectives, comparison of adjectives, and conjugations, as much as covered in the book in forty-five lessons.

English.—Brumbaugh's Second Reader was used for the first six months. All the selections were read with the exception of some poetry beyond the pupil's comprehension. Twice a week lessons in English grammar were given, all definitions, rules, etc., being recited in English. The reading lessons were made the basis of conversation and even written productions of these were attempted. Since the Easter vacation this class read the Merchant of Venice, and Romeo and Juliet from Lamb's Tales from Shakespeare.

Mathematics.—A thorough drill was given in arithmetic, including the fundamental operations, common and decimal fractions, percentage, and proportion, using Wentworth's Aritmética Práctica as a text-book. In algebra Fisher and Schwatt's Rudiments of Algebra was completed as far as simple equations. These pupils are now receiving for the first time a thorough drill in mathematics, and considering the lack of early training, they grasp the subject as well as might be expected.

Sciences.—Owing to the lack of a suitable text-book in physiology, the progress of the class has been retarded considerably. However, the pupils know the main functions of life, and with a suitable text-book in use next year will be able to complete the subject.

In geography the class completed the study of Frye's Geografía Elemental, paying especial attention to the study of the United States of America.

History.—The history of the United States was completed. Quackenbos was used as a text-book as far as the civil war, and Nociones substituted for the remainder.

Drawing.—Study of lines, angles, etc. Type models. The cube prism and cylinder studied; similar objects used as models with light shading. Drawing from fruits, flowers, etc., some attempts at water colors; simple perspective.

SECOND YEAR.

Literature.—Rhetoric was studied from Retórica y Poética. The second part of the book, discussing poetry, will be taken up next year and here, again, another great need will be felt, that of Spanish classics for critical reading.

Latin.—In this subject it was necessary to make two divisions in the class—a beginning class, and one reading Caesar. The beginners' class accomplished about the same amount of work as the first-year class with the addition of reading the Conlogna at the end of the book.

The advanced division read and reviewed the first book of Caesar with constant drill in declensions and conjugations.

English.—Selections from Brumbaugh's and Walton's Stories of Pennsylvania and Standard Fourth Reader, together with the study of Welsh's First Lessons in Language.

Mathematics.—It was found necessary to continue the subject of arithmetic in this class also, and the Aritmética Práctica was used throughout the entire term. Those of the pupils who had a thorough understanding of the subject and were able to pass successful examinations were promoted to the third year of the course, while the others were forced to remain and repeat the work of the second year. Under no circumstances can this study be carried into the third year of a high school course.

Algebra.—As much of this subject as is contained in Fisher and Schwatt's Secondary Algebra has been completed very satisfactorily.

Geometry.—The subject of plane geometry completed.

Science.—Physiology.—This subject was studied mainly from notes supplied by the teacher.

Geography.—Appleton's Physical Geography completed. Most of these pupils have studied this subject for two years.

History.—History of the United States completed, using same text-book as in the first year. El Gobierno de los Estados Unidos completed.

Drawing was not taught to this class. As so many studies, in addition to the regular course of the second year, had to be taken up and completed, the pupils had no time to devote to drawing.

SLOYD.

Pupils from the intermediate grade and A and B grammar grades have taken courses in sloyd, nearly all having studied grammar grade work. A few of the youngest have a complete course in primary-grade work and have been promoted to the higher course.

And now, after a cursory review of the year's work, a word as to the outlook for the future. As was noted before, pupils were admitted to the high school without sufficient preparation, making it necessary for them to carry some grammar-grade studies in addition to the regular course of the high school. This made the work of the year burdensome for the pupils, and as a result there was no remarkably fine work done in any department. Next year pupils will not be admitted into the high school under such conditions as previously, and we hope for better results.

Last year the department of education had not arranged a course of study for the high school, and the pupils were given studies which, in some cases, were far beyond their ability to grasp. This was true especially in the science department, where pupils were studying biology who had scant knowledge of elementary geography and physiology. As this department was already established and equipped before I was appointed principal, and as it seemed best to the commissioner to continue this work, there remained no other alternative than to acquiesce, even though I felt at the time it was a serious mistake. This year, however, we have taken up the more elementary sciences of geography, physiology, and physical geography, and with a good rudimentary knowledge of these the pupils are now ready to study physics. It remains for the honorable commissioner to equip the school with sufficient apparatus for the work. At present the material equipment consists of a text-book.

Latin was not taught in the high school last year—French being substituted. This year, when we were prepared to teach Latin to that class, it was discovered that some of the pupils who had formerly attended the "instituto" were prepared to read Cæsar, while others in the same class had to begin the study of Latin. If these latter wish to enter the third-year class next September, they must study during the summer and take an examination in Cæsar when school opens.

It can be readily seen that the school has not been as closely graded as it should be, but that is one of the objects held steadily in view and to which we are gradually tending. Then, too, the course of study should be made to suit conditions, and with the idea kept constantly in mind that the majority of the pupils are studying in a foreign language. This is especially true of the grades where there are so few American children. It will be much better for the pupils to be well grounded in a few subjects than to have a scattering knowledge of many. "A little, and that well done," is an excellent motto, in the observance of which no foundation can be laid for desultory habits in after life.

Many pupils who had the opportunity of going to the United States to continue their studies have decided to remain in the high school to finish their course there first. This is as it should be, and is gratifying to the teachers, as well as complimentary.

Again, there are many high school pupils who intend to enter the normal school for the purpose of becoming teachers. In order that such as these may lose no time in making the change from school to school, the courses of study of both schools should be so adjusted that, having finished the first and second years at the high school, they might enter the succeeding year at the normal school. It appears to me of paramount importance to the school to have the training of the children from the very beginning. On very slight consideration of the subject this will appear to be a most reasonable proposition, and yet we are not able to carry this into effect for lack of accommodations. Last year the necessity for a second grade, separate and distinct from the first grade, was urged upon the commissioner, with the result that the first-grade teacher was given an assistant. That helped somewhat, but did not correct the overcrowded school nor the conditions existent in such a state of affairs. Again, in this report I beg to bring to your notice the insistent demands for admittance that we are not able to meet, much to our sorrow. Last September more than a hundred children were refused admittance. It was even pitiful to see the parents struggling for precedence in the waiting line, so eager were they to place their children in a school where they would learn English. At times the line became almost a mob, each parent pleading his own cause in a voice louder than his neighbor and recount-

ing the special reasons why he should be considered next. Even at this date, just before the close of the school year, parents come to have their children enrolled in the classes for which they are fitted, in order that they may be considered members of the school for next year. This condition of affairs, while a gratifying testimonial to our work in San Juan, ought not to exist. The means for at least primary education should be not only adequate, but abundant, and there should be accommodations in the San Juan high and graded school for every child who seeks admission.

This year the pupils developed an esprit du corps never before understood in San Juan. They have been loyal and true to the school, its obligations and its demands, and they have taken their teachers into their confidence as friends and advisers. Such a condition of affairs is due solely to the magnificent work of these noble teachers, who have the success of the San Juan High and Graded School at heart and labor unremittingly to attain it. This and the kindly support of the commissioner of education, who has shown himself interested, not only in practical educational problems, but also in the pupils personally—to all these, commissioner and teachers, I am deeply grateful. I now take occasion to thank them—the latter for their loyalty and cooperation, and the former for the kindness and courtesy so often evidenced during this the most successful year in the educational history of Porto Rico.

Respectfully submitted.

OLIVER B. KERN, *Principal*.

DR. SAMUEL McCUNE LINDSAY,
Commissioner of Education of Porto Rico.

COURSE OF STUDY IN PUBLIC SCHOOLS OF PORTO RICO.

OUTLINE OF EIGHT YEARS' WORK IN EIGHT GRADES.

[Revised October 1, 1902.]

Subjects:

I. Language: (a) Reading, (b) writing, (c) composition and spelling, (d) memory work. All language work to be given in both Spanish and English.

II. Number work.

III. Nature study and elementary science.

IV. History and biography.

V. Art.

FIRST GRADE.

I. (a) Words and sentences from blackboard. Sentences from chart and reader, with definite drill in phonetic elements and words. Reading from chart and primer, with frequent changes in text, using at least three different sets of readers. Insisting upon a clear understanding of the thought, which means a comprehension of the meaning of the word and its relations, before the sentence is read. Attention to bodily conditions in reading—pose, voice, etc.—and to pronunciation, articulation, and inflection.

(b) Copying words from blackboard and from slips provided. Here forms, single letters, and letters combined in words insisted upon, following the vertical or medial slant system, using no ink; writing with pencil on paper rather than on slate.

(c) Oral telling of stories by the teacher, to be repeated by the child. Reading of stories to the children, to be repeated by the child orally. Copying words and sentences. Writing of simple words from dictation. Teaching pupils to write their name and to use the simple punctuation marks and capital letters, noting especially the correct orthography of each word, but not teaching spelling as a separate class exercise. Allow the child great freedom in the expression of its own thought.

(d) Memorizing and reciting short, simple literary quotations, at least two lines a day, teaching the entire piece, as a rule. Select the best things from the reading books furnished.

II. Combinations of numbers to 10, using concrete objects; teaching orally. Begin simple fractional elements, as one-half, one-fourth, one-third, etc., putting these simple numeral elements before the child's eye in figures gradually, and complete the number concept in each case with appropriate oral stories, allowing the child himself to form the stories, if possible, and perform the operation in the concrete as the story progresses. Gradually lessen the use of objects, teaching the child early to think of the number independent of the things. Teach simple relative values of pint, quart, inch, yard, penny, dime, etc. Compare various objects as to size, developing concept of surface and content. Give abundant drill and ample illustration.

III. Recognition of common plants, trees, their uses, their relation to man. Recognition of common animals, their uses and relation to man. Recognition of common rocks, their uses and relation to man. Hints as to their distribution. Simple discussion of the parts of the human body, movement, use, care of each. Simple elements of hygiene, as care of teeth, hair, eyes, face. Hygienic conditions in general. Suitable stories and selections illustrative of travel. The habits and haunts of birds, animals, fishes, etc. Descriptions of scenery and such other matters as will lay the foundation for an appreciation of nature. Familiarity with the four cardinal points of the compass and ideas of location.

IV. Selected stories suited to the capacity of the child and to the season, making it subordinate to Group III, including fairy stories and such general bits of historic incident as relate to historic characters.

V. Free-hand drawing work from memory and imagination. Paper folding, rote songs, breathing, and exercises; study of pictures, using results in language, drill in blackboard drawing, and drawing from nature study, using colored crayons, with such additional elements as the teacher of drawing may order.

SECOND GRADE.

I. (a) Readings from several First Readers. Phonetic drill continued. Introduction of Second Reader as early as possible in the year. Abundant reading at sight.

(b) Copying and writing from dictation. Practice upon forms of single letters. Copying from dictation with pen and ink.

(c) Reproduction exercises. Drill on common abbreviations, punctuation, and capitalization. Spelling of words having the same sound and different orthography, or different sound and the same orthography.

(d) Memory work reviewed and continued. Selections from the readers in use. II. Numbers from 1 to 50, developing multiplication tables and simple elements of partition and division. Application of weights and measures. Simple fractional parts. Considerable oral work and daily exercises in mental arithmetic.

III. Observations of habits of animals. Development of plant from seed to fruit. Growing plants, if possible, in the room. Observe each stage of their development. Useful animal productions, especially parts used for food and clothing. Use of seeds to man. Forms of water. Direction and distance of winds. Judgment of distance. Knowledge of local food and animal products. Continuation of hygienic lessons on the skin, use of the bones, effect of narcotics and stimulants. Lessons on eating, drinking, breathing, sleeping, healthful foods and drinks. Use of the muscles. Kinds and time for exercise. Value of sleep.

IV. Continuation of and completing of reading of stories and fables, keeping in mind the related work in Group III.

V. Continuation of free-hand drawing, with objects, such as trees and animals. Study of pictures for story. Paper folding and paper cutting. Simple elements of definite drawing of lines, straight and curved.

THIRD GRADE.

I. (a) Different portions of several Second Readers. Supplementary Reader. Introduction of Third Reader.

(b) Copying and writing from dictation with ink.

(c) Frequent composition exercises, with increased attention to form and correctness. Attention to choice of words, forms of words, also to clearness and originality. Discussion of right form of sentence for the expression of thought.

(d) Memory work continued. Entire selections memorized.

II. Addition and subtraction, with and without objects. Multiplication and division clearly developed. Application of familiar weights and measures. Fractional parts especially emphasized. Original problems submitted and worked. Comparison of objects with respect to mathematical proportions. Measurement of familiar distances and surfaces. Proper application of the same.

III. Discussion of the qualities of objects. Adaptation of animals and plants to their environment. Discussion of changing length of day and night and varying temperature. Life history of familiar plants. Detailed study of some drainage system, developing concepts of valley, hill, slope, watershed, plain, etc. Discussion of erosive action of water, soil formation, water, record map of town, study of neighborhood, fixing points on the compass. Flesh-making and heat-giving foods. Wholesome and unwholesome drink and foods. Simple lessons on digestion and circulation of blood. Care of parts of the body, developing especially the moral value of cleanliness, neatness, tidiness, etc. Introduce elementary notions of the geography of Porto Rico without use of text-book.

IV. Classical myths and stories, Bible stories, building in the mind, steadily, ideals of what life ought to be. Simple elements of civic life. Reason for law, for legal restraints. Duties to one's country; significance of a flag.

V. Rote songs continued, and, if possible, simple musical elements. Illustrative drawing. Harmonious arrangement of colors in paper folding and paper cutting. Beginnings of simple design.

FOURTH GRADE.

I. (a) Complete Third Reader. Extend reading of supplementary matter. Reading of entire books assigned by the teacher.

(b) Specific instructions to pupils who have not learned to form letters well.

(c) Abundant composition and dictation exercises, noting now especially the development of a style which shall be simple, clear, and in harmony with the character of the thought of the child. Reporting in writing the substance of the books read. Engaging in conversation for the purpose of developing a fluent oral style.

(d) Memory work continued.

II. Knowledge of larger quantities, say to 1,000, or perhaps more. Thorough mastery of the fundamental processes. Drill on fractions to twelfths. Teach elements of decimal system, especially as illustrated in the use of United States money. Simple business transactions. Common weights and measures. Areas of simple geometric magnitudes.

III. Study of the development of animal life and of typical plants. Develop the significance of pebbles, sand, and rocks. Effect of heat on water and air. Effect of heat, water, and air on rocks, animals, and plants. Movements of the sun and moon. Some attention to star groups and their recognition. Lessons on natural divisions of land and water. Map interpretation—use globe. Analyses of Porto Rico, then of North America. Special lessons on climate. Point out salient geographical features of the United States. The anatomy of the human body, dwelling especially on the bones and muscles, joints, ligaments, and cartilage. Effects of narcotics and stimulants.

IV. Stories from pioneer life, especially in Porto Rico and the United States. Stories of famous persons, like Marco Polo, Columbus, Washington, John Smith, Raleigh, Ponce de Leon, Lincoln, Franklin, Lafayette, Fulton, Morse, Grant, etc.

V. Sketching from nature or objects. Analyses of leaves and flowers for color. Study of famous paintings for knowledge of color, outline, form, etc. Analyses of mass pictures. Study of tints and shades of one color. Development of floral and other designs. Drawing with the ruler, followed by copying if necessary to fix concept. Subdivision of designs. Rote singing continued, with some attention to the building of musical system and use of notes, rests, accents, etc., remembering always that the language work and the number work, together with the manual dexterity that grows from simple art elements, form the basis and core of any system of instruction, and that the emphasis of early work must always rest upon these fundamental elements, and that all nature study, all history and geography, and all other supplementary matter has value only as they contribute to the intensifying of these fundamental parts of the curriculum; and of these fundamentals first and most important of all is the language work.

FIFTH GRADE.

I. (a) Reading from the Fourth Reader, with special attention to the character of the literature and an interpretation of the thought, making the study both informational and cultural in its character.

(b) Gradually lessen the instruction in writing, but insist that composition and other work done by the pupils shall be their best efforts.

(c) Composition exercises covering the scope of the reading, paying attention to the figures of speech, different forms of sentences, correct punctuation and capitalization, and the right use of words.

(d) Memory work continued.

II. Drill in fractions, including all the fundamental processes and problems in common weights and measures, and simple business forms. Instruction on plane figures. Rules for surface of cube, prism, and square pyramid. Decimal system.

III. Plant analyses continued, emphasizing roots and stems. Study of the form, leaves, and bark of trees. Influence of the sun in producing the seasons, and day and night. Relation of insects to man as useful or injurious. Countries of North America, dwelling especially on mountain ranges and watersheds. Special lessons on soil. Study of the West Indies, Central and South America. Special lessons on climate and productions. The structure, kinds, and uses of the muscles. Study of

the skin, hair, and nails. Effects of bathing and clothing, stimulants and narcotics. Supplementary reading, bearing on natural history, geography, and physiology.

IV. Reading relating to explorations and discoveries in North America and South America. Study of American colonial life and Porto Rican life, touching upon the Indians and the white man's struggle for occupation.

V. Free-hand drawing, simple plant, fruit, and geometric objects. Study of color. Study of famous paintings.

SIXTH GRADE.

I. Continuation of the work in language of the year before, following substantially the same general plan, and finishing the reading of the Fourth Reader.

II. Metric system, percentage in its simplest applications. Simple problems in denominate numbers, computations of solid contents of simple magnitudes. Measurements of surface, business problems.

III. Study of vegetation in Porto Rico, dispersion of seeds. Effect of heat and gravity on water and air. Study of bird life and its dispersion. Simple laws of heat. Review the United States and Porto Rico geographically. Study the British Isles, Germany, France, and Spain. Lessons on Cuba, the Philippine Islands, on winds and ocean currents. The structure of the muscles and skin. The growth, waste, and renewal of the body. Simple laws of digestion, circulation of the blood, and the relation of the blood to health. Effect of alcohol in the digestion and the circulation. Suitable supplementary reading in harmony with the work of the year.

IV. In United States history, the period of colonization and of the Revolutionary war. Stories in connection with the history of Great Britain, Germany, France, Spain, Cuba, the Philippines, and other countries important to the pupils.

V. Drawing of plants and common objects. Analyses of leaves and flowers for color scheme. Study of famous paintings, using the results as language and history material. Accurate drawings of simple rectangular objects and the applications in appropriate material.

SEVENTH GRADE.

I. The formal study of the sentence, parts of speech, phrases, clauses, analyses of sentences, and special attention to English conversation.

II. Applications of percentage to insurance, interest, commission, taxes, etc. Business transactions and accounts. Thorough study of inclosed and solid contents of cylinder, pyramid, and cone.

III. Study of grasses and grains. Typical marine animals. Some plant family, as the rose. General review of North America. Study of Asia and Africa, noting especially colonies and dependencies, with special lessons upon productions and government. Study of coal, its distribution and uses. The composition and purity of air, organs of respiration, including ventilation, disinfectants, exercise, and clothing, vocal organs and their functions, effects of stimulants and narcotics.

IV. Special attention to United States history from 1783 to the civil war, dwelling especially upon the personalities of the characters rather than the administrative problems. Reading from early history of England. Study of the local government officials, by whom chosen, duties, etc. Study of insular government. Study government and United States Government to fix simple civic processes clearly in the mind.

V. Drawing continued in harmony with the work of the year before. Music and calisthenics.

EIGHTH GRADE.

I. Study of literature: The reading of pedagogical selections and general survey of the field of English and Spanish literary development, dwelling especially upon the authors that have touched the life of Porto Rico. Study of the English language continued, including remaining parts of speech. Rules of syntax; analysis of sentences; special attention to English conversation.

II. Drill on definitions, rules, and formulas in arithmetic. Problems and theories relating to angles and lines. Simple accounts; special attention to business forms.

III. Study of poisonous plants and trees. Elementary lessons on light, sun, and electricity. Comparative study of climate, winds, and state of society. The nervous system. Organs of the special senses. Effects of narcotics and stimulants upon the nerves. Appropriate reading relating to the above topics.

IV. Study of recent United States history, beginning with the civil war and studying current events. History of Porto Rico to the present time. Reading of English history of the eighteenth and nineteenth centuries. Principles of State government;

special attention to the Constitution of the United States. Object of laws and duties of citizens and of officials. Rights and duties of nations, war and arbitration.

V. Drawing in any medium of common objects. Analyses of beautifully colored nature objects for color scheme. Study of buildings and their influence. Simple perspective. Study of historic ornament and complementary groups of colors. Continuation of industrial drawing and processes. Drill in music and calisthenics.

It is understood that this is a mere outline to be followed in the main. That in the primary school, the first year, at least, 40 per cent of the entire time should be devoted to Group I, 25 per cent to Group V, 12 per cent to Group II and to Group III, and the remainder of the time to Group IV. Continuing in this way until the third year, gradually lessen the time to Group I and Group V, increasing the time in Groups II, III, and IV, in the order named, and in the fifth year giving 35 per cent of the time to Group I, 20 per cent to Group V, 15 per cent to Group II, 20 per cent to Group III, and the remainder of the time to Group IV. Carrying this general relation throughout the sixth, seventh, and eighth years, never sacrificing the language work to any other feature of the course. It is understood, further, that in the rural schools the less essential parts of the course may be omitted; but in the graded schools, so far as possible, the entire course of study should be undertaken with such modifications and omissions as may be made absolutely necessary by local conditions, and which shall be made only by the advice and consent of the supervisor of the district and the principal of the school. Do not allow pupils to enter a higher grade than the one in which they can do the work satisfactorily. It is always easy to promote a child, but always difficult to reduce his grade; it is better to put them in the next lower grade than in the one next higher. It is not so much a question of what grade a pupil is in as it is a question as to what kind of work the pupil does in the grade. The teacher should under all circumstances equip herself in all the different groups of studies here provided for. It is further recommended, and even urged, that in each school there shall be collected a cabinet of appropriate objects for the proper presentation of these lessons. These objects may be gathered by the children and teacher in the neighborhood, or purchased by the board of education, or made by the children themselves under the direction of the teacher. It is a poor school that does not, through its own resources, provide at least some equipment to do object teaching. The real test of good teaching is to be found in the power of the child to think clearly and to express his thoughts in language, both oral and written, and no lesson should be considered well taught until the child has acquired the ability to give an intelligent report of his knowledge of that lesson. Remember that it takes time to develop mental power, and that very moderate progress with work well done is better than haste attended by superficial knowledge.

Beyond all courses of study, and more important than any part or parts of the same, is the power and life of a noble teacher, impressing upon the children from day to day the simple lessons of Christian manliness and womanliness, earnest devotion to country and home, and that series of civic, social, and moral virtues which in the aggregate make up a noble character. The end of all true teaching is right living.

COURSE OF STUDY FOR HIGH SCHOOL GRADES.

NINTH GRADE.

I. Literature: The reading of the Standard Fifth Reader and supplemental works on English literature. English grammar, including etymology and syntax, especially the oral analysis of sentences rather than any system of diagrams. Review of Spanish grammar and syntax. Begin Latin. (Fifteen periods a week.)

II. Mathematics: A thorough drill in arithmetic, including especially percentage and its applications, to be followed with problems growing out of all the subjects covered during the seventh and eighth grades. Algebra: Beginning with the subject and extending through the fundamental processes, factoring, and simple equations. Applications of arithmetic to business accounts. (Ten periods a week.)

III. Complete political geography, with special attention to the far East, Russia, and South Africa, and include physical and commercial geography. (Five periods a week.)

IV. Greek and Roman history: The general study of history, special stress to be laid upon the laws and duties of citizens and officials of nations, together with the bearing of ancient history upon modern times. (Three periods a week.)

V. Drawing from object. Study of historic drawing. Simple architectural drawing. Drill in music and calisthenics. (Four periods a week.)

TENTH GRADE.

- I. English classics. Latin, Caesar. Spanish composition and rhetoric. (Fifteen periods a week.)
- II. Algebra (continued). Plane geometry. (Ten periods a week.)
- III. Physics. (Five periods a week.)
- IV. United States civil government: Special attention to Constitution of the United States and organic act of Porto Rico. (Three periods a week.)
- V. Drawing, music, and calisthenics. (Four periods a week.)

ELEVENTH GRADE.

- I. English classics. Latin, Virgil. Spanish literature or begin French. (Fifteen periods a week.)
- II. Geometry: Review plane and begin solid. (Five periods a week.)
- III. Physics. Chemistry. (Ten periods a week.)
- IV. Mediæval and modern European history. (Three periods a week.)
- V. Mechanical drawing, music, calisthenics. (Four periods a week.)

TWELFTH GRADE.

- I. (*a*) English literature and composition. (*b*) Latin, Cicero. (*c*) Spanish, French, German, or Greek. (Fifteen periods a week.)
- II. Solid geometry. Review arithmetic and algebra. (Ten periods a week.)
- III. Chemistry. Biology. (Five periods a week.)
- IV. United States and English constitutional history. (Five periods a week.)



CHAPTER XXXII.

REPORT ON EDUCATION IN ALASKA.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., June 30, 1902.

SIR: I have the honor to submit my seventeenth annual report as United States general agent of education in Alaska for the fiscal year ending June 30, 1902.

During the year, outside of incorporated towns, there have been maintained 27 public schools with 33 teachers and an enrollment of 1,741 pupils.

The schools are distributed as follows:

ARCTIC AND SUBARCTIC ALASKA.

Point Barrow.—Mr. and Mrs. S. R. Spriggs, teachers; enrollment, 80; population, Eskimo.

Mr. Spriggs reports that the year has been one of continued interest on the part of both pupils and parents; that during blizzards many parents showed their interest by bringing their young children to school in the morning and coming for them at the day's close. Some of the pupils are reading in the second reader, and in arithmetic have progressed as far as fractions. The school building, 15 by 30 feet in size, has been found entirely inadequate for the number in attendance and has been the chief drawback to the progress of the year.

Cape Prince of Wales.—Mrs. S. Bernardi and Mr. Orville J. Rognon, teachers; enrollment, 145; population, Eskimo.

To Mrs. Bernardi the change from a well-graded school in the States to an ungraded school among the Eskimos in subarctic Alaska was an experience both unique and interesting. We give her own statement of the impressions made upon her at the beginning:

The very first impression was a disagreeable odor from various water-soaked seal-skin boots; deerskin clothing, worn for years, probably next the skin; a sickening smell of putrid meat recently devoured by hungry children. My next impression was the great diversity of ages, ranging from 5 years to 50, and, third, the seeming impossibility of remembering half a hundred Eskimo names enrolled, such as Eluk-suk, Keuk, Anakartuk, Tungwenuk, and so on to the end of the list. The pupils came into and out of the schoolroom just as often as their fancy dictated, playing on the beach or on top of the schoolhouse until they grew cold or lonesome, when they came in for a little while. The old men used the stove for a loafing place, like the typical corner grocery store in a country village, while the women abandoned their babies to the mercy of the woman teacher while they quietly took a nap. One can expect as ready answers from a row of little rabbits as from some of the smaller pupils. They seldom speak except in class recitation. Should you call one by name, their big, black eyes look at you as if they expected you to devour them. I found many children who could read fluently from Fourth Reader, but could not understand what they were reading about. And so it was in mathematics. A few could do very long division but could not apply the fundamental principles of mathematics even in

so small a sum as, "If an egg and a half cost a cent and a half, how much will three eggs cost?" They are a fine, brave people, full of life and energy, although this energy is suppressed, as also their emotions. The children are not lacking in intelligence, but their development has been on totally different lines from the average boy. Their observation is keen, they imitate readily, and are quick to see the point if spoken to in their own language.

Gambell, St. Lawrence Island.—Dr. E. O. Campbell, teacher; enrollment, 82; population, Eskimo.

As there was no influence exerted at the homes of the pupils to secure attendance at school, Dr. Campbell, like many other Alaska teachers, sought to make the school so attractive that the children could not keep away. One little boy, Kaepoongu, was neither absent nor tardy for the entire year.

The sessions usually ran from 9 or 9.30 to 12.30, and from 1 or 1.30 to 4; then from 4.30 we had a class of men who were out hunting during the morning. The boys of the third and fourth grades greatly enjoyed turning their backs to the blackboard while I set down a short column of figures; then, at the command "Turn," quickly facing the board and adding them up.

For practice in English grammar and composition the fourth, fifth, and sixth grades kept a journal, the material being first written on their slates, then brought into class, read, corrected, and written on the blackboard, from which it was copied into the journal. They have taken great pride in these journals and decorated the covers with colored pictures of life on St. Lawrence Island. The year passed very quickly in the enjoyment of teaching these degraded Eskimos.

Teller reindeer station.—T. L. Brevig, teacher; enrollment, 19; population, Eskimo.

The school was kept irregularly from September 1 to November 1, and regularly from November 1 until the following June. Besides the usual studies, lessons were given to the larger boys in drawing, carving, and handling of tools. This school is made up almost entirely of Eskimo children left orphans by the epidemic of 1900, who were gathered in and cared for by Mr. Brevig and wife.

Teller City.—L. M. Scroggs, teacher; enrollment, 16; population, largely white, with a few Eskimos.

The course of instruction included reading, writing, spelling, geography, and United States history. This was supplemented by general exercises. As the playground consisted of ice hummocks and snowdrifts, there was small temptation to truancy, and the attendance was regular.

Golofnin.—Miss Amanda Johnson, teacher; enrollment, 35; population, Eskimo.

This school also is the fruit of the epidemic of 1900, the children largely being orphans, cared for by the Swedish Evangelical Union Mission in the vicinity. The children are willing and studious and give much promise for the future.

SOUTHWESTERN ALASKA.

Carmel.—Mrs. E. H. Rock, teacher; enrollment, 29; population, Eskimo.

Conditions here are very unfavorable to school attendance. Other teachers who are similarly situated have like difficulties. A few orphan children who are under the care of the mission can be relied upon to attend school regularly and receive a fair common school education. White fathers who live near the mission will send their creole children regularly until they are from 8 to 12 years old, when they send them to the States in care of friends, or to an orphanage, if they can afford that, to grow up in a more civilized community. White fathers who live some distance away have tried to send their children to the mission as boarders, but the native mothers generally succeed in getting them away in a year or less. Now they have about given up that plan, and simply send their children to the States a little younger. The children of our native members come irregularly, as they are accustomed to do as they feel, without any restriction whatever. When the novelty or attraction of the schoolroom has worn off, if they prefer to stay away and play they simply do so, and that is the end of it. Children of the Russians seldom come at all.

Unalaska.—Mrs. Clara Gwin and Miss Anna Mann, teachers; enrollment, 84; population, white—Aleut and creole.

A large majority of the pupils are inmates of the Jesse Lee Home (Methodist mission) and the boarding school of the Græco-Russian mission. The boys from the Russian mission attend the Government school only in the afternoon, having attended their own school in the morning, thus learning Russian in the morning and English in the afternoon. On all church holidays, which are many, the pupils from the Russian school remain out to attend services, in some cases the absence being half a day, but frequently the entire day. The interest in their school work is good, and in reading, writing, drawing, spelling, history, physiology, geography, and grammar we have much to encourage us, but in arithmetic we find more difficulty, and only by continued drill and patience can we hope to gain the desired results. Very great interest has been manifested in the needle class, which is held one hour every Friday, where not only plain sewing is taught, but also simple embroidery, drawn work, and point lace. During the sewing hour of the girls the boys are given rudimentary work in mechanical drawing, in which they display a great deal of enthusiasm.

Belkofski.—F. A. Golder, teacher; enrollment, 49; population, Aleut and creole.

This is one of the very few summer schools intended to teach English during the summer as a supplement to the work of the Russian parochial school in the winter. The population is rapidly dying off through drink and immorality, and there is very little encouragement for the future.

Unga.—F. A. Golder, teacher; enrollment, 25; population, Aleut and Creole.

Of the 11 pupils that dropped out of school at the close of the previous session, three are young ladies at their own homes helping their mothers in housework; one of the boys is in a machine shop learning the trade of a machinist; another is a clerk in one of the stores of the Alaska Commercial Company; still another is at the Carlisle Indian School, and the remaining five are at Douglas City, Alaska, attending the public schools at that place and are the leaders of their respective classes.

Afognak.—Mrs. Charles W. Pajoman, teacher; enrollment, 39; population, Aleut and Creole.

There are no pupils in this school over 15 years of age, as the girls think themselves at that time too old to attend school and usually get married, while the boys are old enough to go out to work and earn their own living. I have an arrangement with the priest of the Greek Church that the public school shall begin at 8.30 a. m. and close at 3.30 p. m., after which time the children go to the priest for a drill in their church doctrine and catechism.

Kadiak.—Mr. and Mrs. Charles E. Bunnell, teachers; enrollment, 60; population, whites and Creoles.

Professor Bunnell, commenting on the environment of the school, writes:

The Aleut type will soon be a thing of the past, as is evidenced by the fact that during the year only four full-blood Aleuts were enrolled in the public school. The school population is Russian and Creole. The Russian language is the language of the people. English becomes a school language for the people. Our efforts to have them make English something more than the language of their school life are rendered practically futile since they receive but little outside encouragement. Religiously, commercially, and in private life the people are Russian. The average age of the children in attendance is very young. Eighteen attended school this year for the first time and only three over 15 years of age are enrolled. The children who have the least encouragement outside of school make excellent progress.

Wood Island.—A. N. Evans, teacher; enrollment, 43; population, Aleuts and Creoles.

The pupils of this school are largely composed of the orphans that have been gathered in the Baptist orphanage, and being under direct control are not only regular in their attendance but on account of that regularity are making fine progress in their studies.

Kenai.—A. N. Evans, teacher; attendance, 26; population, largely Creole.

This is a second of the summer schools held along the southern coast of Alaska. Frequent applications have been made for a permanent Government school at this point, but the ground seems to be so occupied by the parochial school of the Græco-Russian Church, and the funds at the disposal of the Government are so limited that it scarcely seemed worth while to establish a second school at this place. The summer school is an experiment for teaching English.

SOUTHEAST ALASKA.

Haines.—The Misses May and Genevieve Mackintosh, teachers; enrollment, 43; population, Thlinget. No report.

Hoonah.—Mrs. John W. McFarland, teacher; enrollment, 109; population, Thlinget.

Douglas.—Mr. V. L. Holt and Miss Kate Spiers, teachers; enrollment, 125; population, white.

By the middle of November, the schoolhouse becoming too small for the attendance, the Methodist Church was rented and fitted up as a schoolroom for the advanced department. The attendance was much interrupted during the year by sickness among the pupils. On the 1st of April the city became incorporated and the school passed from under the control of the United States Bureau of Education.

Sitka No. 1.—Miss Gertrude H. Spiers, teacher; enrollment, 53; population, whites.

Miss Spiers reports the helpful cooperation of the parents of the pupils in the work of the school; that about 20 per cent of the pupils have made a perfect record in attendance. In addition to the usual studies during the first six months of the year three hours per week were devoted to composition writing, and during the closing three months of the year special attention was given to literature. During the months of January and February the girls of the two higher grades attended twice a week a cooking-school class which was organized for them by Miss Hilton, teacher of domestic science at the Sitka Training School. Through the kindness of Captain Pendleton, of the Marine Corps at Sitka, a cadet corps was organized for the boys of the public school under the direction of Lieutenant Mather. They met for drill one-half hour on Mondays and Fridays during April and May. One of the special features of this school is a semiannual agricultural and industrial fair held in September and May under the direction of Miss Patten. Almost all the children prepared something for exhibition and the displays on each occasion were very creditable. The children take great interest during the summer, especially in raising flowers and garden vegetables for exhibition at the fair in the fall.

Sitka No. 2.—Mrs. M. A. Saxman, teacher; enrollment, 86; population, Thlinget.

As in other native schools, the chief drawback to progress is irregularity of attendance, the children accompanying their parents when they go off on sealing, fishing, or hunting expeditions during the year. Those that attend with fair regularity have made gratifying progress in their studies.

Sitka Industrial School.—Enrollment, 121; population, Thlinget.

The pupils attending the industrial school are those that are inmates of the Presbyterian Mission Home; and as they are required to be regularly in school certain hours of the day, and in the workshops certain other hours of the day, the average attendance and total enrollment are practically the same. It is in such schools as this that the best results are attained.

Mrs. E. C. Heizer, teacher of the advanced pupils, makes a specialty of preparing her pupils who are so soon to go out and care for themselves in practical work, and as far as possible they receive a constant drill in various things that will assist them when they become their own masters. One native young man of the previous year is keeping a small store which he started with a stock of goods worth about \$400. Another native, who was only mediocre in his studies, has recently written her that

since he left school he has sold 85 cords of wood at \$3 each, and that now he is working in a sawmill at \$75 a month. One of the girls reports that she has been teaching the past year, and good reports come from her school.

Miss Olga Hilton, in charge of the domestic science department, reports the year as an unusually busy one. A large class was reopened in September and continued work until the 1st of June. In addition to the classes held at the industrial school, as before noted, a special class in cooking was arranged for the public school No. 1, which was very successful.

Mr. George J. Beck, in charge of the carpentering department, reports the usual progress made in the shop. The carpenter shop has always been a popular one among the young men, and a number who in former years passed through the shop are now good mechanics earning good wages at their trade.

Kaak.—Mrs. Anna R. Moon, teacher; enrollment, 50; population, Thlinget.

Wrangell School No. 1.—Miss Minnie Robertson, teacher; enrollment, 45; population, Thlinget.

Wrangell School No. 2.—W. G. Beattie, teacher; enrollment, 44; population, white.

The schools at Wrangell have suffered serious inconvenience from the want of suitable schoolrooms. The Government commenced steps toward the erection of new buildings, but found that the amount of funds at its disposal would not permit it; consequently the schools have had to get along the best they could with temporary repairs.

Gravina.—Miss Bertha Hunt, teacher, from September 1, 1901, to March 31, 1902; Mrs. M. V. Collins, from April 15 to May 31, 1902; enrollment, 28; population, Simpsheans.

Saxman.—Edward Marsden, teacher; enrollment, 37; population, Thlinget.

Jackson.—Miss Nellie Green, teacher; enrollment, 64; population, Hydah.

The year has shown greater regularity in attendance than previous seasons, although the total enrollment was not so great. In the spring, when the larger portion of the older pupils left the school for work, the younger ones that remained were compelled to speak English. At first any question was met with an ominous silence or a Hydah word or two, but as the older pupils were not present to interpret and the question was often repeated, the answer would finally come. On the playground the children, especially the Creoles, use the English nearly as much as the Hydah language. Throughout the year the older pupils, when returning from hunting or fishing, would call at the schoolhouse and tell in fairly good English of the success or failure of their trips.

Karluk (natives)		9	27	9	28					5	41	6	38
Carmel												2	39
Belkofski													
<i>Arctic Alaska.</i>													
Kotzebue												9	59
Koscefsky:													29
No. 1													78
No. 2													
Nome													
Port Clarence (natives)													19
St. Lawrence Island	5	20	7	30	8	7	50	53	7	8	63	9	82
Cape Prince of Wales								63			18	9	143
Point Barrow								132			72	6	80
Circle City								66	6		50	9	
Eaton Station								43					
Teller											30	7	16
Total	79½	807		1,197		1,395	1,250		1,369	1,723	1,681		1,791

Public schools in Alaska—Enrollment and attendance of pupils during 1901-2.

Schools.	1901.								1902.	
	September.		October.		November.		December.		January.	
	Total.	Aver- age.	Total.	Aver- age.	Total.	Aver- age.	Total.	Aver- age.	Total.	Aver- age.
<i>South-east Alaska.</i>										
Haines (native).....	33	16	43	11	48	16	40	20	39	16
Hoonah (native).....	23	4	30	6	22	12	56	22	.....	.....
Sitka:										
No. 1 (white).....	45	41	49	40	48	39	48	40	47	36
No. 2 (native).....	65	15	71	22	73	24	86	34	64	20
Industrial.....	113	88	116	73	119	89	121	87	111	85
Douglas (white).....	79	72	89	71	92	70	93	78	96	87
Kake (native).....	.....	.....	.....	.....	20	14	47	36	81	41
Wrangell:										
No. 1 (white).....	29	27	32	28	36	26	32	26	38	30
No. 2 (native).....	45	20	52	28	40	26	40	26	37	23
Gravina (native).....	16	11	17	11	20	13	20	14	28	10
Saxman (native).....	15	15	19	14	31	21	37	23	37	20
Jackson (native).....	24	11	32	18	39	35	45	40	44	37
<i>Western Alaska.</i>										
Kadiak (white and native).....	51	83	60	42	54	41	56	42	52	37
Wood Island (native).....	42	37	49	35	48	39	43	35	43	23
Afognak (native).....	27	19	32	16	25	15	27	13	25	12
Unga (white and native).....	24	21	25	22	23	20	23	20	22	19
Unalaska (white and native).....	52	42	56	46	53	41	54	38	48	37
Carmel (native).....	25	21	33	25	30	22	28	22	28	23
Koscrefsky (native).....	74	73	78	76	80	79	82	82	86	86
<i>Arctic Alaska.</i>										
Teller (white).....	8	6	12	7	12	10	12	9	12	11
Teller Reindeer Station (native).....	.....	.....	.....	.....	19	19	19	19	19	12
St. Lawrence Island (native).....	54	27	63	38	66	41	60	38	57	34
Cape Prince of Wales (native).....	.....	.....	106	55	115	100	121	64	136	32
Kotzebue (native).....	.....	.....	37	21	31	20	39	22	22	18
Point Barrow (native).....	48	35	46	37	48	42	57	51	56	50
Schools.	1902.									
	February.		March.		April.		May.		June.	
	Total.	Aver- age.	Total.	Aver- age.	Total.	Aver- age.	Total.	Aver- age.	Total.	Aver- age.
<i>South-east Alaska.</i>										
Haines (native).....	33	15	29	12	20	10	18	8	.....	.....
Hoonah (native).....	109	51	82	25	62	15	21	6	.....	.....
Sitka:										
No. 1 (white).....	56	42	53	38	.....	.....	55	48	16	12
No. 2 (native).....	59	15	57	11	.....	.....	.....	.....	.....	.....
Industrial.....	114	68	100	93	104	94	50	43	.....	.....
Douglas (white).....	101	89	49	27	50	43	50	43	.....	.....
Kake (native).....	50	24	7	5	.....	.....	.....	.....	.....	.....
Wrangell:										
No. 1 (white).....	39	31	39	22	24	17	.....	.....	.....	.....
No. 2 (native).....	31	18	35	29	32	22	.....	.....	.....	.....
Gravina (native).....	28	10	20	12	6	14	26	15	.....	.....
Saxman (native).....	25	14	17	14	18	13	17	15	.....	.....
Jackson (native).....	28	18	23	11	14	9	20	7	.....	.....
<i>Western Alaska.</i>										
Kadiak (white and native).....	52	41	51	38	51	33	46	31	.....	.....
Wood Island (native).....	43	37	43	37	39	28	16	12	.....	.....
Afognak (native).....	22	15	17	7	39	10	16	12	.....	.....
Kenai (native).....	.....	.....	.....	.....	.....	.....	.....	.....	a 26	22
Unga (white and native).....	19	18	18	16	19	18	19	18	.....	.....
Belkofski (native).....	.....	.....	.....	.....	.....	.....	.....	.....	a 49	44
Unalaska (white and native).....	62	42	51	48	74	48	65	49	.....	.....
Carmel (native).....	29	23	19	19	23	18	20	17	.....	.....
Koscrefsky (native).....	85	86	86	86	84	84	84	84	.....	.....
<i>Arctic Alaska.</i>										
Teller (white).....	12	10	12	10	10	9	11	9	.....	.....
Teller Reindeer Station (native).....	.....	19	20	19	20	20	20	20	.....	.....
St. Lawrence Island (native).....	55	39	69	44	68	50	.....	.....	.....	.....
Cape Prince of Wales (native).....	136	32	139	25	139	28	145	26	.....	.....
Kotzebue (native).....	42	19	36	25	25	13	.....	.....	.....	.....
Point Barrow (native).....	56	44	54	43	56	38	20	20	.....	.....

a Summer schools.

The following table shows the history of Congressional appropriations for education in Alaska:

First grant to establish schools, 1884.....	\$25,000.00
Annual grants, school year—	
1886-87.....	15,000.00
1887-88.....	25,000.00
1888-89.....	40,000.00
1889-90.....	50,000.00
1890-91.....	50,000.00
1891-92.....	50,000.00
1892-93.....	40,000.00
1893-94.....	30,000.00
1894-95.....	30,000.00
1895-96.....	30,000.00
1896-97.....	30,000.00
1897-98.....	30,000.00
1898-99.....	30,000.00
1899-1900.....	30,000.00
1900-1901.....	30,000.00

Expenditure for education outside of incorporated towns, Alaska, 1901-2.

For one-half of license fees received from outside of incorporated towns in Alaska, March 3, 1901, to June 30, 1902.....	\$35,882.41
Salaries of 4 officials.....	5,066.12
Salaries of 33 teachers.....	17,192.54
Supplies for 27 schools.....	2,420.64
Fuel and lighting and janitor work.....	995.40
Repairs.....	204.53
Rent.....	369.85
Traveling expenses.....	201.40
Freight.....	27.24
Balance for outstanding liabilities.....	9,404.69
Total.....	35,882.41

Personnel.

Name.	Office.	State.
Sheldon Jackson.....	General agent of education in Alaska.....	Alaska.
William Hamilton.....	Assistant agent.....	Pennsylvania.
William A. Kelly.....	Superintendent for southeastern Alaska.....	Do.

TEACHERS IN PUBLIC SCHOOLS, 1901-2.

Teacher.	School.	Appointed from—
Mrs. Clara Gwin.....	Unalaska.....	Washington.
Miss Ann Mann.....	do.....	Oregon.
Frank A. Golder.....	Unga.....	Pennsylvania.
Charles E. Bunnell.....	Kadiak.....	Do.
Mrs. Charles E. Bunnell.....	do.....	Do.
A. N. Evans.....	Wood Island, Kadiak.....	Do.
Mrs. C. W. Pajoman.....	Afognak, Kadiak.....	Alaska.
Miss Gertrude H. Spiers.....	Sitka, No. 1.....	Kansas.
Mrs. M. A. Saxman.....	Sitka, No. 2.....	Pennsylvania.
Miss Kate Spiers.....	Douglas.....	Kansas.

TEACHERS IN PUBLIC SCHOOLS, 1901-2—Continued.

Teacher.	School.	Appointed from—
Victor L. Holt.....	Douglas.....	Oregon.
Miss May Mackintosh.....	Haines.....	Alaska.
Mrs. J. W. McFarland.....	Hoonah.....	West Virginia.
Miss Nellie Green.....	Jackson.....	Kansas.
Edward Marsden.....	Saxman, Ketchikan.....	Alaska.
Miss Bertha Hunt.....	Gravina, Ketchikan.....	Do.
Mrs. Anna R. Moon.....	Kake, Fort Wrangell.....	Indiana.
Miss Minnie Robertson.....	Fort Wrangell, No. 1.....	Alaska.
W. G. Beattie.....	Fort Wrangell, No. 2.....	Oregon.
Mrs. Susie Bernardi.....	Cape Prince of Wales.....	Alabama.
Luther M. Scroggs.....	Teller.....	Missouri.
Mrs. E. H. Rock.....	Carmel.....	
Raphael Crimont.....	Koserefsky.....	
Mary Stephen.....	.....do.....	
Geo. J. Beck.....	Sitka Industrial School.....	New York.
Mrs. E. C. Heizer.....	.....do.....	Iowa.
Miss Lizzie Kadashan.....	.....do.....	Alaska.
Miss Olga Hilton.....	.....do.....	Do.

The local school committees as at present constituted are as follows:

Sitka: John G. Brady, governor, and Edward D. Groff, appointed January 15, 1891; Rev. Anthony Dashkevich, appointed May 14, 1900.

Wrangell: Thomas Wilson, appointed March 29, 1892; Rev. H. P. Corser, E. P. Lynch, T. G. Wilson, appointed February 20, 1900; William H. Lewis (native Alaskan), appointed May 14, 1900.

Unga: C. M. Dederick, appointed September 22, 1894; George Leavitt and F. C. Driffield, appointed January 23, 1901.

Saxman: James W. Young, W. L. Bunard, Rev. Edward Marsden (native Alaskan), appointed April 9, 1900.

Gravina: Mark Hamilton, Roderick Murchison, Benjamin Dundas, Alfred B. Atkinson, appointed April 9, 1900, all of whom are native Alaskans.

Jackson: Rev. D. R. Montgomery, M. Kalkeet, Luke Frank.

Kasaan: L. A. Babcock, W. L. Bunard, Walter Frank.

Kadiak: A. C. Goss, H. P. Cope.

Afognak: Alexander Friedolin, Emil Christensen, Theodore Gregoroff.

The following list contains the names of former members of local school committees in Alaska:

Sitka: Hon. James Sheakley, N. K. Peckinpugh, Dr. C. D. Rodgers.

Juneau: Karl Koehler, Rev. Eugene S. Willard.

Douglas: G. E. Shotter, S. R. Moon, Robert Duncan, jr., Albert Anderson, A. J. Campbell.

Wrangell: W. G. Thomas, William Millmore, Allan Mackay, Rufus Sylvester, Finis Cagle.

Jackson: James W. Young, W. D. McLeod, G. Loomis Gould.

Metlakahla: William Duncan, Dr. W. Bluett, D. J. Leask.

Unga: N. Guttridge, John Caton, Edw. Cashel.

Unalaska: N. S. Resoff, N. B. Anthony, L. R. Woodward.

Skagway: Thomas Whitten, E. L. Niskern, Walter Church, F. R. Burnham.

Juneau: John G. Heide, B. M. Behrends, J. B. Denny, Rev. John B. René.

Nome: Walter Church, D. J. Elliott, John Brynteson, Dr. S. J. Call, D. W. McKay, S. A. Keller, E. S. Ingraham, J. V. Logan.

The members of these committees have been of good service to the Bureau of Education, both as correspondents and by acting as auditors, countersigning the bills sent in for various local expenses of these schools, inspecting repairs, and giving advice as to measures for the greater efficiency of the schools.

For the southeastern section of Alaska a local superintendent was appointed as

early as 1890 and has been in service ever since. The present local superintendent is William A. Kelly, of the Sitka Industrial School. His duties are to visit the schools, report on their condition, and examine candidates for the position of teacher.

On the 1st of April, 1902, the town of Douglas was incorporated and the schools of the village passed under the control of the local board of education. Besides those of Douglas, public schools have been maintained under the direction of local boards of education in the incorporated towns of Nome, Eagle, Valdez, Skagway, Juneau, Douglas, and Ketchikan.

The town of Nome (incorporated) received for school purposes \$42,733.26, while only \$35,902.41 was received for the 27 public schools outside of incorporated towns. The other incorporated towns also received much larger sums than the schools of corresponding character under control of this office. With these larger sums of money at their disposal they have been able to erect larger and more comfortable buildings, employ a larger number of teachers in proportion to the number of pupils, and pay them better salaries.

Complaints have been received at this office that the school boards at Juneau and Ketchikan (incorporated towns) have refused to receive native children of Indian or Eskimo descent into existing schools or to open schools for them. The school board at Nome also neglected during the past year to make provision for the Eskimo children within their limits, although they had a school fund larger than they needed, \$7,962 of the same being turned back into the city treasury and used for other municipal purposes.

"An act making further provision for a civil government for Alaska, and for other purposes," approved June 6, 1900, section 460, chapter 44, part 2 (31 Stat. L., 330), provides a tax on business and trade in the form of a license. In section 203, chapter 21, part 5, of said act, provision is made whereby 50 per cent of said license money collected in incorporated towns shall be turned over to the treasury of said towns for school purposes.

By an amendment to the above section 203, approved March 3, 1901, it was provided that "Fifty per cent of all license moneys that may hereafter be paid for business carried on outside incorporated towns in the district of Alaska shall be set aside to be expended, within the discretion and under the direction of the Secretary of the Interior, for school purposes outside incorporated towns in said district."

In the application of this law the United States district courts of Alaska have taken "court expenses" from the license fund ^a received from outside of incorporated towns.

In the requirements of a new country where courts are to be established at heavy expense, witnesses and jurors brought from long distances and kept under salary for long times, and jails erected, "court expenses" will greatly decrease the fund that Congress intended for the schools, and it is possible that years may come in which the schools will be crippled by the large amount consumed by "court expenses."

The experience of the first year under this law has fully justified the fears of the friends of the Alaska schools.

Of the \$114,375.34 of license fees collected from outside of incorporated towns in

^a See reports by W. J. Hills and A. R. Heilig, clerks of the United States district court for the district of Alaska, divisions 1 and 2, in the Report of the Governor of the District of Alaska to the Secretary of the Interior, 1901, pages 79 and 80.

United States Statutes at Large, volume 31, page 324, section 7, provides:

Each clerk in his division of the district shall perform the duties required or authorized by law to be performed by clerks of the United States courts in other districts * * *. He shall also receive all moneys collected from licenses, fines, forfeitures, or any other cases except from violations of the customs laws, and shall apply the same to the incidental expenses of the proper division of the district court and the allowance thereof as directed by the judge, and shall account for the same in detail and for any balances on account thereof to and under the direction of the secretary of the Treasury.

Alaska \$90,299.25 was consumed in court expenses, leaving only \$24,076.09 for schools.^a

The statistics by judicial divisions are as follows:

Division I (Juneau and southeast Alaska):

Court expenses	\$21,734.34
For public schools	21,471.33

Division II (Nome and western Alaska):

Court expenses	57,564.41
For public schools	Nothing.

Division III (Valdez and Central Alaska):

Court expenses	11,000.00
For public schools	2,604.71

Under the provision of the license law there has been received from March 3, 1901, to June 30, 1902, for education in Alaska, outside of incorporated towns—

1901:

October 29. Treasury warrant	\$1,327.58
------------------------------------	------------

1902:

January 27. Treasury warrant	9,083.50
April 19. Treasury warrant	9,471.33
June 13. Treasury warrant	16,000.00

Total	35,882.41
-------------	-----------

CHARACTER OF THE NATIVE CHILDREN OF ALASKA.

In the United States Indian Training School at Carlisle, Pa., are 50 children from Alaska. Among the 50 are representatives of the Eskimo, Indian, Thlinget, and Aleut families. They are associated at that school with 1,000 children representing 72 different tribes of North-American Indians. The grading of the Alaskan children in industry, health, conduct, and scholarship is found in the following tables, and is the best illustration of the character of the aboriginal population of Alaska. These tables were furnished by Col. R. H. Pratt, U. S. Army, superintendent of the school.

^a Since the preparation of this report the Fifty-seventh Congress, second session, has amended the law to read as follows: *Provided*, That fifty per centum of all license moneys provided for by said act of Congress approved March third, eighteen hundred and ninety-nine, and any amendments made thereto, that may hereafter be paid for business carried on outside incorporated towns in the district of Alaska, shall be covered into the Treasury of the United States, and set aside to be expended, so far as may be deemed necessary by the Secretary of the Interior, within his discretion and under his direction, for school purposes outside incorporated towns in said district of Alaska.

Approved March 2, 1903.

Statement of attendance of Alaskan children at Carlisle Indian School, 1902.

No.	Name of student.	Year born.	Sex.	Date entered at Carlisle School.	Months in school before coming to Carlisle.	In what grade.		In what trade or other industry instructed during quarter.	Scholarship.	Industry.	Health.	Conduct.
						On entering list.	At date of this report.					
1	Charles Scott	1882	M.	Nov. 3, 1901	50	Second	Second	Farming	Medium	Good	Good	Poor.
2	Ephraim Alexander	1885	M.	Aug. 28, 1902	36	Fourth	Fourth	Carpenter	Very good	Excellent	do	Excellent.
3	George Willard	1885	M.	Apr. 21, 1898	70	do	Seventh	Printer	Excellent	Very good	do	Do.
4	Healy Wolfe	1885	M.	Oct. 10, 1896	60	do	Graduated	Dickinson College	Very good	do	do	Do.
5	Joseph Sheehan	1887	M.	Aug. 21, 1899	20	Second	Fourth	General work	Good	Excellent	do	Do.
6	Louis Paul	1887	M.	Aug. 26, 1901	60	Seventh	Seventh	Printer	Very good	do	do	Medium.
7	Patrick Verney	1885	M.	Nov. 3, 1901	50	Fourth	Fifth	Tailor	Good	do	do	Very good.
8	William Paul	1885	M.	May 18, 1890	80	Sixth	Graduated	Printer	Very good	Very good	do	Do.
9	William Sheehan	1889	M.	Aug. 21, 1899	60	Fourth	Seventh	Kitchen help	do	Excellent	do	Excellent.
10	Catharine Dyakoff	1886	F.	Oct. 25, 1897	50	do	do	Housework	do	Very good	do	Very good.
11	Dora Kecklin	1886	F.	July 25, 1897	60	Third	Eighth	do	do	Good	do	Good.
12	Elizabeth Walter	1884	F.	Oct. 22, 1896	60	Fourth	Seventh	do	do	Very good	do	Very good.
13	Eudocia Sedick	1883	F.	July 25, 1897	60	do	Eighth	do	Medium	do	do	Excellent.
14	Helen Frates	1885	F.	Oct. 25, 1898	60	Third	Fifth	do	do	Excellent	do	Do.
15	Irene Svaroff	1884	F.	do	80	Fourth	Sixth	do	do	do	do	Do.
16	Jessie Abbott	1884	F.	Oct. 20, 1900	14	Second	Third	Sewing and laundry	Good	do	Fair	Very good.
17	Katie Callen	1884	F.	Mar. 22, 1898	60	Fifth	Tenth	Housework	Excellent	Excellent	Good	Excellent.
18	Lottie Hilton	1885	F.	Oct. 22, 1896	6	First	Sixth	do	Good	Very good	do	Very good.
19	Mary McCloud	1883	F.	Oct. 25, 1898	60	Fourth	Fourth	do	do	Good	do	Good.
20	Mary Kadashan	1880	F.	July 1, 1897	50	do	Eighth	Printing	Very good	do	do	Excellent.
21	Minnie Callen	1886	F.	Mar. 22, 1898	50	Fifth	Tenth	Sewing and laundry	do	Excellent	do	Do.
22	Polly Tutikoff	1880	F.	July 25, 1897	70	Fourth	Ninth	do	Good	do	do	Do.
23	Sospatra Svaroff	1879	F.	do	30	Third	Sixth	Sewing and laundry	Very good	Very good	do	Very good.
24	Vasha Nakootku	1884	F.	Nov. 3, 1900	27	Second	Fifth	Housework	do	do	do	Good.
25	Esiah Galahoff	1889	M.	Sept. 15, 1902	27	First	First	School	Good	do	do	Very good.
26	Fadya Sheltikoff	1886	M.	July 11, 1901	50	Third	Third	Farming	Very good	do	do	Excellent.
27	George Gelatkinoff	1887	M.	do	36	Fourth	Fourth	School	do	Excellent	do	Do.
28	John Foster	1889	M.	Sept. 15, 1902	36	do	Fifth	do	do	Very good	do	Very good.
29	John Lochesnikoff	1885	M.	July 11, 1901	63	do	do	Farming	Poor	Good	do	Do.
30	Isaac Gould	1888	M.	Sept. 15, 1902	63	do	do	do	Very good	Very good	do	Do.
31	Michael Chepdenoy	1886	M.	July 11, 1901	30	Third	do	Farming	Good	do	do	Good.
32	Nicholas Chepdenoy	1885	M.	Sept. 15, 1902	64	Fourth	Fourth	do	Very good	Very good	do	Excellent.
33	Nikolai Shoushick	1879	M.	Sept. 11, 1901	15	Second	do	Carpenter	Good	do	do	Very good.
34	Paul Dicks	1890	M.	Sept. 15, 1902	18	do	do	School	do	do	do	Do.
35	Peter Debrorolsky	1889	M.	July 11, 1902	10	First	First	Farming	Very good	do	do	Do.

Statement of attendance of Alaskan children at Carlisle Indian School, 1902—Continued.

No.	Name of student.	Year born.	Sex.	Date entered at Carlisle School.	Months in school before coming to Carlisle.	In what grade.		In what trade or other industry instructed during quarter.	Scholarship.	Industry.	Health.	Conduct.
						On entering Carlisle.	At date of this report.					
36	Shaska Alexandroff	1888	M.	July 11, 1902	40	Second	Third	General work	Medium	Good	Fair	Very good.
37	William Foster	1888	M.	Sept. 15, 1902	72	Fourth	Fifth	do	Very good	Very good	Good	Excellent.
38	Anastasia Achavack	1888	F.	July 11, 1901	30	do	Fourth	Housework	Excellent	do	Very good	Very good.
39	Katie Ishophard	1885	F.	do	30	do	do	do	Very good	do	do	Do.
40	Maggie Mandrigen	1883	F.	July 26, 1901	30	Fifth	Fifth	do	do	do	do	Do.
41	Marcia Nichvidoff	1887	F.	Sept. 13, 1902	63	Second	Second	Sewing and laundry	do	do	do	Do.
42	Olga Reinken	1889	F.	July 26, 1901	50	Third	Fourth	Housework	Very good	do	do	Good.
43	Ortana Sperback	1887	F.	July 11, 1901	30	Second	Second	do	Good	do	do	Do.
44	Parisevya Achacee	1887	F.	do	30	First	First	do	do	do	do	Do.
45	Sophia Tetoff	1889	F.	July 26, 1901	40	Second	Second	do	Very good	do	do	Excellent.
46	Vera Wagner	1889	F.	do	50	Fourth	Fourth	Sewing and laundry	do	Very good	do	Very good.
47	Amiebnac	1890	F.	Nov. 14, 1897	do	do	Fifth	do	do	do	do	Do.
48	Congidnac	1891	F.	do	do	do	do	Housework	do	do	do	Excellent.
49	Isemnetuek	1887	F.	do	do	do	Second	do	Good	do	do	Do.
50	Kathook	1887	F.	do	do	do	do	do	Very good	do	do	Do.

WHAT BECOMES OF NATIVE CHILDREN AFTER THEY LEAVE SCHOOL?

The question is often asked: "What becomes of the students after they leave school?" It may be answered in a general way as follows: Some after leaving school form habits of dissipation and soon die. The larger number take their places among their own people and, by an example of better living and by their increased intelligence, help lift up a little way the whole of the native community where they reside, while a smaller number become leaders.

An annual report from the Sitka Training School, which is one of the oldest schools in Alaska, gives the names and post-office addresses of recent pupils who are engaged in the following pursuits: Eleven are boot and shoe makers, 3 are engaged in boat building, 2 are carpenters, 3 coopers, 2 clerks in stores, 4 are in canneries, 2 are cooks, 4 are engaged in dressmaking, 2 in steam engineering, 3 in mining, 4 are merchants, 2 are hospital nurses, 1 is a painter and paper hanger, 4 are engaged in sawmilling, 1 is a silversmith, 6 are teachers in public schools, 4 are missionaries, and the names of 28 young women are given who are married and preside over Christian households, while others are still unmarried but are keeping house for their parents.

In arctic and subarctic Alaska 44 Eskimo young men, no longer content to live as barbarians, dependent for daily food on their daily catch of fish or the uncertain proceeds of the chase, have made a good start toward citizenship by becoming owners of small herds of domestic reindeer which have already made them the wealthiest men among their people.

Twelve years ago I brought from Point Barrow, the northernmost settlement on the North American continent, a 6-year-old Eskimo boy and placed him in the Sitka Training School. He was named M. Healy Wolfe. After six years in that school he was brought to the celebrated Indian school at Carlisle, Pa., where he has been graduated with honor and will in 1903 enter the preparatory department of a western college.

In the eighties a little orphan boy sought permission from his uncle to enter the recently established mission school at Sitka, which was denied him, as he was valuable to his uncle for fishing purposes. One day while they were a long way out at sea, fishing, the uncle, angered at the importunities of the boy, picked him up and with an oath threw him out of the canoe and bade him go to school. The little fellow struck out for shore, which he eventually reached, but so weak that when the waves threw him on the sand they washed him out again to sea, tossing him backward and forward until a wave, stronger than the others, threw him up so far on the beach that he was able to clutch in the sand and remain. After a while, gathering strength, he crawled up to the school and was taken in. He was named Frederick Moore. Afterwards he was the first of the pupils to give his heart to the Saviour and accept of Christianity, and through his efforts his heathen uncle and aunt and other relatives were brought into the Kingdom. After a course of training in the Sitka school he was brought East and given a course of training at Moody's School for Boys, at Mount Hermon, Conn. Returning to his people he was made interpreter for the mission and native assistant for the missionary at Juneau, and when he died last fall scores of the natives claimed him as their spiritual father.

Early in the nineties two or three young men, leaving the Sitka school, went to the salmon canneries, saved their wages, and after a while formed a partnership for the running of a steam sawmill. With the money that they had saved from their wages they went to Portland, Oreg., purchased machinery, paying largely cash and giving their note for the balance. They paid the freight on the machinery to Alaska, set up the machinery themselves, not needing a machinist to put their mill together, then commenced sawing out the lumber with which to inclose their mill. With their mill in shape, one of their number became a commercial traveler for the firm,

visiting the various salmon canneries in the vicinity and taking orders for boxes in which the canned salmon is sent to market.

About the same time two other pupils (brothers) formed a partnership, took the money that they had made by working in the canneries and started a store. The owner of the leading community store in the same village tried to induce the young men to place their goods in his store and take stock for the same. Failing to induce them to do this he put down prices so low that he thought they could not compete; but many of the natives patronized them, paying higher prices than they would have been compelled to pay at the community store. Making a few thousand dollars at storekeeping, and encouraged by the success of their comrades at saw-milling, they removed from the village and established a sawmill, which, when I visited it some months ago, was running day and night, unable to fill orders for lumber and for cannery boxes.

Among the pupils sent from the Sitka school, in 1886, to the Indian School, Carlisle, Pa., was Henry Phillips, a Chilkat boy. While at Carlisle, in addition to the ordinary studies of the schoolroom, Henry learned the printer's trade and the management of the steam engine. Showing unusual aptitude in machinery he was given an opportunity of serving in one of the machine shops of Carlisle village, and when he finished his course at the school was given a short course in one of the large locomotive works in Philadelphia, where it was claimed for him, that with the machinery, he could assemble the parts and build a railroad locomotive. Since his return to Alaska he has been employed mainly as an engineer on steamers plying in those waters.

Two of the boys from the public school at Jackson, upon finishing their course, have become merchants; others became boat builders—one of them building for Ben John, a Hydah merchant, a fine steam launch. They have also built eleven schooners, which are owned by native men and used in fishing and freighting in the Alexandrian Archipelago.

Another of the natives that left the school in the nineties went to the Klondike, and afterwards into Alaska, where he has made a moderate fortune in gold mining. When the great rush of 1897 and 1898 to the Klondike was in progress a number of the young men from the school earned fabulous wages in packing supplies for the white miners going over the White Pass to the headwaters of the Yukon River. They manifested the progress they had made toward citizenship by being the most reliable packers that in those days of great excitement could be found.

In 1898 Mr. Portus B. Weare, a Chicago capitalist, returning from the Yukon mines, was attracted by the bright face and intelligence of Parsha, an Aleut girl in the Methodist mission school at Unalaska. Expressing a wish that he could take the girl to Chicago and give her a chance for a good English education, he was informed that he could do so, and the girl was placed under his charge. Arriving in Chicago, she was placed in the Forestville public school, one of the best of the kind in that city. She took her place side by side with the sons and daughters of the best class of the American population in that city. Entering the third grade she passed with her associates step by step through the various grades until, five years later, she graduated with 1,200 of Chicago's best children, at the head of the class, taking the gold medal, for which, among others, it is said, the daughter of the president of Chicago's Board of Education was a competitor. Thus a girl with no heredity of intellectual training came into a Chicago school and took the prize away from 1,200 of its children, many of whom, if not all, had had centuries of hereditary training behind them.

In the eighties Frances Willard, a young Thlinget girl, was taken into the mission school at Wrangell; afterwards was transferred to Sitka, and thence, through the interest of Eastern ladies, was placed in a young ladies' boarding school of much reputation at Elizabeth, N. J. She spent her years in that school, the trusted and

loved companion of her associates, many of them daughters of wealthy New Yorkers. Christmas and Easter vacations were often spent by her, on invitation, in the palatial residences of her companions in New York. She was graduated with honor, the equal of those around her. Since returning to her own people she has been a missionary of more than ordinary success, and has latterly reduced the Thlinget tongue to writing, and produced a lexicon of the same, which will soon be published by the United States Bureau of Education, and which is, I trust, only the first of a series of books that this talented young woman may provide for her own people.

In the latter eighties Edward Marsden, a Tsimpshian, was brought to the Sitka school, where he forged ahead of all his companions in all his studies. From Sitka he was taken to Carlisle, Pa., where he tarried only a short time, passing thence to Marietta College, Ohio, then under the distinguished presidency of the Hon. John Eaton, former United States Commissioner of Education. Passing through the college he went to the Presbyterian Theological Seminary, at Walnut Hill, Cincinnati, and while taking a theological course, in order that he might be more useful to his own people, he studied law. In the same season he was both ordained to the full work of the gospel ministry, and, I believe, admitted to the bar. Returning to his own people under a commission from the board of home missions of the Presbyterian Church, he secured, through the contributions of friends, a small steam launch, of which he is captain, pilot, engineer, and with which he is visiting 18 villages along the coast of Alaska preaching the gospel of the Lord Jesus Christ.

These, it is true, are but isolated instances, but they could be increased hundreds of times if the educational advantages and opportunities to the Alaska aboriginal races were similarly increased. The Alaskans have fine minds, and simply need, by the blessing of God upon intelligent, tactful teachers, such a chance as is given the larger number of the white children in the older sections of the country.

NEW SCHOOLS WANTED.

Applications have been received during the year for the establishment of schools at the following places in Alaska.

Ellamar.—This place is a few miles south of Valdez, on Prince Williams Sound, and claims 18 children of school age, with several others in the vicinity that would attend school; that a copper mine is in active operation at the place, and that the number of men and families is constantly increasing.

Seldovia.—This place is on English Bay, on the east coast of Cook Inlet, and the petition for the school is signed by 15 citizens, who claim 60 children of school age in the village.

Kenai.—This is one of the oldest Russian settlements on the east coast of Cook Inlet and has had a Russian church for a century past. The village consists of a store, Greek Catholic Church, an experiment station of the United States Department of Agriculture, and 10 houses. The population consists of about 15 whites and 160 natives and creoles. There is no school within 300 miles of the place. Children of school age, from 55 to 60.

Shakan.—This place is at the north end of Prince of Wales Island, 70 miles south of Wrangell, southeast Alaska, and consists of a salmon cannery, sawmill, and small native village. The cannery company promise to provide a building with heat and light, and simply ask that the Government provide a teacher and schoolbooks. Accompanying the letter is a list of the names of 53 school children.

Council City.—This place is the second largest mining camp north of Bering Sea, and was founded in 1897. The white population numbers about 400, of whom 80 are women and children. The native residents number about 80, of whom several are children. They claim at present 16 white children of school age. This petition is signed by 222 of the citizens.

Each of these places and a hundred others of equal importance in Alaska should have public schools, but up to the present time the school fund placed at the disposal of the Commissioner of Education has been so limited that it has been simply impossible to establish the schools that should be provided for.

MISSIONARIES AND TEACHERS AT MISSION STATIONS IN ALASKA.

Russian Orthodox Church.

Sitka: Rev. Antonius Dashkevich; in missionary school, J. Popoff and S. Cherepnin.

Juneau: Rev. Alexander Jaroshevich.

Killisnoo: Rev. John Soboleff.

Nuchek: Hieromonk Methodius.

Kadiak: Rev. Tikhon Shalamoff.

Afognak: Rev. Basil Martysch.

Kenai: Rev. John Bortnovsky.

Belkofski: Rev. Euphymius Alexin.

Unalaska: Rev. Dean Alexander Kedrovsky, Rev. Basil Kashevaroff.

Unga: Rev. Nicholas Rysseff.

St. George Island: Rev. Peter Kashevaroff.

St. Paul Island: Rev. John Orloff.

St. Michael: Rev. Peter Orloff.

Ikogmut: Rev. Hieromonk Amphilochius.

Pavlof: Rev. Constantin Pavloff.

Nushagak: Rev. Nicholas Kashevaroff.

Schools are located at Sitka, Unalaska, Attu Island, Belkofski, St. Paul Island, St. George Island, Quichpach, St. Michael, Kuskokwim, Nushagak, according to the report in Russian Orthodox American Messenger, but names of teachers are not given.

Presbyterian.

Barrow (Eskimo): Rev. H. R. Marsh, M. D., Mrs. H. R. Marsh, Mr. Peter Koonooa (native).

Douglas (Auke and Taku tribes): Rev. Thomas Coyle.

Eagle: Rev. and Mrs. Charles F. Ensign.

Gambell (St. Lawrence Island, Eskimo): Mrs. Edgar O. Campbell.

Haines (white and Chilkat): Rev. and Mrs. Norman B. Harrison and Elder A. R. Mackintosh.

Hoonah (Hoonah tribe): Rev. William M. Carle, Mr. W. Hammond (native).

Jackson (Hydah tribe): Rev. D. R. Montgomery.

Juneau (Auke and Taku tribes): Rev. L. F. Jones, Rev. James H. Condit (white children).

Kasaan (Hydah tribe): Rev. D. H. Montgomery.

Killisnoo (Kootznahoo tribe): Rev. W. S. Bannerman.

Klawock (Hydah and Hanegah tribes): Rev. David Waggoner, Mrs. David Waggoner.

Klinquan (Hydah tribe): Mr. Samuel Davis (native).

Klukwan (Chilkat tribe): Rev. F. Falconer.

Rampart (Chena and Fairbanks): Rev. M. Egbert Koonce, Ph. D.

Saxman (Tonga and Cape Fox tribes): Rev. Edward Marsden (native), Mrs. Edward Marsden (native).

Sitka (Sitka tribe): Rev. W. S. Bannerman, Mrs. Matilda K. Paul (native).

Sitka Training School (all the tribes): Mr. William A. Kelly, Miss Susan Davis,

Mrs. M. F. Schuknecht, Miss Frances H. Willard (native), Miss Anna M. Sheets, Miss Lydia A. Hayes, Miss Lucile Owen, Mrs. Ella C. Heizer, Miss Mary Langabear, Mr. George J. Beck, Mr. John E. Gamble, Mr. J. T. La Tourrette, Mr. Howard George (native).

Sitka Hospital: Miss Esther Gibson.

Skagway: Rev. James Thompson, Rev. S. Hall Young, D. D.

Teller and Council City: Rev. Herman M. Hosack.

Wrangell (Stikine tribe): Rev. Harry P. Corser.

Roman Catholic.

Holy Cross Mission: Rev. J. L. Lucchesi, Rev. Joseph Perron; Brothers V. O'Hare, Al Markham, P. Brancoli, Ed. Horweedel, E. De Fevre, and Sisters Mary Winfred, Antonio, Pauline, Mary, Mary Joseph, and Julia.

Nulato: Rev. C. Rossi, Rev. J. Jetté, Rev. P. Pasino; Brothers B. Marchiso, C. Giordano, and Sister M. Stephens, with two assistants.

Kuskokwim: Rev. A. Robant.

St. Michael: Rev. R. Camille and Brother I. Montalio.

Akularak: Rev. A. Keys, Rev. J. Treca, and Brother J. Twohig.

Eagle: Rev. Monroe.

Nome: Rev. Joseph M. Cataldo, Rev. E. Devine, and Brother B. Chiandano.

Juneau: Rev. J. B. Rene, Rev. J. Carden; Brother J. Rosati, and Sisters of St. Anne in charge of hospital.

Douglas: Rev. P. Bougis.

St. Mark's Church: Rev. Phil. Turnell.

Moravians.

Bethel, on the Kuskokwim: Rev. Adolphus Stecker, superintendent, and wife; Rev. Joseph Weinlick and wife; Rev. John Hinz and wife.

Ugavig: Rev. J. Herman Romig, M. D., and wife.

Quinhagak: Rev. John Herman Schoechert and wife.

Carmel, on the Nushagak: Rev. Paul Zucher, station superintendent, and wife; Rev. Samuel Rock and wife; Miss Mary Huber.

Rev. Benjamin Helmick and wife and Miss Philippine King, off on furlough, to return later.

Episcopalian.

Sitka: Bishop Peter Trimble Rowe, D. D.; G. W. Chilson.

Juneau: Rev. Christian A. Roth.

Skagway: Rev. James G. Cameron, Miss Carter, Miss Langdon, at hospital.

Ketchikan: Rev. Thomas Jenkins.

Circle: Rev. C. C. Rice, Miss Lizzie J. Woods.

Fort Yukon: Rev. L. H. J. Wooden, Mrs. Wooden, William Loola (native).

Rampart: Mr. E. J. Knapp.

Anvik: Rev. John W. Chapman, Mrs. Chapman, Miss Bertha M. Sabine, Mrs. Evans, Isaac Fisher.

Hope: Mr. John B. Driggs.

Tanana: Mr. and Mrs. Jules L. Prevost, Miss Mason, and native assistants.

Nome: Rev. C. H. H. Bloor and native assistants.

Charles Village: Miss Lizzie J. Woods.

Eagle: Rev. A. R. Hoare.

Valdez: Rev. F. C. Taylor.

Douglas: Rev. John E. Huhn.

Baptist.

Tanana: Rev. and Mrs. G. S. Clevenger.

Wood Island: Rev. and Mrs. C. P. Coe, Mrs. M. G. Campbell, and Miss Odotia Brown.

Methodist.

Rev. W. H. Solleck, superintendent, Juneau.

Skagway: Rev. Wilmot Whitfield.

Douglas: Rev. C. S. Revelle.

Unalaska: Jesse Lee Home, Dr. and Mrs. A. W. Newhall, Miss Barnett, Miss Ella Darling, and Miss Elizabeth Schwab.

Swedish Evangelical Union.

Yakutat: Rev. and Mrs. Alvin Johnson, Mr. August Berggren, Miss Jennie Olsen, and Mr. Paul Page.

Golofnin: Rev. O. P. Anderson, Rev. K. Hendrickson, Miss Amanda Johnson, and Miss Eivor Eklund.

Unalakleet: Rev. and Mrs. Axel E. Karlson, Dr. and Mrs. Carl O. Lind, Mr. and Mrs. Stefan Ivanhoff, and Miss Alice Omegitchok.

Friends.

Douglas: Mr. Charles Replogue and wife, and Miss Jennie Lorenz.

Kaak: Rev. and Mrs. Silas R. Moon.

Kotzebue: Mr. and Mrs. Dana Thomas, and Miss Martha Hadley.

Congregational.

Cape Prince of Wales: Mr. and Mrs. Hugh J. Lee.

Norwegian Evangelical Lutheran.

Teller: Rev. and Mrs. T. L. Brevig, Mr. A. Hovick.

MISSIONS OF THE RUSSIAN ORTHODOX CHURCH.

[Commenced 1794.]

The Russian mission of Alaska is composed of 16 parishes, with 17 churches and 60 chapels and prayer houses. On Douglas Island a church has been built for the Servians who are at work in the gold mines at that place. These churches are cared for by 17 priests (of whom 3 are monks), 1 retired deacon, and 12 candidates. They claim 11,758 parishioners, namely, 87 Russians, 2,257 Creoles, 2,147 Indians, 2,406 Aleuts, 4,839 Eskimos, and 22 persons belonging to other nationalities. There are 45 parish schools and 5 asylums for children. These asylums are located as follows: Sitka, Unalaska, Nutchek, and two in Kadiak. The schools number 760 pupils, of whom 65 are children that live in the asylums.

MISSIONS OF THE PRESBYTERIAN CHURCH.

[Commenced 1877.]

The woman's board of home missions pays the salaries of the ordained missionaries and unordained native interpreters in southeastern Alaska. There have been employed during the year 12 ordained missionaries and 8 helpers, a total of 20; whose salaries amounted to \$13,500. The results have been most encouraging.

Barrow (Eskimos).—Dr. and Mrs. Marsh have continued their work at Point Barrow. The difficulty of communicating with them, and they with the board, makes it almost impossible to give an intelligent account of that work. Their loneliness is

great. The work, however, as we learned from letters received last fall, was prosperous.

Gambell (Eskimos).—Most encouraging reports come from Dr. and Mrs. E. O. Campbell, who succeeded Dr. Lerigo at St. Lawrence Island. They were delightfully entertained and well cared for by the commander of the United States revenue cutter on which they sailed to their destination. A letter from them indicates that they have been well received by the people, are devoting themselves to their spiritual as well as material interests, and have so far accomplished all that they anticipated.

Douglas (Aux and Taku tribes).—Douglas Island, situated just across the bay from Juneau, has had its little chapel and missionary's home completed. Mr. Fred L. Moore, the native assistant to Mr. Jones, of Juneau, who has had charge of the work on Douglas Island, died very suddenly October 4, 1902. Mrs. Moore, however, has taken up the work of her husband as interpreter to Mr. Jones, and is doing it to his entire satisfaction. The loss of Mr. Moore was a great blow, for the natives loved him and trusted him.

Haines (Chilcat tribe).—Willard Home was opened in September for the reception of children. It was planned to begin on a partially self-supporting basis. The matron was instructed to charge each pupil \$5 per month. Seven have been admitted; two of these have been accepted as charity pupils.

Hoonah (Hoonah tribe).—The work at Hoonah is interesting. Many vexed questions, which have hitherto greatly disturbed the pastor, have been settled, and now there seems to be a determination upon the part of the people to drop permanently all their evil customs and habits, and become really and truly Christians in practice as well as in profession.

Jackson (Hydah tribe).—The work at Jackson has assumed greater importance since the Endeavor convention held at Wrangell last autumn. The missionary has been greatly encouraged by the manner in which the young people have taken hold of all church enterprises. There have been a good many conversions during the year.

Juneau (Auks and Taku tribes).—The missionary in charge of the native church has had his hands full, and has felt particularly the loss of his efficient assistant, Mr. Fred Moore. However, the work has progressed very satisfactorily, and Mr. Jones is greatly encouraged. The white church, under the care of Rev. J. H. Condit, is moving on steadily toward self-support.

Klawak (Hydah and Hanegah tribes).—The missionary at Klawak mourned the loss of his interpreter during the year. His place, however, has been supplied by another native. These two consecrated missionaries, Mr. and Mrs. Waggoner, are firmly intrenched in the hearts of the people and are accomplishing among them great material as well as spiritual results.

Klinquan (Hydah tribe).—Mr. Samuel Davis, a native who has been interpreter for the missionary at Jackson for several years, has been sent to the above-mentioned place, where he has charge of the mission work among a band of Hydahs located at that point. It is reported that he is doing most excellent work, and is himself growing, spiritually and intellectually.

Klukwan (Chilcat tribe).—A band of these Indians who were converted a number of years ago held their membership in the church at Haines. Later, a layman of the Methodist Episcopal Church found his way among them and opened a mission. During the winter the work was turned over to the Presbyterian Church as properly belonging to them, and Mr. F. Falconer, a missionary layman, placed in charge. The work has prospered from every possible view point.

Saxman (Tonga and Cape Fox tribes).—This mission is growing in interest and efficiency. It is reaching out after the Indians who are scattered over that region of Alaska, and they are being enabled under the wise management of their native pastor, Rev. Edward Marsden, to concentrate their efforts, and are being greatly blessed in their spiritual and material interests thereby.

Sitka (Sitka tribe).—The mission at Sitka is under the care of Rev. W. S. Bannerman, who preaches both to the natives and the whites. Mrs. Paul continues to be the efficient helper of the missionary, acting as his interpreter and doing, also, very much independent work in the native village.

Sitka training school (all the tribes).—There are in this school the representatives of at least twelve tribes. It is one of the most wonderful achievements of Alaskan missionary work. The work is progressing very satisfactorily. A band of boys under an efficient industrial teacher are preparing additional land for cultivation the coming year, clearing it of stumps and other obstructions, and during the coming spring it will be properly reduced and planted to grains and vegetables which are adapted to the Alaskan climate. The school work has been very well conducted and ordinarily successful. The industrial work has gone on satisfactorily.

Sitka hospital.—The vacant place at the head of this institution has been supplied by a lady medical missionary. The work has progressed very satisfactorily. Many cases of sickness have been treated in the hospital, and a great many more in the native village, by the physician. The care of the in-patients has been in charge of of Miss Esther Gibson, and the work altogether has been very successful.

Wrangell (Stikine tribe).—The work at Wrangell is under the care of the board's missionary, who ministers to both natives and whites, each having a separate church organization.

JESUIT MISSIONS IN ALASKA.

[Commenced 1878.]

Holy Cross Mission, Koserefsky.—Rev. J. L. Lucchesi, Rev. Jos. Perron; Brothers V. O'Hare, Al. Markham, P. Brancoli, Ed. Horweedel, E. De Fevre.

1. There is a boarding school for boys under immediate charge of the Fathers; it numbered 42, this number being steadily maintained during the year. They are remarkable for good behavior, docility, and earnestness to improve as well in all the branches of a common English education as in the various trades, such as carpentry, blacksmithing, garden and farm work.

2. There is also a boarding school for girls, numbering 46 pupils, in charge of the Sisters of St. Anne, viz, Sisters M. Winifred, Antonio, Pauline, Mary of the Passion, Mary Joseph, and Julia. The conduct of these girls is exemplary; their application to study and work is all that could be desired, and their progress is in proportion. Besides the regular hours for class work, they are instructed in all kinds of needlework, common and fancy, besides cooking and all useful work suitable to their sex and condition.

3. The day and night schools are in care of the Sisters, and their number varies from 12 to 20.

The school of Holy Cross with its flourishing garden in summer is a veritable oasis in the wild desert of the Yukon, and few travelers pass without visiting it, and expressing surprise at finding such a progressive institution in such an inhospitable country. A remarkable feature about Holy Cross Mission is the flourishing vegetable garden of about 6 acres; it is the work of the larger boys and girls under the direction of their respective teachers, and in addition to the vegetable garden the girls cultivate a nice flower garden. The produce of the garden this year amounted to about 500 bushels of potatoes, some 600 good solid heads of cabbage, turnips and rutabagas in abundance, pease, lima beans, beets, salad, radishes, cress, etc.

Holy Cross Mission serves also as a center from which the missionaries visit the villages up and down the Yukon, the Shageluk, Innoko rivers, etc.

St. Peter's Mission, Nulato.—Missionaries: Revs. C. Rossi, J. Jetté, P. Pasino; Brothers B. Marchisio, and C. Giordano. Also Sister M. Stephens and two assistant Sisters. A day school with a few boarding pupils, having an enrollment of about 24, is maintained here and is under the charge of the Sisters. The population of the village numbers about 150 souls. A great drawback to the progress of the missionary work is brought about by the bold and open trading of whisky by whites to the Indians.

St. Ignatius Mission, on the Kuskokwim.—Rev. A. Robaut, resident missionary. The Sunday school is well attended. Father Robaut has been on steady missionary work in Alaska since 1886. During the intense cold weather of January 1902, being on a missionary excursion, he had the misfortune of freezing his feet. He was kindly attended to by Dr. Romig of the Moravian Mission, and has almost fully recovered the use of his feet, and is again at work in his usual field of labor.

St. Michael's Mission.—Rev. R. Camille, resident missionary; Brother I. Montalio. The missionary of this place attends to the military post and the whites of St. Michael, and also to the Indians of the surrounding country.

St. Mary's Mission, on the Akularak.—Revs. A. Keyes and J. Treca, Brother J. Twobig. Some 60 Indian villages are reached from this mission. Some three years ago a flourishing boarding school was maintained at this place, but the lack of resources led to its closing.

Eagle City.—Rev. Fr. Monroe, missionary.

St. Joseph's Mission, Nome.—Rev. Jos. M. Cataldo and Rev. E. Devine, and Brother B. Chiandano.

Church of the Nativity, Jauasdu.—Rev. J. B. Rene and Rev. J. Cardon, Brother J. Rosati, Sisters of St. Anne in charge of hospital.

St. Paul's Church, Douglas Island.—Rev. P. Bougis.

St. Mark's Church.—Rev. Phil. Turnell.

MISSIONS OF THE MORAVIAN CHURCH.

[Commenced 1884.]

Owing to imperfect mail facilities in the region of the Kuskokwim and the Nushagak the intelligence which has been received during the past season has been fragmentary, and it is impossible to furnish wholly satisfactory statistics.

Thirteen missionaries are at present in the field, and four of the five now on furlough will return this spring. On their return a new station is to be founded at Quinhagamiut, near the mouth of the Kuskokwim, materials for a mission house and a chapel being sent from San Francisco. Here the Rev. John H. Schoechert, formerly of Carmel, on the Nushagak, will be stationed. Missionaries are in residence at Bethel and Ugavig on the Kuskokwim and at Carmel, and at each of these points schools are maintained. At a considerable number of outposts native assistants are rendering valuable services. The most important of these outposts is Togalak, near the mouth of the river of the same name, between the Kuskokwim and the Nushagak. Here a house was erected several years ago as a place of worship and a lodging for visiting missionaries.

The past winter is reported to have been the most severe known to our missionaries since they went to Alaska, preceded as it was by a long period of almost incessant rain. October 14 and 15 were rendered memorable by a huge tidal wave which flooded the entire coast between the rivers occupied by our mission. Canneries were lifted from their foundations, warehouses were destroyed—among the rest, that belonging to our mission on the Kuskokwim—wharves and landing stages were swept away, and lumber and logs that had been stored in readiness for the erection of houses, carried out to sea. It goes without saying, that destitution must have resulted in various places. The reports are not clear as to actual loss of life among the natives.

Bethel, in January, had a narrow escape from fire, with the thermometer at -38° .

While the long weeks of unusual rain in autumn affected the domesticated reindeer loaned by Government to the mission at Bethel, fatally in the case of some, the increase has nevertheless been gratifying.

Experiments in gardening and in the keeping of poultry at Carmel have proven decidedly successful, and it is believed that cattle might be introduced there. This is now being attempted by the missionaries. If successful, its importance is self-evident.

A small collection of translations made by the missionaries—hymns, prayers, liturgical formulas, etc., edited by the Rev. A. Schultze, D. D., L. H. D., has recently been published at Bethlehem, Pa.

MISSIONS OF THE PROTESTANT EPISCOPAL CHURCH IN ALASKA.

[Commenced 1886.]

The Rev. Peter T. Rowe, Bishop of Alaska, in his seventh annual report, gives the following information:

Statistics.

Church buildings.....	13
Schools:	
Industrial	1
Day	7
Mission dwellings	12
Hospitals	3
Sawmills	2
Steamer (<i>Northern Light</i> , not in use).....	1
Workers (clergy, lay, native, women, including bishop).....	31
Baptisms:	
By the bishop.....	19
Outside of diocese	6
By the missionaries	50
Confirmations (seven services)	44
Marriages:	
By the bishop.....	5
By clergy	24
Ordination to diaconate.....	1
Burials	43
Setting apart deaconess	1
Offerings	\$588. 80
Offerings for hospital work, charity.....	623. 33

Christ Church, Anvik, is the center of operations for Shageluk and parts adjacent. The Church of our Savior, at Tanana, is the center of work for Fort Gibbon, Neenann, Kkoschakat, Nowikakat, Tukitsuntu, and Kashtun; St. Thomas's at Point Hope; St. Mary's at Nome; St. Andrew's Church, Rampart and Fort Hamlin; St. Stephen's Church, Fort Yukon and Chan de Lar; Church of the Heavenly Rest, Circle city; St. Savior's Church, Skagway; Epiphany Church, Valdez and Copper River; St. Agnes Church, Ketchikan; Trinity Church, Juneau; St. Luke's Church, Douglas Island; St. Peter's-by-the-Sea, Sitka.

MISSION OF THE BAPTIST CHURCH.

[Commenced 1886.]

Baptist Mission, Wood Island, Alaska.—Our present workers are Rev. and Mrs. C. P. Coe, Mrs. M. G. Campbell and Oidotia Brown. Dr. C. F. Mills, the Government teacher, resides at the orphanage and gives medical assistance.

Among the improvements of the past year are the painting of the orphanage and the church, the breaking of 6 acres of sod, and building of fences, walks, and a potato cellar. The success in farming and gardening indicates that operations on a larger scale would be profitable. An agreement has been made with Prof. C. C. Georgeson, special agent of agricultural investigation in Alaska, whereby the Government will bear a part of the expense of raising small grain. This arrangement will doubtless be beneficial to both parties.

The salt-fish industry has surpassed our expectations. We were able, largely with our own force of boys, to put up 135 barrels of red and silver salmon. Those for which returns have been received sold at the top of the market.

The religious side.—June 22 four of our children, having made a profession of faith in Christ and having given satisfactory evidences of conversion, were baptized and received into the church. Several others have expressed their love for Jesus and their desire to live for Him. One of these has been with us less than a year. Recently we began preaching on Sunday nights, through an interpreter, to those who do not understand English. The services have been well attended, and the most respectful attention has been given. The night school sustained by the orphanage has been continued, with a total enrollment of 30, including our older children. The church now numbers 16 members. Children in the orphanage number 70.

MISSIONS OF THE METHODIST CHURCH.

[Commenced 1886.]

The work of the Methodist Episcopal Church in Alaska consists of a few stations in southeastern Alaska and the Jessé Lee Industrial Home under the care of the Woman's Home Missionary Society at Unalaska on the Aleutian group of islands.

Ketchikan is the distribution point for a large territory. Rev. W. M. Rule is missionary. Here we have a church and parsonage worth \$2,000, fully sufficient for our needs and without any debt. This has all been gathered within a year. Good congregations, a flourishing Sunday school, and faithful missionary work done among the Indians mark the work here.

At Juneau the extreme prices at which property has been held has thus far prevented our obtaining church property. The superintendent has been in charge of the mission at Juneau, and all departments of work have been faithfully prosecuted.

At Skagway (Wilmot Whitfield, superintendent) there is a fine church and parsonage, worth \$4,500. In spite of the business depression at Skagway the church has been able to offset removals by valuable accessions to its membership, and is harmonious and hopeful for the future.

At Douglas (Rev. C. S. Revelle in charge) the work has been carried on mainly in the Swedish language, but the increasing number of English-speaking Methodist people makes it advisable to continue the work in English. A neat church and parsonage, worth \$1,500, entirely out of debt, form our plant here.

A very remarkable work has been carried on at Kluckwan among the Chilkat Indians for over a year by Rev. M. A. Sellon, a local preacher of the Skagway church. As the result of his faith and works 175 natives were gathered into our charge at this place. As a result, however, of a compact entered into by our missionary society with the Presbyterian Church in 1876, by which that church was given exclusive right to do work among the tribes of southeastern Alaska, the field was surrendered to that church. Brother Sellon was then assigned to Porcupine, where he is doing useful work.

While the numerical strength of the Methodist Episcopal Church in Alaska is not large, it yet ministers to many times more of transients than those who spend but a brief time in Alaska.

Jesse Lee Industrial Home, Unalaska, Alaska.—The superintendent, Dr. A. W. Newhall, spent fourteen months at home on leave, but returned September, 1902, with his excellent wife, formerly superintendent of the home.

The work is making good advancement. Miss Barnett is an efficient worker, of much experience. Miss Darling, kindergarten and primary teacher, is doing excellent work, and Miss Schwab, the matron, is a conscientious and faithful worker. Dr. Newhall finds much to occupy him among the villagers in the capacity of a physician. It has been greatly desired that a hospital might be opened in connection with the home, and the time seems near at hand when a small hospital will become an assured fact. The enrollment of the home is 42, and of the Government school 84. Most of the pupils of this school are inmates of the Methodist and Græco-Russian missions. While the children are not precocious, they seem to be making fair progress, and the teachers are assured that their efforts are not in vain. The Government school is independent of the home, but the most cordial and sympathetic relations exist between the two.

The Jesse Lee Home receives the most cordial commendation from all who know of its work, and while there are unusual obstacles to overcome, this mission is firmly planted and is a great light to those who sit in darkness.

SWEDISH EVANGELICAL MISSION COVENANT.

[Commenced 1887.]

Our work at Yukatat was very successful last year. Two interpreters were occupied for the preaching to natives, one of these two being Mr. Paul Page, of whom our missionaries hope a great deal. One feature of the work last year was a successful protest against the liquor traffic. Twenty natives were baptized; the communicants of the congregation now number about 60. There is a young people's society, numbering about 70. The number of children in the Sunday school is 70. Mr. Berggren, the school-teacher, gives a detailed report of his work. The total number of children taught were 1 American and 65 natives. Different companies have applied for the right to sea front for fisheries and to build canneries; one company has applied for the right of way for a railroad to go over a corner of the land which the mission holds.

At Unalaklik the work has proceeded in the usual manner. Mr. A. E. Karlson superintends the mission after a year's vacation, partly spent on a journey to Palestine. He reports 10 baptized during the year, and 15 children at the home. Mr. Karlson has built a church at the cost of \$2,500, and donated the same to the mission. The church was dedicated November 10, 1902. Through Mr. Karlson's generosity Alice Omegitgoak, our native school-teacher, has been provided with a home for herself and her mother. I am sorry to say that our school-teacher, Miss Selma Peterson, has, on account of poor health, been obliged to leave her work. Dr. C. O. Lind, who spent the winter at our old station, Chinik, at Golofnin Bay, has taken her place as school-teacher at Unalaska. The success he met at Chinik as a doctor was not sufficient to justify his stay at that place, and he will, we hope, find a wider sphere for his work both as a medical man and as a teacher at Unalaklik. In Mrs. Hannah Karlson, wife of Missionary Karlson, we have also lost a loyal and zealous worker; she being, on account of poor health, obliged to leave Alaska to seek a milder climate. It is on this account uncertain how long we will have the services of Mr. Karlson at Unalaklik. Last winter Rev. C. F. Ryberg, of Nome, Alaska, stayed occasionally at the station and was of good service to the work. Ozeark Rock, the native evangelist, and Stephen Ivanhoff are also connected with the work at the station, the former as an evangelist and the latter in practical relations, he having, with the aid of Mr. Karlson, started a business at the place for the benefit of the natives. In the day school 77 children have been attending and in the evening school the attendance has numbered 70. The Sunday school numbers 125, divided into seven classes. Our field at Unalaklik is greatly in need of new forces of workers, and we look to the time when we will be able to see returned to his former field Mr. Julius F. Quist, who is now taking a medical course for that purpose at the Chicago University.

At Golofnin Bay we have practically given up the old place Chinik as a mission station and the work is limited to the Golofnin Orphanage, which will fast become a new and prospering mission station. We are encouraged to find that the location of this orphanage was wisely decided. Thirty children have been enrolled in the orphanage. Rev. O. P. Anderson superintends the religious work, and Mr. K. Henrichson supervises the practical work and has charge of the reindeer herd. Miss

Amanda Johnson is the school-teacher, and Miss Eivor Eklund is the matron and instructor in the household work and all kinds of "sloyd." A few of the children have been selected to be sent to the school at Carlisle. Eskimos are moving into the new place rapidly and already a small village is being built around the home. During the year a new schoolhouse has been built, used also for services.

The reindeer herd was reported, July 1, 1901, to number 257, 216 of these belonging to the mission. The success with the herd at Golofnin Bay seems to justify some like arrangement being made with the Government at Unalaklik.

MISSIONS OF THE FRIENDS.

[Commenced 1887.]

The summer of 1902 closed the fifth year of mission work by California Friends at Kotzebue. At this time Robert and Carrie R. Samms withdrew after five years arduous service, and were succeeded by Dana H. and Otha C. Thomas, of San Francisco, Martha Hadley, of Wilmington, Ohio, who had been there three years, remaining with them. Richard Glover, of San Francisco, who had been there one year, specially as a carpenter and missionary, withdrew.

The progress of the different departments of work has been uniform and gratifying. In the evangelistic work those in charge last year report:

"Services have been held twice on the Sabbath and on fourth day evening each week during the year, with but few exceptions. When we were away from the mission we had meeting with those who were with us, and those who remained at home held services here. The natives who went to the sealing grounds in the spring report good attendance while there. Special and very interesting services were held at Christmas, etc. When the Kowak people left last fall we encouraged them to keep a record of the attendance at their meetings, as they had done before. We loaned them a 'Leaf Cluster,' a portion of the pictures having been used before during their stay here. They returned it this spring carefully preserved in a wooden box prepared for that purpose, together with a list of their attendance. According to it they held services eight Sabbaths, with an average attendance of 40, their largest any one Sabbath being 66. A number of these (about 50) profess to be Christians, and there seems to be a general turning among the older ones to Christianity, even the chief expressing himself favorably to it. Our enrollment of church membership here now is 104. Number of marriages by Christian ceremony, 12; 47 have signed a temperance pledge roll. Bright picture cards of sacred scenes have been largely distributed, and with these they brighten their smoky walls.

"A Bible school was organized September 11, 1898, the first in that land. But two sessions have been missed since that time, when the missionaries were absent up the Noatuk River. Some of the Bible-school scholars have walked a round trip of 12 miles to attend. A school has been kept up some weeks at Naboktooktock, across the channel, with an attendance of 39 to 49. The average attendance of our Sunday school for the first quarter was 100; for the second, 69; the third, 69; and the fourth, 43; making an average of 70; the total attendance for the past year, 3,484, and visitors, 882. Of the latter, 39 were white men. Those natives who come down the river in the summer seem very eager to learn more about Jesus, and we hope that much seed is sown among them. One of the natives conducted a Sunday school while they were away at the sealing point six Sabbaths, with an average attendance of 63.

"*In the medical work.*—There have been 1,602 calls for medicine and 3,549 doses given. There were but two deaths the past year among the resident natives. There were four from the Kowak that died.

"*In the school work.*—During the summer there was a short session of thirty-two days for the benefit of the river natives stopping at the rendezvous. The opening of the school year was delayed until October 26, on account of remodeling the house. During the winter a number came from time to time from across the channel, remaining as long as their food supplies held out. School was also kept up for some time at Naboktooktock by Mr. and Mrs. Samms and afterward by Richard Glover. Excellent progress is reported in the school work of the year, which was under the care of Miss Martha Hadley. Total enrollment, 84; days taught, 162; daily average, 19+. Of these, 24 only attended 1 day or less."

All in all the outlook of the mission work at this point is very hopeful, as its influence is reaching hundreds of miles inland, and is remarked by miners and others traveling there. With the well-trained workers recently installed we feel assured of blessed results in next reports. Mr. Z. E. Foster and wife, Anna H. Foster, are conducting a personal mission at Good Hope Bay, or Candle Creek.

MISSIONS OF THE CONGREGATIONAL CHURCH.

[Commenced 1890.]

After twelve years of successful service in the establishment and conduct of work at Cape Prince of Wales, Mr. W. T. Lopp and his family have returned to the United States. They felt this change to be a necessary one on account of the educational and social needs of their growing children. The association was fortunate in securing the services of Mr. Hugh J. Lee, who, with his wife and her mother, are now at the cape. Mr. and Mrs. Lee are not without experience in Arctic life. They were with the Peary expedition, and Mr. Lee spent over a year with the Eskimos, Mrs. Lee being with him during the latter part of the time. They have entered upon their work with energy and report the outlook to be of a promising character.

Mr. Lopp in his final report said that the natives had had a fairly prosperous year. Health had generally been good; there had been 11 deaths and 20 births. All but three of the deaths were babes and small children.

The mission and school have been steadily carried on, and the United States Bureau of Education has maintained a school in the mission building, both schools having made an excellent record of service. Mr. Lopp reports that his religious services have all been well attended, the average attendance for the year having been 107. The great need of a competent interpreter has now been met by the return of Adloot, a young man who has been educated in this country, that he might better prepare himself for service among his own people. He is now acting as interpreter and assistant to Mr. Lee.

Mr. Lopp reports a gratifying improvement in the manners of the Mitletok people, who have moved down nearer to the cape this spring for the purpose of hunting. He also remarks that some Diomed Eskimos had wintered at the cape and become regular attendants at the services held. These Eskimos are from the Diomed Islands, in the middle of Bering Strait. While the larger of the islands belongs to Russia, the smaller is within the boundaries of the United States. The inhabitants of these islands speak the Cape Prince of Wales dialect, and visit continually among one another and occasionally on the Siberian coast.

In June, Chief Ta nes kan, with about 20 of his people, came across the strait from Whalen (near East Cape), Siberia, in a huge skin boat about 40 feet long. They brought over deer skins, wolf, wolverine, polar bear skins, and whisky, to trade with the people at Cape Prince of Wales. While at the cape they were the guests of Ok ba ok and attended the meetings. The singing, use of the organ, and other parts of the services seemed to greatly interest them, and they, with others, will doubtless return from time to time. Ta nes kan owns a large herd of deer near East Cape, and conducts a heavy traffic with the Siberian deermen, as well as with the Alaskan Eskimos. He is one of the richest traders on the Arctic Siberian coast. Mr. Lopp was pleased to notice that these Asiatic visitors could succeed in trading but a small quantity of their whisky at the cape.

The Eskimos at Cape Prince of Wales have had a successful year in their hunting. In April and May sixteen boats, manned by 144 persons, hunted whales and succeeded in killing and securing eight small ones. From these they realized 100 tons of food and fuel, at which they were much rejoiced. The average walrus catch was not reached, only about 75 having been killed.

Ok ba ok has established a store in connection with some San Francisco merchants, and has made it a success in every way. The enterprise admirably serves the purpose for which it was intended. He has sold flour for \$2 per 50 pounds, while in former years the price has been from \$3.50 to \$4.60 at Nome and Teller. In addition to this, it was necessary to haul it to the cape. When the poor people of the cape have had no money, boots, or furs to pay for flour and other provisions Ok ba ok has set them to making small skin boats, seal spears, snow shoes, etc. The materials cost them little or nothing and their time was not valuable, especially on stormy days; so this furnished them with a new means of support and, at the same time, helped Ok ba ok to stock up his store with marketable curios.

The herd and herders have done well throughout the year. The snow was favorable for winter grazing. During that time the herd was kept about 40 miles northeast of the cape.

In closing his report, Mr. Lopp says that in 1890 he found the Eskimos as filthy, dishonest, and untrustworthy a people as one could imagine. During his early years of the work he was compelled to keep everything under lock. The killing of thirteen Eskimos by a whisky trader in 1877 had set the whole settlement against foreigners. Throughout the early years those of them who lost fathers and brothers in this massacre no doubt often meditated avenging the death of their kin. But these hostile sentiments have long since been overcome. The influence of those Eskimos who

have become Christians has changed the disposition of the settlement. Over 100 of the people are now, in the judgment of the missionary, genuine Christians.

A good work has been done, and the indications that it will have steady progress are encouraging.

The above include the reports submitted to me by the various missionary organizations at work in Alaska.

Very respectfully, yours,

SHELDON JACKSON,

United States General Agent of Education in Alaska.

THE COMMISSIONER OF EDUCATION.

CHAPTER XXXIII.

TWELFTH ANNUAL REPORT ON THE INTRODUCTION OF DOMESTIC REINDEER INTO ALASKA.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION, ALASKA DIVISION,
Washington, D. C., December 20, 1902.

SIR: I have the honor to submit to you the twelfth annual report on the introduction of reindeer into Alaska.

The year 1902 has been a prosperous one for the reindeer herds in Alaska. During the spring 1,654 fawns were born and during the summer 30 deer were purchased, which, added to existing herds in the country, makes a total of 5,148.

These reindeer are distributed as follows: 646 loaned to missionary stations of the Presbyterian, Norwegian Evangelical Lutheran, Moravian, Friends, and Roman Catholic denominations; 499 loaned to 5 Laplanders; 1,025 are the property of the Congregational, Swedish Evangelical, Episcopal, Presbyterian, Norwegian Evangelical Lutheran, Moravian, Friends, and Roman Catholic mission stations; 2,609 belong to 44 Eskimo herders, and 369 are still remaining in the Government herd to be hereafter loaned.

In connection with the herds are 27 Eskimo apprentices learning the care and management of the deer.

The winter of 1901-2 was a favorable one for the reindeer industry. While it was the coldest since 1894 (44° below zero at Teller), there were few prolonged storms. The snowfall was light, and there was no thaw during the fall that resulted in covering the moss with ice, as was the case the previous year, hence the reindeer had easy access to the moss under the snow. The spring came unusually early and was mild and dry, which was favorable during the fawning season.

Personnel.—Local superintendents: Samuel R. Spriggs, Point Barrow; Robert Samms, Kotzebue; W. T. Lopp, Cape Prince of Wales; Tolef L. Brevig, Teller; Dr. Edgar O. Campbell, Gambell (St. Lawrence Island); O. P. Anderson, Golofnin; Axel E. Karlson, Unalaklik (Eaton); Adolf Stecker, Kuskokwim; Julius Jetté, Nulato. Assistant; William Albert Egan, Gambell. Laplander teachers: Alfred Salmonsens Nilima, Kotzebue; Nils Klemetsen, Teller; Per Larsen Anti, Gambell; Isak Andersen Bango, Nulato; Nils Persen Bals, and Per Nilsen Bals, Kuskokwim.

Eskimo herders and apprentices:

Point Barrow: Pokpuk, Segevan, Paneoneo, Otpelle, Ungawishok, Powun, Pani-geo, and Ingnoven.

Kotzebue: Minungon, Oghoalook, and Okamon.

Cape Prince of Wales: George Ootenna, Stanley Kiv-year-zruk, James Keok, Thomas So-kwee-na, E-nung-wo-uk, Frank I-ya-tunkuk, Ib-i-ou-o, Sin-rok, Kar-mun, Oblee, Ong-na-look, Masoak, Ok-nak-look, and Te-o-mok.

Gambell (St. Lawrence Island): Sepilla, Putlkinhok, and Pinink.

Teller: Coxrook, Kozetak, Serawlook, Zoolook, Neeluk, Ablikak, Sekeoglook, Erlinguuk, Ahmahkdoolik, Dunnak, and Nunahzarlook.

Golofnin: Constantine, Toktok, John Aungadligak, Albert Pawame, and Benjamin Jutmans; Mrs. Dexter.

Eaton: Okitkon, Tatpan, Nellagoroak, Stephan Ivanoff, Mary Antisårlook, Kotoak, Angalook, Sagoomuk, Aseebuk, Avogook, Ann Kravinik, Chipecu, Beekunan, Oochacktoak, and Moses.

Nulato: Stephen Annu, Alexander Kulana, and John Rorondelel.

Kuskokwim: Wasili and Robert.

STATIONS.

Point Barrow.—From the statistical table it will be noticed that the reindeer herd at this station is increasing in numbers. The whole region abounds in moss and there is no difficulty with regard to pasturage. The main drawback in the past has been a northeast blizzard, that has come invariably as the fawning season commenced. This year, during the fawning season, the wind blew a gale and the snow filled the air so as to make it almost impossible to keep track of the fawns at all. In time a more sheltered location will be found in this region of the country to which the herd can be driven in the spring. During last season the herd that was at Point Hope, owned by two native herders, was driven north to Point Barrow and combined with the herd at that place, making a total of 623 head. They arrived on Thanksgiving Day.

Kotzebue.—This station was established on the 16th of December, 1901, by the arrival of a herd of deer which had been set apart and started from Teller reindeer station the previous 11th of November. After the arrival of the herd Mr. Alfred Nilima, the Lapp in charge of the deer, selected a winter pasturage east of the Noatak River where there was plenty of wood for camp use and protection afforded the deer by the broken country. Fawning began on April 20, and on the next day the herd was driven across Hotham Inlet on the ice to the peninsula, where the herd was kept during the summer. On May 2 Alfred Nilima, the principal herder, was married to Alice F. Fruhling, an Eskimo woman educated at the Friends mission.

Cape Prince of Wales.—Since the commencement of this herd, in 1894, to the present year it has been under the charge of Mr. W. T. Lopp, missionary of the American Missionary Association at Cape Prince of Wales. Owing to the necessity of educating his children, Mr. Lopp felt compelled to resign his position and return to the States. His place has been taken by Mr. Hugh J. Lee, of Meriden, Conn., who, with his family, has removed to the station. The herd has been kept about 40 miles northeast of the cape. Eight of the herders of this station are self-supporting.

During the year 60 deer were lost through disease and accident, 36 butchered, and 11 sled deer sold. According to the herders, 501 fawns were born. Ten died from unknown causes and 12 from desertion by young mothers, leaving 479 living fawns. If the count is correct the net gain for the year is 206, making the herd number 987. In changing watches in foggy weather the herders think they may have failed to count a number of fawns, so they feel safe in saying that they have at least 1,000 deer in the herd. Attempt was made in September to count and mark all the deer, but a series of rainstorms prevented completion of the work.

This mission has long since returned to the Bureau of Education 118 deer which formed the nucleus in 1894. This number, now 987, is what remains to the mission.

Report from Gambell (St. Lawrence) is to the effect that they are proud of their reindeer, after seeing those at Teller reindeer station and on board the *Progress* and this year on the *Bear*. Okhtokiuk, one of the three apprentices who were with the herd during the preceding winter, was discharged by Mr. Egan because of repeated absences from the camp without leave. In his place Mr. Egan had secured Peniu,

formerly a resident of Indian Point. The boys have done fairly faithful service during the entire winter.

Mr. Sara was an entire year with the herd and not a single deer was broken to harness or halter; he had kept the herd so near to the house that the moss was eaten very close, so that the sled deer had to be picketed some distance from the house and the herd kept even farther away. Per Larsen Anti, the Laplander, has done good service. His first request was for posts for staking the deer used on the sleds. These were driven in the ground early in good locations, so when the ground froze the stakes were solid.

As soon as the snow came two deer, named Donder and Blixen, were caught and put through the various stages of breaking. Anti noticed the tug was chafing the hind legs, causing the deer to pull sideways and often turn around. The tugs were then wrapped in deer or sheep skin. When the first two had learned so much that the most that they needed was practice Anti caught two more, and when these had learned a little the first two were turned loose and two new ones caught. In all nine deer have been more or less broken or trained. One of these was very wild and so plunged at his rope that he threw himself backward, breaking his neck. Another was thoughtlessly tied to the stake rope of a second deer and became entangled and choked to death. A third was overloaded in soft snow by Puttkinhok, a rushing, heedless apprentice, and his back strained, causing death in a few weeks.

Two sets of harness have been made, and five pack saddles. Moss was gathered to feed when at the station and also for sick deer.

The herd passed through the winter very successfully until March and April, when the snow froze so hard it was difficult to get at the moss.

The winter quarters will have to be moved to some place nearer good staking ground and feeding ground, and at the same time it is wanted as near the station as practicable, on account of delivering rations. The establishment of small cabins at various points over the island is recommended, so that the herd could be kept more closely around the herders' house, and have the herders living in the midst of the herd, the food to be carried to these cabins from either the mission or from a main station easily accessible by boat.

The October and November rations were sent at one time last year by boat, so that when December ration day arrived there was snow enough to sled. The April and May rations were sent down by sled, so that the June ones could be delivered by boat. It is believed the material for the walls of these cabins could be collected from driftwood along the north shore of the island.

Fawning began April 22 and continued throughout May. From 40 does more than 1 year old we had 38 fawns, 3 dying from accidents and 2 from other causes. Four fawns were from last year's fawns, of which 3 died in the cold.

Sepillu promises to make a good deer man; he is also very neat, and is far more thoughtful than the average young man of St. Lawrence Island. The other two boys are so promising, though they will improve.

Teller Reindeer Station.—The winter was the coldest since 1894, but proved very fine weather for the reindeer. There were few hard storms; the fall of snow was light, and there was no thaw during the fall or early winter to cover the pasturage with a coating of ice. The spring came unusually early and was mild and dry, hence no fawns were lost because of cold and wet weather. Of the 276 fawns born, 240 lived. During the winter the herd was pastured on the Ahgeeopuk River, 6 miles below the usual winter quarters. During the summer they were kept 7 miles northwest from the station. From the Government herd at this station during the winter of 1901-2 two herds were sent to Kotzebue Sound, one for the Friends' Mission and the other for Alfred Nilima. Leaving the station November 12, they arrived at Kotzebue on December 16, 1901. On January 15, 1902, a herd of 100 reindeer was loaned to Per Spein and sent by the way of Golofnin Bay to Eaton Reindeer Station. On the 22d of July the Norwegian Evangelical Lutheran Synodical Mission at this station

loaned to Serawlook, Erlingnuk, and Ahmahkdoolik, apprentices, each 10 deer from the mission herd.

Golofnin.—If present plans are carried out the herd at this station will be increased during the winter by the addition of a herd loaned to Nils Klemetsen by the Government and also by the addition of the herd of Tatook, which is to be removed from Eaton to Golofnin.

Eaton (Unalaklik).—The herd has wintered as usual at South River, where they were driven early in November. At this place during the year a house was built by Ole Bahr for himself and family and a second house for the use of the native herders, jointly. Late in March the herd was driven from their winter quarters to the fawning ground on the east side of Shaktolik Bay, and, after fawning, were driven to their summer pasturage on Reindeer Peninsula. On December 6, 1901, the herd loaned to the Roman Catholics was started for its destination at Nulato in charge of Isak A. Bango. On the 10th of February, 1902, Per Spein, with his herd from Teller, arrived at this station, and on the 27th of February the herd of Mary Antisarlook arrived from Synrock. These two herds were combined, under the care of Mr. Spein, and driven to good pasturage near Tolstoi Point. During the year several Laplanders have been at this station, and the relations between them and the native herders have been entirely harmonious. Here, as elsewhere on the Bering Sea coast, the winter has been unusually pleasant, and spring came early and was free from wet, stormy weather.

One corner of the foundation of headquarters building seemed to be giving away, and arrangements were made for its repair.

Nulato.—The herd received from Eaton in December, 1901, was pastured during the winter at Nelenorotaloten, 2 miles below Nulato, on the banks of the Yukon. In the spring, before the breeding season commenced, they were driven to Rodoye, one of the western summits of the Kayar Mountain Range, 40 miles south of Nulato.

Kuskokwim.—This herd is kept in the mountains 100 miles distant from Bethel, the principal mission station. The distance from the station created some difficulty in sending provisions to the herders. The difficulty, however, will probably be overcome hereafter by transporting to the herd the provisions during the winter, when they can be transported by reindeer teams and sleds.

PURCHASE OF REINDEER.

In the fall of 1901 a report was published in the newspapers that the Russian Government had prohibited the further exportation of reindeer from Siberia to Alaska. Lest this prohibition should interfere with the proposed purchases of this Bureau, a request was made through the proper official channels to the Russian Government to allow the purchase of 300 head during the summer of 1902. This request was granted, with the proviso that payments for the reindeer should be made in coin instead of barter goods, as in former seasons.

When the revenue cutter *Bear* reached Baroness Korf Bay, northern Kamchatka, Siberia, large herds of reindeer were found grazing in the vicinity, and the nomadic owners were ready to sell a large number. But when they learned that the ship had no flour, calico, tobacco, housekeeping utensils, etc., to exchange for their deer, having never had any money in circulation among them and being unacquainted with either its uses or value, they declined to trade, and but 30 deer were secured.

I would respectfully suggest that an attempt be made to secure from the Russian Government such a modification of the terms that hereafter the United States may use barter goods instead of the coin when purchasing reindeer from a people who have no knowledge of the use of coin.

INSPECTION.

Last spring a communication was received from the collector of customs, Sitka, Alaska, calling attention to the law requiring that all animals imported from Asia

shall be taken to San Diego, Cal., for inspection before being allowed to land in America, with the statement that this would apply to the reindeer being introduced into Alaska. As it would be impracticable to bring the reindeer from Siberia between 3,000 and 4,000 miles by sea to San Diego for inspection and then return them from 3,000 to 4,000 miles back again to Alaska (the distance across from Siberia to Alaska is from 50 to 150 miles), I would suggest that arrangements be effected with the Secretary of the Treasury by which an inspector could accompany the revenue cutter and inspect the reindeer before leaving the Siberian coast.

In addition to the 30 deer procured by Captain Tuttle, of the revenue cutter *Bear*, on the coast of Siberia, 61 female deer were purchased from the herders, to enable them to purchase supplies for their families.

While but 30 were secured this season on the Siberian coast, the increase in the herds in Alaska by the birth of 1,654 fawns shows a very rapid and encouraging gain in numbers. Another encouraging feature is revealed by the accompanying statistical table, that there are at present 60 individual holders of domestic reindeer in Alaska, of whom 44 are Eskimo, the majority of whom have served a five years' apprenticeship and gained a competent knowledge of the management and care of reindeer.

Tabulated statement of reindeer in Alaska, July 1, 1902.

The following table shows the number of fawns born during the spring of 1902 and the number of domestic reindeer in the nine herds in Alaska July 1, 1902:

OWNERSHIP AT POINT BARROW.

Owners.	Adults.			Fawns.	Total.
	Male.	Female.	Total.		
Presbyterian Mission.....	49	60	109	29	^a 238
Ahluk (Eskimo).....	23	60	83	35	118
Electoona (Eskimo).....	22	56	78	30	108
Ojello (Eskimo).....	16	25	42	14	56
Tokpuk (Eskimo).....	4	13	17	7	24
Segevan (Eskimo).....	3	9	12	6	18
Panconeo (Eskimo).....	2	9	11	7	18
Otpelle (Eskimo).....	3	9	12	8	20
Ungawishok (Eskimo).....	2	5	7	4	11
Powun (Eskimo).....	2	5	7	5	12
Total.....	126	252	378	145	623

OWNERSHIP AT KOTZEBUE.

Friends Mission.....	.....	.....	109	51	^b 160
A. Nilima (Finn).....	.....	.....	99	46	^c 145
Total.....	.....	.....	208	97	305

OWNERSHIP AT CAPE PRINCE OF WALES.

Congregational Mission.....	.....	.....	.....	224	224
George Ootenna (Eskimo).....	36	86	122	70	192
James Keok (Eskimo).....	45	75	120	55	175
Stanley Kivyearzruk (Eskimo).....	30	76	106	60	166
Thomas So-kwee-na (Eskimo).....	19	46	65	35	100
Joseph E-nung-wo-uk (Eskimo).....	9	16	25	10	35
Frank I-ya-tunk-uk (Eskimo).....	9	14	23	7	30
Peter Ib-l-on-o (Eskimo).....	1	10	11	7	18
John Sinrok (Eskimo).....	2	2	4	1	5
Harry Karmun (Eskimo).....	1	2	3	1	4
Ok-ba-ok (Eskimo).....	5	10	15	4	19
E-ra-he-ruk (Eskimo).....	5	9	14	5	19
Total.....	162	346	508	479	957

^a Including 100 loaned by the Government.

^b Including 95 loaned by the Government.

^c Including 99 loaned by the Government.

OWNERSHIP AT GAMBELL (ST. LAWRENCE ISLAND).

Owners.	Adults.			Fawns.	Total.
	Male.	Female.	Total.		
Presbyterian Mission.....			116	34	c 150

OWNERSHIP AT TELLER.

Norwegian Mission.....	72	88	160	61	b 221
Tautook (Eskimo).....	55	39	94	49	143
Dunnak (Eskimo).....	21	27	48	29	77
Ablikak (Eskimo).....	24	46	70	55	125
Skeoglook (Eskimo).....	11	16	27	41	68
Serawlook (Eskimo).....	1	10	11	.....	11
Erlingnuk (Eskimo) c.....	1	9	10	.....	10
Ahmahkdoolik (Eskimo).....	1	9	10	.....	10
Total.....	186	244	430	235	665

OWNERSHIP AT GOLOFNIN.

Swedish Mission.....	75	109	184	80	264
Constantin (Eskimo).....	7	14	21	6	27
Takruk (Eskimo).....	6	14	20	7	27
Mrs. Dexter (Eskimo).....	2	2	4	2	6
Nils Klemetsen (Lapp).....	25	75	100	.....	b 100
John Natorak (Eskimo).....	.....	.....	.....	.....	.....
Albert Angotak (Eskimo).....	.....	.....	.....	.....	.....
Total.....	115	214	329	95	424

OWNERSHIP AT EATON.

Government.....	1	61	62	.....	113
Episcopal Mission.....	.....	.....	.....	.....	89
O. O. Bahr (Lapp).....	49	78	127	54	b 181
Okiikon (Eskimo).....	26	44	70	23	93
Tatyan (Eskimo).....	30	42	72	33	105
Nellagarook (Eskimo).....	12	21	33	17	50
Moses (Indian).....	30	64	94	57	50
Stephen Ivanoff (Eskimo).....	3	17	20	13	33
Captain Walker, U. S. Army.....	1	.....	1	.....	1
Swedish Mission.....	5	.....	5	.....	5
A. T. Lindseth.....	3	.....	3	.....	3
Mary Antiserlook (Eskimo).....	.....	.....	190	79	269
Kotak (Eskimo).....	.....	.....	23	12	35
Angalook (Eskimo).....	.....	.....	23	12	35
Sagoomuk (Eskimo).....	.....	.....	20	13	33
Aseebuk (Eskimo).....	.....	.....	20	11	31
Avogook (Eskimo).....	.....	.....	7	4	11
Ann Kravinik (Eskimo).....	.....	.....	8	3	11
Total.....	160	327	778	381	1,162

OWNERSHIP AT NULATO.

Roman Catholic Mission.....	43	64	107	44	b 151
-----------------------------	----	----	-----	----	-------

OWNERSHIP AT KUSKOKWIM.

Moravian Mission.....	176	80	256	110	d 366
Nils P. Sara (Lapp).....	25	75	100	40	b 140
Per M. Spein (Lapp).....	24	71	95	44	b 139
Total.....	225	226	451	194	645
Grand total.....	.....	.....	.....	1,654	5,143

a Including 70 loaned by the Government.
 b Including 190 loaned by the Government.

c Discharged.
 d Including 176 loaned by the Government.

Increase from 1892 to 1902.

	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.
Total from previous year.....		143	323	492	743	1,000	1,132	1,877	2,538	2,792	3,464
Fawns surviving.....		79	145	276	357	466	625	638	756	1,120	1,654
Purchased during summer.....		171	124	120	123		161	322	29	500	30
Imported from Lapland.....							144				
Total October 1.....	171	346	588	891	1,100	1,466	2,062	2,837	3,323	4,412	5,148
Sold, butchered, and died.....	23	23	93	143	100	434	185	299	531	943	
Carried forward.....	143	323	492	743	1,000	1,132	1,877	2,538	2,792	3,464	

a One hundred and eighty deer killed at Point Barrow for food; 63 lost or killed en route.

TABLE OF HERDS LOANED BY THE GOVERNMENT.

A number of reindeer have been loaned by the Government to missionary societies and natives, the Government reserving the right, after a term of three to five years, of calling upon the mission station or individual for the same number of deer as composed the original herd loaned.

Herds at mission stations in Alaska.

	Number loaned.	In herd, 1902.	When loaned.	When due.
Congregational Mission, Cape Prince of Wales.....	118	224	Aug., 1894	
Swedish Evangelical Mission, Golofnin Bay.....	50	264	Jan. 16, 1896	
Protestant Episcopal Mission, Golofnin Bay.....	50	89	do	
Presbyterian, Point Barrow.....	109		Sept., 1898	Sept., 1903
Presbyterian, St. Lawrence Island.....	70	150	July 30, 1900	July, 1905
Norwegian Evangelical Lutheran, Teller.....	160	221	Sept. 1, 1900	Sept., 1905
Roman Catholic, Nulato.....	109	151	Mar., 1901	Mar., 1906
Moravian, Bethel.....	88	188	Feb. 26, 1901	Feb., 1906
Moravian, Carmel.....	88	183	do	Do.
Friends Mission, Kotzebue.....	95	160	Sept. 2, 1901	Sept., 1906

Annual loan of herds to Laplanders.

	Location.	Year.	Males.	Females.	Total.
Ole Olesen Bahr.....	Eaton.....	1901	25	75	100
Nils Persen Sara.....	Kuskokwim.....	1901	25	75	100
Per Matthisen Spein.....	do.....	1901	25	75	100
Alfred Salmonsens Nilima.....	Kotzebue.....	1901	24	75	99
Nils Klemetsen.....	Golofnin.....	1902	25	75	100

Congressional appropriations for the introduction into Alaska of domestic reindeer from Siberia.

1894.....	\$6,000	1900.....	\$25,000
1895.....	7,500	1901.....	25,000
1896.....	7,500	1902.....	25,000
1897.....	12,000	1903.....	25,000
1898.....	12,500		
1899.....	12,500	Total.....	158,000

Expenditure of reindeer fund, 1901-2.

Amount appropriated	\$25,000.00
Salaries of employees	4,110.03
Supplies for stations	4,498.44
Freight	1,545.59
Traveling expenses	800.33
Photographs and electrotypes for report	7.00
Printing reindeer report, 1901, 1,000 copies	423.11
Expenses of Lieutenant Bertholf	1,523.93
Transportation of deer	11,546.55
Use of tug	150.00
Balance of outstanding liabilities	395.02
Total	25,000.00

THE CRUISE OF DR. WILLIAM HAMILTON, ASSISTANT AGENT.

The visit to the coast of Kamchatka for the purchase of reindeer and the extended tour of inspection of the schools and reindeer stations in the Bering Sea and Arctic Ocean regions was this season made by Dr. William Hamilton, the assistant agent. The following is an abstract of his itinerary:

Leaving Washington April 14, Dr. Hamilton joined the U. S. S. *Bear* at Seattle. Soon after leaving Seattle, May 1, the *Bear* struck the rocks in Seymour Narrows, in British Columbian waters, and put back to Seattle for repairs. On May 18, the repairs having been completed, the vessel made a second start, with Unalaska, on one of the Aleutian Islands of the same name, as her objective point, where she arrived May 30. Here Dr. Hamilton inspected the public schools, conferred with the teachers, and authorized much-needed repairs to the school buildings.

Leaving Unalaska June 3, the *Bear* headed for Siberia in order to visit Petropavlovsk, on the peninsula of Kamchatka, where it would be necessary for Captain Tuttle to obtain from the governor of that region permission to visit the villages along the Kamchatkan coast. Petropavlovsk was reached June 13. Here Captain Tuttle secured the sanction of the governor to the *Bear's* expedition, and American gold was exchanged for Russian rubles and kopecks to be used in payment for the reindeer.

After leaving Petropavlovsk, June 15, a severe gale was encountered, during which one of the *Bear's* boats was swept away by a great sea. On the shores of Baron Korf Bay, July 5, 30 reindeer were purchased and taken on board the *Bear* for transportation to Teller Reindeer Station, Port Clarence, Alaska. En route the *Bear* touched at St. Lawrence Island, July 9, where the school was visited. Dr. and Mrs. Edgar O. Campbell have just completed their first year on the island, and have done excellent work; Dr. Campbell's knowledge of medicine has greatly increased his influence. During the morning of July 11 the 30 deer, in excellent condition, were landed at Teller Reindeer Station.

Since leaving Seattle, May 18, the *Bear* had been entirely cut off from civilization, and had received no news from the outside world. At Nome, July 12, she again came in touch with civilization, and received very welcome letters and newspapers.

St. Michael, 60 miles north of the mouth of the Yukon, was visited July 14. Here Dr. Hamilton purchased a quantity of supplies for the reindeer station on Kotzebue Sound, the requisition for which had been received too late to be filled in the usual way.

At Nome, whither the *Bear* returned, he was received on board for passage to Teller Reindeer Station, where he arrived the following day. Here Mr. and Mrs. Hugh J. Lee, who were to succeed Mr. and Mrs. W. T. Lopp as the representatives of the

American Missionary Association at its mission at Cape Prince of Wales, joined the vessel. This westernmost point of the continent was reached during the afternoon of July 22, and Mr. and Mrs. Lee were safely landed through the surf, also the coal and supplies for the school and reindeer station.

From July 27 to August 2 the *Bear* cruised in the protected waters of Kotzebue Sound. During this time the coal, text-books, and apparatus for the school at the Friends' Mission, on Hotham Inlet, were delivered; visits were made to the new gold fields in the Candle Creek district, and, taking advantage of the fine weather and smooth water, Captain Tuttle ordered frequent drills and target practice.

On August 4 the vessel anchored off Point Hope, where she weathered a northeast gale. After landing some supplies for Dr. Driggs, the Episcopal missionary at this place, the *Bear* continued her voyage. At 9 a. m., August 9, Point Barrow, the extreme northern goal of the cruise, was reached. At this lonely outpost in the northwesternmost extremity of the continent there is a Presbyterian mission and a Government school. The missionaries and teachers are Dr. and Mrs. H. Richmond Marsh and the Rev. and Mrs. Samuel R. Spriggs. At this place, also, supplies for the school and station were landed by the *Bear*. Mr. and Mrs. Spriggs having completed a three-years term of service wished to return to civilization for a period of rest. They were received on board the *Bear* for passage to Nome, where they would take a mail steamer for Seattle.

On her return from Point Barrow the *Bear* anchored off Cape Blossom, Kotzebue Sound, where Mr. and Mrs. Robert Samms, from the Friends' Mission, came on board, also returning to civilization after good service among the Eskimos of the Kotzebue Sound region.

At Nome, August 20, the *Bear* was joined by the U. S. S. *Thetis*, commanded by Capt. Michael A. Healy. While in Bristol Bay the vessel had grounded on a sand bar and had strained her timbers. Captain Healy deemed it prudent to leave the waters of the Arctic before the arrival of the autumn storms, and Captain Tuttle promised to relieve him on the Nome Station. However, before doing so, it was necessary for the *Bear* to proceed to Dutch Harbor to recoal, her bunkers being almost empty. Accordingly, on August 22, the *Bear* started on a direct course for Dutch Harbor, where she arrived August 27.

Having completed his business in the Arctic, Dr. Hamilton left the *Bear* at this point, subsequently taking passage on the mail steamer *Newport* for Sitka. On the way he inspected the public schools at Unga, Kadiak, and Wood Island. At Sitka he had frequent conferences with Mr. William A. Kelly, superintendent of schools in the Sitka district, and inspected the two public schools at that place.

By the courtesy of Capt. Charles C. Fenger, Dr. Hamilton made the voyage from Sitka to Seattle on the U. S. S. *Rush*, arriving at the latter place October 29. He returned to Washington November 6, thus completing a tour of inspection covering about 18,000 miles.

REINDEER TRANSPORTATION.

A good impression as to the value of reindeer for transportation purposes has been created in the Good Hope country, on the shores of the Arctic Ocean. Last winter two miners at Nome purchased two sled deer from Mary Antisarlook. The deer were worked in harness like horses and hauled on sleds 790 pounds each from Nome to Good Hope, 250 miles. After reaching Good Hope they were used in delivering supplies from the stores to the miners' cabins in the neighborhood. During July, when supplies of provisions ran short, one of them was killed and sold for meat, and the other was made the pet of the camp.

From Cape Prince of Wales Reindeer Station, 11 deer were sold by the herders to the miners for transportation purposes; they were worked in harness like horses and each drew 700 pounds per load.

From the Teller Station an apprentice, Kozetuk, made two trips to Shishmaref Inlet district, a round trip of 400 miles, and one to Golofnin Bay and return (400 miles), carrying supplies for the miners. Another, Serawlook, made one trip to Shishmaref Inlet and one to Golofnin Bay. In addition to the above five trips numerous trips were made by the apprentices between the winter camp and station, a round trip of about 120 miles.

From Eaton Station the superintendent states in his report that two prospectors who attempted to freight their supplies from St. Michael to the Buckland River with dog teams, failed on account of not being able to procure food for the dogs. Returning to Unalaklik (Eaton), they hired Okitkon, who, with five of his deer and sleds, took them and their supplies to destination without difficulty.

REINDEER MAIL ROUTE.

During last winter Mr. J. L. Lindseth secured the contract for carrying the United States winter mail from Nome, via Teller, York, Cape Prince of Wales, Shishmaref Inlet, to Candle City and Deering, on the shores of the Arctic Ocean, a distance of 260 miles. This distance was made by him, with heavy loads of passengers and freight, in eight days, dog teams requiring fifteen to twenty days for the trip. His reindeer during the winter traveled 6,000 miles. The mail carriers were Amund Hansen, Isak Salamonsen Nikkila, and Johan Peter Johannesen. The latter, after carrying the mail for many years for the Norwegian Government in Lapland, north of the Arctic Circle, lost his life in carrying the mail in subarctic Alaska, getting lost in a blizzard and freezing to death. His reindeer team was afterwards found well and in good condition.

TRANSFER OF HERDS.

Early in November, 1901, at the Teller Reindeer Station, 100 deer were taken out of the Government herd as a loan for the Friends' Mission on Kotzebue Sound and 100 deer were loaned to Alfred Salamonsen Nilima, who was to have charge of the mission herd and the training of the Eskimo apprentices at Kotzebue. On the 11th of November the two herds were started from Teller Station with Mr. Howick, Tautook, and three boys assisting Mr. Nilima in driving the herd as far as Cape Prince of Wales. From Cape Prince of Wales the drivers returned to Teller and their places were taken by Mr. W. T. Lopp, assisted by George Ootenna, James Keok, and Stanley Kivyearzruk, who accompanied the herd to Kotzebue, a distance of some 200 miles, arriving there December 18, 1901. Three of the mission herd died before starting on the trip, and during the trip two fawns that were unable to keep up with the herd were killed, 95 deer arriving for the mission and 99 for Nilima's herd.

On the 23d of November a third herd of 98 deer (23 males, 75 females) was set apart from the Government herd at Teller Station for a loan to Mr. Per Spein, and on the 15th of January, 1902, Mr. Spein started to drive his herd to Eaton Station, a distance of 300 miles, arriving February 10. He was assisted by Tautook, Dunnak, Serawlook, and Kozetuk as far as Golofnin Bay, when the assistants returned to Teller.

At Eaton Station on the 6th of December, 1901, a herd of 100 was loaned to the Roman Catholic missions on the Yukon River and driven, under the supervision of Isak Bango for Julius Jetté, superintendent of the mission at Nulato. Mr. Bango was assisted in driving by Ole Bahr and Tatpan. Messrs. Bahr and Tatpan, at the end of the trip, returned to Eaton, while Isak Bango remained with the herd as instructor of the Eskimo apprentices.

In the early winter of 1901 Mary Antisarlook, widow of Charlie, being discouraged by the number of reindeer that were from time to time stolen from her herd, her pasture range being on the main route of miners between Nome and the mining regions near Kotzebue Sound, made up her mind to remove the herd from Synrock to Una-

laklik, where she could have better protection for her property. Upon the arrival of Mary's herd it was combined with Mr. Spein's, who took charge of the united herd, selecting suitable pasturage ground near Tolstoi Point.

REINDEER AND MISSIONS.

A good reindeer herd at a mission station in Arctic or sub-Arctic Alaska means—

First. The permanence of the mission. Without it the natives are away from home a larger portion of the year in search of food, and, since the advent of the miners, are inclined to leave their homes and congregate in the American villages at the mines, where they live by begging and immorality, and soon disappear from the face of the earth. With a good-sized herd of reindeer there is a reserve food supply to supplement the fish, seal, wild fowl, rabbits, caribou, and other products native to the country. The certainty of food supply retains them around the mission and continues them under its influence.

Second. It affords the missionary the opportunity of rewarding and encouraging those families that give evidence of being teachable, advancing in civilization, attentive to the instruction of the mission, and exemplary in their lives by establishing them in the reindeer industry, and thus greatly promoting their material interests.

Third. With the numerical increase of the herd at a mission station it becomes a source of revenue through the sale of the surplus males at remunerative prices to the miners and butchers. In a few years this revenue should be sufficient to entirely support the mission and thereby relieve the treasury of the central missionary society.

Fourth. The possession of a herd insures to the mission family a continuous supply of fresh meat. This to a family which, from the nature of things, is compelled to live largely upon salted and canned meats and canned vegetables is of no small benefit, promoting their comfort, health, and usefulness.

Fifth. Reindeer trained to harness and sleds greatly increase the efficiency and the comfort of the missionary in ministering to outlying native settlements.

Or, to sum up the whole matter, domestic reindeer make it possible to establish and sustain mission stations with success in localities that otherwise could not be reached.

COOPERATION OF TREASURY, STATE, AND WAR DEPARTMENTS.

The cooperation of the honorable the Secretary of the Treasury and of Capt. Charles F. Shoemaker, chief of the Revenue-Cutter Service, has been freely extended as in past years, granting transportation on the revenue cutters *Bear*, *Rush*, and *Thetis* to the general agent and assistant agent of education in Alaska; also to Government teachers and their supplies to various stations in Alaska that are inaccessible by ordinary commercial vessels.

The kindness of Capt. Francis Tuttle and the officers of the revenue cutter *Bear*, Capt. Michael A. Healy and the officers of the cutter *Thetis*, and Capt. Charles C. Fengar and the officers of the *Rush* was appreciated.

Thanks are due to the honorable the Secretary of War; Brig. Gen. M. L. Ludington, Quartermaster-General, and Capt. W. C. Cannon, U. S. Army, transport quartermaster and commissary in command of the Army transport *Warren*, for transportation from Seattle to Nome and for many kindnesses en route.

Thanks are also due to the honorable the Secretary of State and the Hon. Charlemagne Tower, ambassador to the Court of Russia, for procuring from the Russian Government permission to purchase reindeer in Siberia.

ITINERARY.

In accordance with instructions from the Commissioner of Education, dated June 20, 1902, I was directed to proceed to Teller Reindeer Station, Alaska, in order to adjust matters with the Laplanders, who were asking for loans of herds of reindeer

from the Government. I was also instructed while in those northern waters to visit Golofnin, Teller, Cape Prince of Wales, and Gambell reindeer stations; also, if the revenue cutter *Thetis* could be met, to visit the mouth of the Anadir River, Siberia, to confer with Siberian merchants of that region with regard to the purchase and sale of reindeer to the American Government. Accordingly I left Washington on the 27th of June, reaching Seattle on the 3d of July. Through the courtesy of the Secretary of War I was allowed to take passage for Nome on the U. S. Army transport *Warren*, sailing July 7. After a pleasant sea voyage of twelve days Fort Davis (Nome) was reached on the morning of July 19. Finding the revenue-cutter *Bear* (Capt. Francis Tuttle, commanding) in the harbor waiting for my arrival, I transferred at once to the *Bear*, and the same evening we proceeded to sea en route for Teller Reindeer Station, where we arrived and dropped anchor the following day. The surf being too heavy for a safe landing, I remained on board until the 22d, when I was able to go ashore at the reindeer station, the *Bear* at the same time raising anchor and starting on its Arctic trip to Point Barrow, calling at Cape Prince of Wales, Kotzebue, and Point Hope en route.

After inspecting the school and reindeer station at Teller, settling accounts with employees, and arranging matters for the coming year, on the 25th I took the steamer *Sadie* for Nome, arriving on the following day.

At Nome I had expected to go on board the revenue cutter *Thetis* (Capt. M. A. Healy, commanding), instructions having been sent Captain Healy by the Secretary of the Treasury to convey me to the Eaton and other reindeer stations along the coast of northern Bering Sea. Before my arrival Captain Healy, learning that the steamers *Jeanie* and *Portland*, crowded with passengers en route from Seattle to the mines, had got caught in the ice pack off St. Lawrence Island and had helplessly drifted northward through Bering Straits into the Arctic Ocean, at once went to sea to search for the missing vessels. Upon his return to Nome from the search, finding that his coal bunkers were nearly empty, he was compelled to return to Dutch Harbor for a fresh supply of coal, which prevented him from carrying out instructions to give me such transportation as I should need.

Accordingly, there was nothing left but to get along the coast to Unalaklik and Eaton as best I could. On July 30 passage was engaged on the steamship *Dora* from Nome to Golofnin Bay, where we arrived the following day. After inspecting the school and reindeer herd at the Golofnin Orphanage, a small schooner, built, owned, and managed by Eskimo boys, was engaged for passage to Unalaklik. The schooner was a very rude affair, being composed of hull and deck, without any partitions, floor, or ceiling inside of the hull. It was unseaworthy in case of a storm; but there was no other way of getting across Norton Sound, and I had to take my chances. Providentially the weather was pleasant, and we reached our destination at 2 a. m., August 3, without any mishap, having been forty hours at sea.

At Unalaklik the Laplanders had come in from the herds and were waiting my coming. On Monday, the 4th, the accounts of the previous year were audited with the reindeer employees and arrangements consummated for the coming year. On the morning of the 5th, there being a favorable wind, we started on our return trip to Golofnin. For a few hours we made fine time, then the wind died out, and we lay all day in a calm, making little or no progress. During the following night, however, a breeze came up which, as we rounded Cape Darby, reached almost the proportions of a gale, and it was with great difficulty that we reached smooth water inside Golofnin Bay. A landing was made at the Swedish Orphanage. After a little rest at the orphanage the trip was resumed up the bay to Chinik, where we arrived about 4 o'clock, forty-two hours from Unalaklik, and our arrival was timely. The gale had been gradually increasing during the day, and in less than an hour after we landed from the schooner she had dragged her anchors and with greatest difficulty was prevented from coming ashore.

On August 8, the steamship *Corwin* calling at Chinik, passage was taken to Nome, where we arrived at midnight, and a dangerous landing was made in a rowboat from the ship through the surf to the shore. The sailors who brought us to the shore were unable, on account of the storm, to return to the ship for twelve hours.

Having carried out my instructions, with the exception of the trip to Siberia, which was impracticable from the absence of the cutter from the Nome station, on the 16th of August I went on board the steamship *Ohio*, and on the same afternoon started for Seattle, where I arrived on the morning of the 24th. Leaving Seattle on the 25th, Washington was reached on the afternoon of September 10, completing a journey of 15,108 miles.

SHELDON JACKSON,

General Agent of Education in Alaska.

THE COMMISSIONER OF EDUCATION.

CHAPTER XXXIV.

STATISTICS OF CITY SCHOOL SYSTEMS.

TABLE 1.—*Summary of statistics of cities containing over 8,000 inhabitants, showing increase from previous year.*

	1900-1901.	1901-1902.	Increase.	Percent of increase.
Number of city school systems.....	582	580	o 2	.....
Enrollment.....	4,090,819	4,174,812	83,993	2.05
Aggregate number of days attendance.....	572,033,844	591,719,445	19,685,601	3.44
Average daily attendance.....	2,054,367	3,159,441	105,074	3.44
Average length of the school term, in days.....	187.3	187.3	0	.....
Enrollment in private and parochial schools.....	897,099	877,210	19,889	2.22
Male supervising officers.....	2,416	2,492	76	3.15
Female supervising officers.....	2,317	2,533	216	9.32
Whole number of supervising officers.....	4,733	5,025	292	6.17
Number of male teachers.....	6,629	6,969	340	5.13
Number of female teachers.....	80,932	83,775	2,843	3.51
Whole number of teachers.....	87,561	90,744	3,183	3.64
Number of buildings.....	9,371	9,512	141	1.47
Number of seats.....	3,799,092	3,938,001	138,909	3.66
Value of school property.....	\$341,074,032	\$356,986,076	\$15,912,044	4.67
Expenditure for tuition.....	\$63,433,167	\$66,561,505	\$3,128,338	4.93
Total expenditure.....	\$107,663,785	\$111,159,665	\$3,495,880	3.25

cDecrease.

TABLE 2.—Summary, by States, etc., of enrollment, attendance, supervising officers, and teachers in cities containing over 8,000 inhabitants, 1901-2.

Cities of—	Number of city school systems.	Population, census of 1900.	Enrollment in public day schools.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Number of supervising officers.			Number of teachers.			Enrollment in private and parochial schools (largely estimated).	
						Male.	Female.	Total.	Male.	Female.	Total.		
1	2	3	4	5	6	17	8	9	10	11	12	13	
United States													
North Atlantic Division													
Maine	9	164,639	25,214	3,438,134	19,301	21	21	42	42	671	713	7,851	
New Hampshire	9	158,920	21,722	2,730,665	15,607	16	15	31	41	466	507	9,684	
Vermont	3	38,587	6,911	629,701	3,017	4	5	9	11	106	177	1,885	
Massachusetts	57	2,140,580	392,550	56,397,453	298,518	200	140	340	727	8,136	8,923	69,373	
Rhode Island	10	347,892	57,522	7,681,707	40,668	19	32	51	101	1,233	1,341	12,515	
Connecticut	22	542,756	98,571	13,383,001	72,108	66	53	119	121	2,088	2,209	22,324	
New York	50	4,987,059	841,761	117,029,398	635,143	501	778	1,279	1,169	15,997	17,166	131,689	
New Jersey	28	1,160,936	189,181	26,166,917	136,751	182	119	301	144	3,871	4,015	30,120	
Pennsylvania	54	2,865,937	447,563	61,329,255	334,239	189	206	395	789	8,559	9,348	70,851	
South Atlantic Division													
Delaware	1	76,508	11,230	1,633,674	8,421	2	4	6	9	274	283	300	
Maryland	5	557,374	96,003	11,184,250	58,651	36	5	41	179	1,637	1,816	13,413	
District of Columbia	1	278,718	48,432	6,687,256	37,936	13	13	26	171	1,152	1,323	9,684	
Virginia	10	271,695	39,941	5,588,331	30,601	47	33	80	91	645	739	7,488	
West Virginia	4	73,603	13,757	1,839,958	10,314	8	4	12	30	298	328	1,565	
North Carolina	8	104,447	14,831	1,651,949	9,157	9	9	18	21	177	198	3,800	
South Carolina	4	109,170	40,360	5,756,757	31,887	13	4	17	74	746	820	4,550	
Georgia	7	287,965	11,570	1,174,520	7,943	8	0	8	35	242	277	4,550	
Florida	4	79,129	11,570	1,174,520	7,943	8	0	8	35	242	277	4,550	
South Central Division													
Kentucky	9	362,959	50,549	7,224,012	38,732	34	35	69	90	960	1,050	13,413	
Tennessee	6	299,918	37,719	5,051,049	28,078	31	5	39	72	628	700	6,100	
Alabama	6	133,706	15,382	1,933,327	11,199	11	4	15	32	284	316	2,250	
Mississippi	4	48,910	8,933	4,954,763	27,109	11	13	24	31	806	837	10,762	
Louisiana	3	314,386	38,933	7,797,781	43,256	18	6	24	206	949	1,155	10,762	
Texas	17	351,736	58,229	7,797,781	43,256	18	6	24	206	949	1,155	10,762	
Arkansas	4	71,363	13,121	1,626,301	9,324	8	0	8	45	182	227	1,500	

	2	20,043	5,424	635,541	3,570	2	0	2	11	99	110	750
Oklahoma												
Indian Territory												
North Central Division:												
Ohio	38		200,257	38,974,504	208,516	134	157	201	549	5,334	5,883	78,296
Indiana	24	1,590,840	101,578	14,690,105	81,357	69	69	138	297	2,219	2,516	28,927
Illinois	35	2,279,857	372,410	56,077,245	292,642	216	220	466	617	7,311	7,828	111,857
Michigan	29	736,124	140,655	20,581,462	108,013	72	135	207	195	2,980	3,175	34,479
Wisconsin	22	634,437	110,981	16,093,713	84,511	95	40	135	224	2,227	2,451	29,655
Minnesota	8	477,914	84,496	12,782,946	68,085	36	119	155	71	1,900	1,971	25,876
Iowa	21	382,712	73,666	10,405,975	57,182	57	56	113	103	1,756	1,859	12,619
Missouri	12	963,545	146,362	20,042,720	107,845	61	40	101	248	2,854	3,102	36,410
North Dakota	1	9,589	2,224	282,304	1,604	1	2	3	6	46	52	
South Dakota	1	10,266	2,378	308,340	1,713	1	1	2	2	51	53	300
Nebraska	3	168,725	30,675	4,291,731	23,227	7	25	32	29	644	673	3,928
Kansas	11	205,207	42,716	5,661,162	32,109	17	15	32	98	708	806	
Western Division:												
Montana	4	65,623	14,127	1,900,832	10,689	10	15	25	15	293	308	2,237
Wyoming	2	22,294						54	64	893	957	2,907
Colorado	9	245,556	47,738	6,212,698	33,980	34	20					
New Mexico					759	2	0	2	1	20	21	467
Arizona	1	7,531	1,424	124,476								
Utah	2	69,844	17,653	2,436,646	13,903	21	9	39	44	354	398	
Nevada												
Idaho												
Washington	5	173,120	33,826	4,734,726	25,480	34	23	57	37	685	722	2,938
Oregon	2	98,807	14,751	2,184,385	11,594	18	4	22	13	310	323	1,720
California	13	665,412	110,865	15,938,255	83,253	92	97	189	155	2,351	2,506	18,002
Alaska												
Hawaii												

TABLE 3.—Summary, by States, etc., of school property and expenditures in cities containing over 8,000 inhabitants, 1901-2.

Cities of—	1					
	2	3	4	5	6	6
	Number of school buildings.	Number of seats or sittings for study.	Value of all property used for school purposes.	Expenditure for supervision and teaching.	Expenditure for all purposes (loans and bonds excepted).	
United States.....	9,512	3,938,001	\$556,986,076	\$66,561,565	111,159,665	
North Atlantic Division.....	4,662	1,927,144	190,857,570	35,513,105	59,950,666	
South Atlantic Division.....	663	263,612	14,498,331	3,436,613	5,398,312	
South Central Division.....	558	265,333	11,467,366	2,483,299	3,539,463	
North Central Division.....	3,016	1,319,453	116,489,394	20,729,416	35,112,492	
Western Division.....	583	222,459	23,673,415	4,369,072	7,158,732	
North Atlantic Division:						
Maine.....	195	26,578	1,759,161	326,294	753,191	
New Hampshire.....	123	20,011	2,115,554	283,927	451,039	
Vermont.....	33	6,963	631,200	85,034	155,084	
Massachusetts.....	1,986	371,674	49,829,285	6,897,146	11,630,446	
Rhode Island.....	252	58,683	5,001,669	839,545	1,403,027	
Connecticut.....	288	85,889	9,813,799	1,309,698	2,290,159	
New York.....	1,631	760,367	76,091,822	17,315,795	28,514,514	
New Jersey.....	316	173,009	12,220,564	2,731,606	4,367,113	
Pennsylvania.....	1,038	423,270	33,391,516	9,601,060	10,535,693	
South Atlantic Division:						
Delaware.....	29	10,952	975,643	138,249	227,838	
Maryland.....	146	81,475	3,481,302			
District of Columbia.....	139	41,013	4,600,810	305,428	1,703,537	
Virginia.....	83	36,971	1,481,141	359,061	666,506	
West Virginia.....	43		1,261,410	132,336	274,576	
North Carolina.....						
South Carolina.....						
Georgia.....	19	12,533	353,300	95,379	141,638	
Florida.....	160	41,877	1,511,210	452,735	555,908	
Kentucky.....	31	10,604	176,425	79,220	113,553	
South Central Division:						
Tennessee.....	128	51,017	2,382,744	649,654	879,230	
Alabama.....	74	32,821	1,641,373	381,219	511,630	
Mississippi.....	40	12,204	809,000	138,378	329,359	
Louisiana.....						
Texas.....	80	32,584	1,915,000	384,212	575,116	
Arkansas.....	167	54,610	3,318,649	662,721	944,119	
Oklahoma.....	35	11,497	680,000	119,565	160,888	
Indian Territory.....	12	4,600	275,000	46,125		

North Central Division:

Ohio.....	549	268,409	24,486,052	4,081,942	7,253,370
Indiana.....	279	102,993	7,631,359	1,553,097	2,626,999
Illinois.....	628	338,419	33,468,714	6,565,619	10,992,115
Michigan.....	367	133,867	11,628,743	1,880,587	3,193,230
Wisconsin.....	289	109,487	7,594,251	1,444,120	2,005,179
Minnesota.....	172	84,974	8,091,835	1,357,246	2,005,998
Iowa.....	235	73,263	6,162,734	976,241	1,703,574
Missouri.....	282	131,371	11,591,749	1,911,626	3,537,005
North Dakota.....	7	2,500	250,000	33,258	61,808
South Dakota.....	10	2,165	280,000	25,484	58,514
Nebraska.....	67	29,801	2,891,000	456,224	881,417
Kansas.....	120	42,204	2,409,908	437,942	722,132
Western Division:					
Montana.....	45	14,575	1,301,512	259,165	509,186
Wyoming.....	105	43,237	4,083,457	856,351	1,415,006
Colorado.....					
New Mexico.....	4	980	100,000	15,461	47,677
Arizona.....	41	15,529	1,538,191	248,543	464,360
Utah.....					
Nevada.....					
Idaho.....					
Washington.....	75	31,112	3,313,155	505,932	1,202,325
Oregon.....	35	16,514	1,354,416	232,974	351,876
California.....	266	98,332	11,732,684	2,214,230	3,119,847
Alaska.....					
Hawaii.....					

TABLE 4.—Comparative statistics of cities containing over 8,000 inhabitants, summarized by States, etc., 1901-2.

Cities of—	Ratio of private school enrollment to enrollment in all schools, public and private.	Ratio of average attendance to enrollment (public schools).	Average number of days attendance of pupil enrolled.	Average length of school term.	Average number of pupils in each teacher.	Average number of teachers supervising each.	Average number of seats to each 100 pupils in attendance.	Average number of seats to a building.	Value of school property per capita in attendance.	Cost of teaching and supervision per capita of pupils in attendance.	Total cost of schools per capita of pupils in attendance.	Average cost per day of tuition per pupil.	Average daily expenditure per pupil for all purposes.
	2	3	4	5	6	7	8	9	10	11	12	13	14
I													
United States.....													
	Per cent.	Per cent.	Days.	Days.					\$102.99	\$21.07	\$55.18	Cents.	Cents.
North Atlantic Division.....	15.7	75.2	141.7	188.4	31.6	17.3	124.7	411	124.14	23.12	38.99	12.27	20.69
South Atlantic Division.....	12.6	70.5	128.1	181.7	33.8	29.7	125.3	380	70.40	16.69	26.21	9.19	14.43
South Central Division.....	16.6	75.4	136.2	181.5	36.6	23.2	122.4	368	68.33	14.80	21.09	8.15	11.62
North Central Division.....	21.7	77.8	146.0	187.6	35.1	18.1	123.7	437	109.20	19.43	32.91	10.35	17.51
Western Division.....	11.1	75.0	140.0	186.5	31.2	13.9	122.7	382	130.53	21.09	39.47	12.91	21.16
North Atlantic Division:													
Maine.....	23.7	76.6	136.4	178.1	27.1	17.0	137.7	136	91.15	16.90	28.66	9.49	16.09
New Hampshire.....	30.8	71.9	125.7	174.9	30.8	16.4	128.2	163	135.53	18.19	28.89	10.40	16.52
Vermont.....	21.4	73.0	133.9	183.4	28.5	19.7	138.0	211	125.66	16.85	30.93	9.19	16.80
Massachusetts.....	16.1	82.3	136.1	189.6	33.4	26.2	124.5	269	166.93	23.11	39.13	12.19	20.61
Rhode Island.....	17.8	70.7	133.5	188.9	33.3	26.4	132.0	213	122.98	21.38	34.50	11.32	18.26
Connecticut.....	19.3	77.1	148.9	193.1	32.7	19.4	118.6	206	135.98	18.98	31.18	9.83	16.23
New York.....	13.4	73.1	139.0	190.3	35.8	13.4	123.6	738	123.71	28.15	46.41	11.80	20.40
New Jersey.....	72.3	72.3	138.3	191.3	34.1	13.3	126.5	547	89.33	13.99	31.92	10.45	16.69
Pennsylvania.....		74.7	137.0	183.5	35.8	23.7	128.4	411	95.88	16.33	31.51	9.23	17.18
South Atlantic Division:													
Delaware.....	2.6	75.0	145.5	191.0	29.8	47.2	130.1	378	115.86	16.42	27.06	8.46	13.95
Maryland.....		61.1	146.5	190.7	32.3	44.3	138.9	358	69.42				
District of Columbia.....		78.5	138.1	176.0	28.7	50.9	107.9	295	121.07	23.83	44.83	13.51	23.47
Virginia.....	13.8	76.6	139.9	182.6	41.4	11.8	120.8	445	43.40	11.73	18.51	6.42	10.14
West Virginia.....	10.0	75.0	133.7	178.5	31.4	27.3			122.64	14.78	26.63	8.28	14.92
South Carolina.....		61.7	111.4	180.4	46.2	11.0	136.9	660	38.58	10.42	15.80	5.77	8.76
Georgia.....	8.6	79.0	142.6	180.5	38.9	48.2	131.3	362	47.39	14.20	17.43	7.87	9.66
Florida.....	28.2	68.7	101.5	147.9	28.7	34.6	133.5	342	22.21	9.97	14.80	6.74	9.66
South Central Division:													
Kentucky.....	21.0	76.6	142.9	186.5	36.9	15.2	131.7	398	61.52	16.77	22.70	8.99	12.17
Tennessee.....	13.9	74.4	133.9	179.9	40.1	17.9	116.9	414	58.47	13.57	18.22	7.55	10.13
Alabama.....	12.8	72.8	125.7	172.6	35.4	21.1	109.0	305	72.23	14.14	28.62	8.19	16.58
Louisiana.....		79.9	146.0	182.7	32.4	34.8	120.2	407	70.64	14.54	21.21	7.96	11.61

Texas	75.4	136.0	180.3	37.5	48.1	126.2	327	76.71	15.32	21.82	8.50	12.11
Arkansas	71.1	124.0	174.4	41.1	28.4	123.3	328	72.43	12.82	17.26	7.35	9.89
Oklahoma	65.8	117.2	178.0	32.5	55.0	128.9	383	77.03	15.72	.....	7.26	.....
North Central Division:												
Ohio	80.1	149.7	186.9	35.5	20.2	128.7	489	117.44	19.58	34.69	10.47	18.67
Indiana	77.8	140.4	180.6	32.3	18.3	126.6	369	93.80	19.09	32.42	10.57	17.95
Illinois	78.6	150.6	191.6	37.4	16.8	115.7	530	114.38	22.44	37.57	11.71	13.60
Michigan	76.8	146.3	190.6	34.0	15.3	124.0	365	107.67	17.47	29.57	9.17	15.52
Wisconsin	76.1	145.0	192.0	34.4	13.2	129.6	379	89.86	17.09	24.44	8.98	12.84
Minnesota	80.1	150.1	186.3	39.6	12.7	124.8	494	118.88	19.33	29.48	10.62	15.70
Iowa	77.6	141.3	182.0	30.7	16.4	128.1	312	107.78	17.07	29.79	9.38	16.36
Missouri	73.7	136.9	185.9	34.8	30.7	121.9	461	107.53	17.73	33.00	9.54	17.75
North Dakota	72.1	126.9	176.0	30.8	17.3	155.9	357	155.86	20.73	38.59	11.78	21.93
South Dakota	72.0	129.7	180.0	32.3	26.5	126.3	217	163.46	14.88	34.16	8.27	18.98
Nebraska	75.7	139.9	184.8	34.5	21.0	128.3	445	124.45	19.64	37.94	10.63	20.54
Kansas	75.1	132.5	176.3	39.8	25.2	131.4	352	75.05	13.64	22.49	7.74	12.76
Western Division:												
Montana	75.6	135.2	178.6	34.7	12.3	136.3	324	121.75	24.33	47.81	13.57	25.66
Colorado	71.2	130.1	182.8	35.5	17.7	127.2	412	120.47	25.20	41.64	13.78	22.77
Arizona	53.3	87.4	164.0	36.1	10.5	126.5	240	131.75	20.37	62.82	12.42	38.29
Utah	78.8	138.1	175.3	34.9	13.3	111.7	333	110.66	17.88	33.41	10.20	19.65
Washington	8.0	140.0	185.8	35.3	12.7	122.1	415	130.02	19.86	47.19	10.68	25.39
Oregon	10.4	148.1	188.5	35.9	14.7	142.5	472	116.86	20.10	30.36	10.67	16.11
California	14.0	143.7	191.4	33.2	13.3	118.1	370	140.93	26.59	37.48	13.89	19.57

TABLE 5.—Summarized statistics of schools in cities of over 8,000 inhabitants from 1890-91 to 1901-2, inclusive.

Cities of—	Num- ber of city school sys- tems.	Enroll- ment in public day schools.	Aggregate number of days' attend- ance of all pupils.	Average daily at- tendance.	Num- ber of super- vising teachers.	Number of teachers.			Num- ber of school build- ings.	Number of seats or sittings for study.	Value of public prop- erty used for school purposes.	Expendi- ture for super- vision and teaching.	Expendi- ture for all purposes.	Enroll- ment in private and pa- rochial schools (largely estimat- ed).
						Male.	Fe- male.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States:														
1890-91	412	2,027,275	364,087,003	1,884,474	2,463	3,874	48,557	52,481	6,478	2,306,674	\$184,507,058	\$83,266,128	\$56,936,417	723,900
1891-92	459	2,743,430	378,389,408	1,977,442	2,724	3,944	51,113	56,057	6,757	2,512,772	193,007,787	83,372,482	60,555,120	738,178
1892-93	473	2,876,866	394,017,038	2,066,880	2,894	4,298	54,224	58,922	6,957	2,683,522	208,338,977	37,317,883	63,861,388	738,910
1893-94	554	3,126,639	436,806,735	2,281,237	3,374	4,753	58,246	62,999	7,743	2,898,255	225,440,364	40,417,650	80,886,413	820,250
1894-95	574	3,302,841	462,450,038	2,431,967	3,685	5,023	61,970	66,993	8,106	3,119,277	256,661,394	41,153,705	74,721,352	812,555
1895-96	602	3,480,619	489,786,705	2,560,283	3,938	5,059	65,266	70,325	8,496	3,393,082	255,586,583	46,747,865	80,042,118	848,700
1896-97	626	3,594,675	507,622,259	2,683,299	3,998	5,773	68,311	74,117	8,604	3,583,405	267,425,289	48,772,485	84,866,092	824,009
1897-98	626	3,803,049	539,141,947	2,819,502	4,429	6,005	72,355	78,360	9,113	3,800,970	289,325,794	52,064,649	88,773,647	872,406
1898-99	632	3,920,467	550,909,973	2,931,679	4,590	6,302	76,348	82,650	9,367	3,635,486	312,698,690	53,689,787	93,413,046	913,369
1899-1900	568	3,949,561	553,118,781	2,946,978	4,742	6,319	77,310	83,629	9,190	3,665,313	322,777,996	59,183,566	99,457,234	929,337
1900-1901	582	4,090,819	572,033,844	3,054,367	4,733	6,629	80,932	87,561	9,374	3,794,092	341,074,032	63,433,167	107,063,785	897,099
1901-2	580	4,174,812	591,719,445	3,159,441	5,025	6,969	83,775	90,744	9,512	3,938,001	356,986,076	66,561,505	111,159,665	877,210
North Atlantic Division.														
1890-91	186	1,285,627	181,981,649	914,245	1,179	1,702	24,353	26,055	3,164	1,170,477	93,319,620	16,560,417	27,952,437	345,019
1891-92	191	1,333,698	185,030,311	950,390	1,262	1,687	25,438	27,125	3,219	1,231,862	97,070,586	17,330,426	30,065,635	354,355
1892-93	195	1,377,808	190,042,037	981,290	1,355	1,981	26,549	28,480	3,283	1,287,123	103,172,001	18,104,963	31,678,701	358,624
1893-94	219	1,492,594	209,650,142	1,075,938	1,516	1,984	27,782	29,766	3,683	1,376,385	111,843,026	19,293,607	33,806,973	379,402
1894-95	221	1,561,959	221,016,405	1,134,391	1,586	2,048	29,553	31,601	3,779	1,438,671	116,128,291	20,919,163	36,495,063	385,022
1895-96	233	1,639,631	232,118,588	1,186,738	1,769	2,026	30,744	32,721	3,852	1,515,887	125,616,090	22,294,477	40,754,876	373,689
1896-97	233	1,697,615	240,131,134	1,259,042	1,829	2,051	32,370	34,721	4,017	1,595,308	135,974,945	23,274,845	44,418,713	380,779
1897-98	236	1,785,788	256,768,172	1,339,002	2,066	2,386	34,341	36,727	4,016	1,626,891	149,529,234	25,130,926	48,088,195	401,655
1898-99	249	1,877,305	266,549,111	1,430,875	2,161	2,732	37,031	39,763	4,496	1,719,183	162,894,163	27,571,736	49,573,675	433,696
1899-1900	240	1,929,523	273,129,265	1,430,914	2,238	2,927	38,293	41,120	4,586	1,776,933	175,886,129	30,978,507	55,499,727	450,864
1900-1901	242	1,966,916	280,589,375	1,477,935	2,221	3,058	39,856	42,914	4,682	1,834,294	187,728,075	33,772,007	60,894,290	491,349
1901-2	242	2,046,001	289,832,744	1,537,500	2,567	3,145	41,257	44,402	4,682	1,927,144	190,857,570	35,543,105	59,950,666	380,276
South Atlantic Division:														
1890-91	37	192,820	27,556,177	148,831	110	411	3,462	3,873	460	180,727	8,577,207	2,147,475	3,278,942	50,001
1891-92	38	212,952	29,238,310	153,325	142	450	3,600	4,110	459	186,980	8,903,588	2,268,220	3,537,554	45,968
1892-93	38	218,872	28,840,197	154,780	166	440	3,928	4,368	451	206,001	10,048,445	2,497,697	3,473,077	49,901
1893-94	40	224,000	30,078,691	160,571	190	479	3,989	4,559	491	209,805	11,059,115	2,574,429	3,645,557	52,069
1894-95	43	231,271	31,973,121	173,593	183	580	4,385	4,925	594	221,787	10,469,461	2,756,147	3,790,523	51,946
1895-96	43	231,492	33,054,196	178,269	228	529	4,517	5,046	672	228,579	10,900,232	2,982,741	4,119,513	51,919
1896-97	43	234,737	34,306,949	184,829	229	560	4,744	5,304	663	246,612	11,365,166	3,103,502	4,202,836	47,392
1897-98	47	272,108	36,536,809	197,166	278	537	4,968	5,565	643	250,242	11,585,262	3,015,626	4,390,845	48,108

1898-99	46	273,245	35,208,601	192,039	295	574	5,027	5,601	637	259,015	13,342,025	3,278,909	4,550,947	46,112
1899-1900	43	271,888	35,144,610	197,334	291	543	5,023	5,366	682	257,283	12,869,707	3,313,268	4,092,118	47,865
1900-1901	44	298,904	37,814,818	209,138	245	601	5,405	6,006	685	263,942	14,150,739	3,386,842	4,361,133	46,547
1901-2	44	292,143	37,412,810	209,948	205	601	5,445	6,096	693	263,942	14,150,739	3,386,842	4,358,312	42,188
South Central Division:														
1890-91	37	148,798	18,951,843	106,014	172	299	2,287	2,586	359	122,353	7,803,089	1,523,392	2,210,881	48,909
1891-92	39	153,025	19,897,396	107,023	170	283	2,493	2,776	370	120,118	7,706,420	1,637,110	2,300,369	48,908
1892-93	41	164,037	21,467,115	119,229	138	361	2,727	3,088	370	150,277	7,706,420	1,851,440	2,579,273	47,631
1893-94	48	171,386	23,016,276	127,885	173	386	3,030	3,410	435	149,876	9,141,329	1,950,837	2,866,757	48,730
1894-95	51	181,464	22,808,422	126,260	248	379	3,130	3,509	440	164,096	9,217,946	2,110,907	2,965,750	42,113
1895-96	53	190,366	24,980,365	138,250	247	403	3,257	3,660	465	191,730	9,207,437	2,188,338	3,163,370	48,008
1896-97	53	193,874	25,398,690	142,952	204	412	3,296	3,738	464	183,000	9,202,814	2,133,725	2,775,376	47,356
1897-98	54	203,700	25,997,085	149,027	230	486	3,540	4,026	587	187,652	10,186,218	2,251,220	2,994,613	49,989
1898-99	55	210,848	26,506,689	150,907	204	489	3,663	4,132	594	187,277	10,200,065	2,341,240	3,199,791	46,795
1899-1900	50	209,706	27,340,326	151,326	206	458	3,616	4,074	520	186,544	10,328,769	2,309,323	3,343,556	41,872
1900-1901	51	218,549	28,381,684	159,407	208	474	3,892	4,386	553	199,369	11,008,796	3,401,700	3,230,321	41,478
1901-2	51	223,538	30,447,823	167,816	197	501	4,079	4,580	558	205,333	11,467,366	3,401,700	3,230,321	41,478
North Central Division:														
1890-91	155	854,615	117,701,860	621,409	848	1,239	16,095	17,334	2,119	804,638	60,731,816	10,845,838	19,114,726	250,668
1891-92	165	897,167	124,236,074	663,921	947	1,315	16,931	18,246	2,297	845,086	64,031,960	11,073,823	20,057,510	280,439
1892-93	173	959,591	132,268,316	702,158	985	1,342	18,200	19,512	2,362	915,185	67,085,358	12,000,751	22,980,728	295,051
1893-94	213	1,066,556	150,775,295	795,130	1,268	1,551	20,369	21,920	2,635	1,014,073	77,961,101	13,962,787	25,399,773	315,168
1894-95	224	1,137,872	161,785,375	864,235	1,427	1,670	21,719	23,389	2,774	1,130,988	82,979,343	15,321,915	26,645,629	333,215
1895-96	237	1,208,248	173,257,180	918,318	1,423	1,775	23,310	25,085	2,878	1,256,360	90,802,930	16,179,769	27,144,150	350,708
1896-97	237	1,247,867	180,438,070	958,683	1,468	1,946	24,197	26,193	2,913	1,172,948	93,050,452	16,980,866	28,393,896	348,417
1897-98	250	1,324,002	190,896,400	1,016,647	1,557	2,045	25,467	27,512	3,037	1,245,882	98,835,750	17,878,721	27,781,526	350,462
1898-99	244	1,345,932	193,380,357	1,026,364	1,616	2,107	26,418	28,325	3,088	1,281,562	105,449,258	18,337,066	30,513,048	360,310
1899-1900	206	1,322,506	187,675,539	1,006,714	1,648	2,161	26,212	28,373	2,872	1,244,267	103,758,366	18,642,461	30,017,331	363,113
1900-1901	206	1,345,440	193,693,942	1,039,712	1,699	2,147	27,046	29,333	2,971	1,288,995	107,562,153	19,805,331	32,292,022	361,776
1901-2	205	1,371,398	200,195,207	1,066,804	1,675	2,339	28,020	30,369	3,016	1,319,453	116,489,394	20,729,416	35,112,492	380,188
Western Division:														
1890-91	27	135,415	18,296,074	93,945	154	223	2,360	2,583	376	118,479	14,075,325	2,189,006	4,379,461	29,393
1891-92	26	145,988	20,027,317	103,178	203	209	2,591	2,800	412	128,726	15,891,363	2,462,907	4,594,902	23,508
1892-93	26	156,538	20,899,373	109,384	220	224	2,820	3,044	424	134,943	17,085,819	2,630,927	5,267,009	21,073
1893-94	34	171,723	23,286,331	122,013	227	353	3,085	3,488	498	147,996	18,435,763	2,935,970	6,669,473	24,881
1894-95	35	182,271	24,866,705	133,485	241	336	3,233	3,569	489	163,735	17,806,738	3,017,574	8,234,321	30,259
1895-96	36	190,882	26,146,296	138,718	276	326	3,438	3,764	529	175,508	18,994,934	3,152,540	8,860,009	24,406
1896-97	36	200,582	27,287,456	148,151	268	424	3,737	4,161	518	185,329	18,048,706	3,357,547	9,075,581	20,635
1897-98	39	217,351	29,003,481	157,604	298	491	4,039	4,530	578	190,287	19,330,372	3,694,756	9,518,988	22,132
1898-99	38	213,137	29,265,215	158,904	314	400	4,209	4,609	552	194,449	20,333,696	3,660,836	9,613,585	22,456
1899-1900	34	215,638	29,829,010	160,490	330	440	4,166	4,590	530	200,286	20,932,969	3,934,007	9,904,502	22,626
1900-1901	37	231,010	31,324,025	168,175	357	319	4,533	4,982	579	212,492	26,591,292	4,067,287	9,296,019	27,949
1901-2	38	241,732	33,830,863	181,373	381	333	4,964	5,297	583	222,459	28,678,415	4,369,072	9,158,732	30,120

TABLE 6.—Comparative statistics of cities containing over 8,000 inhabitants, summarized by States, etc., 1901-2.

Cities of—															Average cost per day of tuition for one pupil.	Average daily expenditure per pupil for all purposes.
	2	3	4	5	6	7	8	9	10	11	12	13	14			
United States:	Ratio of private-school enrollment to enrollment in all schools, public and private.	Ratio of average attendance to enrollment in public schools.	Average number of days' attendance of each pupil enrolled.	Average length of school term.	Average number of pupils in attendance to each teacher.	Average number of teachers to each pupil in average attendance.	Average number of seats to each pupil in average attendance.	Average number of seats to each pupil in average attendance.	Value of school property per capita of pupils in average attendance.	Cost of teaching and supervision per capita of pupils in average attendance.	Total cost of schools per capita of pupils in average attendance.	Average cost per day of tuition for one pupil.	Average daily expenditure per pupil for all purposes.			
	Per cent.	Per cent.	Days.	Days.								Cents.	Cents.			
	1891-92.....	21.5	72.1	137.9	191.5	35.9	20.2	126.5	371	\$97.92	\$16.83	\$28.80	8.79	13.04		
	1892-93.....	21.2	71.9	137.0	190.6	35.3	20.2	130.3	387	99.32	18.29	31.92	9.60	16.75		
	1893-94.....	20.8	72.9	139.7	191.5	36.2	18.7	127.1	374	100.15	17.85	30.64	9.32	16.00		
	1894-95.....	20.3	73.6	140.0	190.1	36.3	18.2	128.3	385	97.30	18.16	30.72	9.54	16.34		
	1895-96.....	19.6	73.5	140.7	191.4	36.4	17.9	131.6	397	99.84	18.26	31.26	9.54	16.34		
	1896-97.....	18.7	74.9	141.2	188.5	36.3	18.5	125.7	385	99.30	18.11	31.51	9.61	16.72		
	1897-98.....	18.7	74.9	141.8	189.2	36.4	17.7	122.9	384	101.55	18.27	31.16	9.66	16.47		
	1898-99.....	18.9	74.8	140.5	187.9	35.5	18.0	124.0	388	106.65	18.99	31.86	10.11	16.96		
	1899-1900.....	19.1	74.6	140.3	187.7	35.2	17.6	124.4	399	109.53	20.10	33.78	10.70	17.99		
	1900-1901.....	18.0	74.7	139.8	187.3	34.9	18.5	124.1	405	111.67	20.77	35.25	11.09	18.82		
	1901-2.....	17.4	75.7	141.7	187.3	34.8	18.1	124.7	414	112.99	21.07	35.18	11.25	18.79		
	North Atlantic Division:	1891-92.....	21.0	71.1	138.5	194.7	35.0	21.5	128.5	383	102.25	18.23	31.63	9.37	13.24	
1892-93.....		20.7	71.2	138.0	193.7	34.5	20.6	131.2	388	105.15	18.45	32.28	9.32	16.67		
1893-94.....		20.3	72.1	140.4	194.8	36.1	18.8	127.9	374	103.45	17.93	30.95	9.20	15.89		
1894-95.....		19.8	72.6	141.5	194.8	35.9	19.9	126.8	381	102.37	18.44	32.17	9.46	16.51		
1895-96.....		18.5	72.4	141.5	195.6	36.2	18.5	127.7	384	105.85	17.93	31.34	9.69	17.56		
1896-97.....		17.5	74.2	141.5	190.7	36.3	19.0	127.8	401	107.98	18.49	33.28	9.69	18.50		
1897-98.....		18.4	74.5	143.8	193.0	36.2	17.8	122.4	381	112.45	18.90	33.17	9.79	18.73		
1898-99.....		18.8	74.8	141.9	189.9	35.3	18.4	122.5	382	116.00	19.64	35.31	10.35	18.81		
1899-1900.....		18.9	74.2	141.6	190.9	34.8	18.4	124.2	387	122.92	21.65	38.80	11.34	20.32		
1900-1901.....		17.4	74.4	140.5	189.9	34.4	19.3	124.1	400	127.02	22.85	41.20	12.04	21.70		
1901-2.....		15.7	75.2	141.7	188.4	34.6	17.3	125.3	411	124.14	23.12	38.99	12.27	20.69		
South Atlantic Division:		1891-92.....	17.8	72.0	137.3	190.7	37.3	28.9	121.9	407	58.37	14.79	23.08	7.75	12.10	
		1892-93.....	18.6	70.7	131.7	188.3	35.4	26.3	133.1	457	64.90	16.14	22.45	8.66	12.05	
		1893-94.....	18.8	71.6	134.0	187.3	36.0	23.5	130.4	426	68.85	16.03	22.69	8.56	12.12	
	1894-95.....	17.8	72.5	133.6	184.2	35.2	26.9	127.8	373	60.31	15.88	21.84	8.62	11.82		
	1895-96.....	17.1	70.9	133.9	189.0	35.3	22.6	128.2	340	61.49	16.45	23.10	8.71	12.23		
	1896-97.....	15.7	72.6	134.9	185.9	34.8	23.1	133.4	373	52.86	16.31	22.74	8.77	12.23		
	1897-98.....	15.0	72.5	134.3	185.3	35.4	20.0	136.8	389	57.49	15.77	22.26	8.51	12.02		
	1898-99.....	14.4	70.3	129.9	183.4	34.3	19.0	131.8	337	63.50	17.08	23.70	8.31	11.82		
	1899-1900.....	13.0	72.6	125.2	178.1	36.3	19.1	130.3	377	65.22	16.82	23.77	9.44	13.35		

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2.

	City.	Total population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
ALABAMA.											
1	Anniston*.....	9,695						777	171	74,261	436
2	Birmingham.....	38,415	7-21	11,009	600	2,491	3,031	5,522	178	697,226	3,917
3	Huntsville.....	8,068	7-21	2,300	250	356	335	691	182	92,820	510
4	Mobile.....	38,469									
5	Montgomery.....	30,346	7-21	5,312	400	1,274	1,609	2,883	166	373,002	2,247
6	Selma.....	8,713	6-21	4,500	* 200	475	634	1,109	162	144,018	889
ARIZONA.											
7	Tucson.....	7,531	6-21	2,477	467	782	642	1,424	164	124,476	759
ARKANSAS.											
8	Fort Smith.....	11,587	6-21	* 4,967	* 600	1,238	1,381	2,619	177	354,194	2,001
9	Hot Springs*.....	9,973	6-21	3,800	100	1,220	1,342	2,562	160	272,000	1,700
10	Little Rock*.....	38,307	6-21	11,112	500	2,527	2,967	5,494	177	709,947	4,011
11	Pine Bluff.....	11,496	6-21	4,750	300	1,062	1,384	2,446	* 180	290,160	1,612
CALIFORNIA.											
12	Alameda.....	16,464	5-17	4,132	280	1,641	1,657	3,298	198	504,075	2,546
13	Berkeley.....	13,211	5-17	3,717	278	1,594	1,638	3,232	193	542,717	2,869
14	Fresno.....	12,470	5-17	3,445	145	1,480	1,556	3,036	177½	387,053	2,133
15	Los Angeles.....	102,479	5-17	26,000	* 2,132	11,180	11,302	22,482	185	3,160,725	17,085
16	Oakland.....	66,960	5-17	17,556	1,668	5,885	6,457	12,342	198	1,647,018	8,319
17	Pasadena.....	9,117	5-17	3,016	207	1,329	1,356	2,685	171	358,242	2,095
18	Riverside*.....	7,973	5-17	1,881	25	747	765	1,512	170	203,993	1,199
19	Sacramento.....	29,282	5-17	6,237	460	2,403	2,446	4,849	181	716,579	3,959
20	San Diego.....	17,700	5-17	3,539	177	1,682	1,685	3,367	170	445,230	2,619
21	San Francisco.....	342,782	5-17	82,391	10,112	23,024	22,496	45,520	200	6,767,600	33,838
22	San Jose.....	21,500	5-17	5,850	799	2,113	2,353	4,466	190	638,718	3,361
23	Stockton.....	17,506	5-17	3,385	338	1,290	1,385	2,675	173	356,648	2,061
24	Vallejo.....	7,965	5-17	1,888	351	705	676	1,381	189	209,657	1,109
COLORADO.											
25	Colorado Springs.....	21,085	6-21	7,319	300	2,780	3,016	5,796	189	784,728	4,152
26	Cripple Creek school district.....	b 50,000	6-21	.....	200	1,890	2,240	4,130	174	678,600	3,900
	Denver:										
27	District No. 1.....	133,859	6-21	20,472	.....	7,475	7,865	15,340	185	1,867,205	10,093
28	District No. 2.....		6-21	9,674	350	3,612	3,807	7,419	181	956,243	5,279
29	District No. 7.....		6-21	1,493	0	568	582	1,150	184	148,720	8,093
30	District No. 17.....		6-21	8,425	757	2,634	2,725	5,359	184	718,704	3,906
31	Leadville.....	12,455	6-21	2,924	500	982	1,008	1,990	185	285,107	1,541
	Pueblo:										
32	District No. 1.....	28,157	6-21	5,777	.....	1,497	1,644	3,141	186½	376,511	2,051
33	District No. 20.....		6-21	6,552	.....	1,610	1,803	3,413	176	396,880	2,255
CONNECTICUT.											
34	Ansonia.....	12,681	4-16	3,241	154	.....	.....	2,599	190	403,333	2,200
35	Bridgeport.....	70,996	4-16	17,369	* 2,500	6,744	6,832	13,576	184	1,672,192	9,088
36	Bristol.....	9,643	4-16	2,168	49	1,071	1,010	2,081	196	296,352	1,512
37	Danbury*.....	c 19,474	4-16	4,551	608	.....	.....	3,017	196	.....	.....
38	Hartford.....	79,850	4-16	17,130	* 4,132	.....	.....	12,058	190	1,817,540	9,566
	Manchester:										
39	Town schools*.....	10,601	.....	1,179	.....	.....	.....	1,010	190	.....	.....
40	Ninth district.....		4-16	1,448	0	752	849	1,601	185½	212,743	1,141
41	Meriden.....	d 28,695	4-16	6,903	1,614	.....	.....	4,165	200	697,400	3,487
42	Middletown.....	9,589	4-16	2,032	500	.....	.....	1,308	182	199,290	1,095

* Statistics of 1900-1901.

a Estimated.

b Estimated population of the district.

c Population of the town of Danbury.

d Population of the town of Meriden.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Total population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
CONNECTICUT—cont'd.										
43 Naugatuck	10,541	4-16	2,882	500	943	990	1,933	187	261,707	1,399
44 New Britain	25,998	4-16	6,389	1,650	2,454	2,679	5,133	185½	774,978	4,176
45 New Haven	108,027	4-16	23,830	3,065	9,265	8,911	18,176	200	3,003,403	15,017
46 New London	17,548	5-16	3,283	850	.....	.....	2,669	189	381,780	2,020
47 Norwalk *	19,932	.....	3,763	531	.....	.....	3,763	200	.....	.....
Norwich:										
48 Central district.....	17,251	4-16	1,577	400	.....	.....	1,342	189	196,749	1,041
49 West Chelsea district.....		4-16	1,093	100	.....	.....	979	189	137,640	729
50 Stamford *	15,997	4-16	4,877	1,209	1,831	1,848	3,679	191	521,048	2,728
51 Torrington	12,453	4-16	3,035	924	.....	.....	1,912	192	279,168	1,454
52 Vernon *	8,483	4-16	1,900	350	.....	.....	1,369	180	.....	.....
53 Wallingford *	9,001	4-16	2,028	8	.....	.....	2,092	196½	.....	.....
54 Waterbury	45,859	4-16	11,865	2,094	3,929	3,758	7,687	192½	1,201,681	6,242
55 Windham ^b	10,137	4-16	2,145	886	.....	.....	1,422	.....	.....	1,173
DELAWARE.										
56 Wilmington	76,508	6-21	12,000	300	.....	.....	11,230	194	1,633,674	8,421
DISTRICT OF COLUMBIA.										
57 Washington	278,718	.....	.....	.....	22,694	25,738	48,432	176	6,687,296	37,996
FLORIDA.										
58 Jacksonville *	28,429	6-20	.....	.....	2,481	2,726	5,207	140	504,700	3,605
59 Key West	17,114	6-21	6,000	2,000	918	1,018	1,930	160	164,800	1,030
60 Pensacola	17,747	6-21	4,500	500	1,115	1,276	2,391	165	276,540	1,676
61 Tampa	15,839	6-21	.....	450	867	1,175	2,042	140	228,480	1,632
GEORGIA.										
62 Athens	10,245	6-18	3,111	.....	717	890	1,607	172	183,511	1,073
63 Atlanta	89,872	6-18	* 18,299	.....	5,874	6,713	12,587	186	1,989,645	10,428
64 Augusta	39,441	6-18	12,745	2,400	.....	.....	5,715	185	898,545	4,857
65 Brunswick	9,081	6-18	3,724	200	596	684	1,280	160	* 146,240	* 914
66 Columbus	17,614	6-18	4,375	300	1,400	1,434	2,834	177	395,418	2,234
67 Macon ^c	50,473	6-18	14,008	900	3,391	3,873	7,264	179	1,010,252	5,588
68 Savannah ^d	71,239	6-18	17,208	.....	4,194	4,879	9,073	174	1,183,146	6,793
ILLINOIS.										
69 Alton	14,210	.....	.....	.....	.....	.....	.....	.....	.....	.....
Aurora:										
70 East side	24,147	16-21	5,999	1,218	1,452	1,451	2,903	193	437,530	2,267
71 West side		16-21	1,701	0	681	749	1,430	187	208,635	1,104
72 Belleville	17,484	6-21	6,310	.....	1,419	1,321	2,740	197	475,170	2,398
73 Bloomington	23,286	.....	* 6,369	* 400	2,034	2,317	4,351	175	640,633	3,660
74 Cairo	12,566	6-21	4,420	247	1,039	1,158	2,197	180	307,003	1,705
75 Champaign	9,098	6-21	3,178	250	881	921	1,802	180	237,028	1,316
76 Chicago	1,698,575	6-21	* 626,516	* 88,448	133,451	134,941	268,392	194	40,985,022	211,263
77 Danville	16,354	6-21	4,161	500	1,582	1,646	3,228	190	451,342	2,340
78 Decatur	20,754	6-21	7,381	.....	2,124	2,262	4,386	187	622,710	3,330
79 Dixon	7,917	6-21	* 1,826	* 268	484	540	1,024	176	145,228	825
80 East St. Louis	29,655	6-21	11,595	800	2,701	2,843	5,544	197	7730,000	3,711
81 Elgin	22,433	6-21	6,169	200	.....	.....	3,855	185	668,035	3,611

* Statistics of 1900-1901.

^a Includes Rockville.^b Includes Willimantic.^c Statistics of schools of Bibb County. Population of Macon, 23,272.^d Statistics of schools of Chatham County. Population of Savannah, 54,244.^e Some schools were in session 194 days.^f Estimated.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Total population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
ILLINOIS—continued.											
82	Evanston:										
83	District No. 1.....		6-21	* 3,221	200	849	869	1,718	190	253,526	1,335
	District No. 74 (North Evanston)	19,259	6-21	916	25	180	149	329	189	42,903	227
84	District No. 76 (South Evanston)										
85	Freeport.....	13,258	6-21	2,051	300	547	588	1,136	182	176,020	967
86	Galesburg.....	18,607	6-21	3,877	1,000	1,068	1,211	2,279	190	319,316	1,680
87	Jacksonville.....	15,078	6-21	5,014	400	1,763	3,651	5,414	171	496,447	2,903
88	Joliet.....	29,353	6-21	4,640	.....	1,145	1,280	2,425	175	323,050	1,846
89	Kankakee.....	13,595	6-21	9,082	1,704	2,776	2,778	5,554	184	800,762	4,351
90	Kewanee.....	8,382	6-21	3,357	763	938	919	1,857	185	261,405	1,413
91	LaSalle.....	10,446	6-21	* 2,700	* 3	938	1,026	1,964	181	305,200	1,744
92	Lincoln*.....	8,962	6-21	4,700	1,100	674	656	1,330	190	220,970	1,163
93	Mattson.....	9,622	6-21	4,069	276	.....	.....	1,802	183	218,924	1,170
94	Moline.....	17,248	6-21	* 2,745	160	1,158	1,180	2,338	178	* 284,828	* 1,261
95	Ottawa*.....	10,588	6-21	4,922	.....	1,696	1,759	3,455	173	493,727	2,774
96	Pekin*.....	8,420	6-21	.....	.....	911	840	1,751	192	268,653	1,401
97	Peoria.....	56,100	6-21	.....	871	890	1,731	1,700	170	225,254	1,324
98	Quincy.....	36,252	6-21	19,901	1,701	4,830	5,018	9,848	190	1,580,029	8,364
99	Rockford.....	31,051	6-21	12,661	2,609	2,000	3,002	5,002	187	649,264	3,472
100	Rock Island.....	19,493	6-21	9,848	285	2,989	3,127	6,116	189	927,832	4,909
101	Springfield.....	34,159	6-21	7,932	1,200	1,802	1,879	3,681	177	525,214	2,967
102	Streator.....	14,079	6-21	10,546	1,500	2,893	3,080	5,973	190	876,793	4,615
103	Waukegan.....	9,420	6-21	.....	.....	.....	.....	2,532	179½	363,745	2,026
INDIANA.											
104	Anderson.....	20,178	6-21	6,387	325	1,975	2,075	4,050	180	575,280	3,193
105	Columbus.....	18,130	6-21	2,101	325	788	881	1,669	180	256,680	1,426
106	Elkhart.....	15,184	6-21	3,511	200	1,374	1,427	2,801	180	408,898	2,272
107	Elwood.....	12,930	6-21	.....	.....	.....	.....	.....	.....	.....	.....
108	Evansville.....	59,007	6-21	* 16,274	.....	4,237	4,303	8,540	187	1,261,053	6,744
109	Fort Wayne.....	45,115	6-21	13,806	3,690	2,880	3,031	5,911	186	851,322	4,577
110	Hammond.....	12,376	6-21	4,523	2,000	1,042	1,068	2,108	185	268,805	1,453
111	Huntington.....	9,491	6-21	2,705	500	892	896	1,788	175	252,000	1,440
112	Indianapolis.....	169,164	6-21	41,534	.....	13,813	14,071	27,884	173	4,065,533	22,377
113	Jeffersonville.....	10,774	6-21	3,418	200	930	1,044	1,974	180	332,396	1,847
114	Lafayette.....	10,609	6-21	3,029	220	1,158	1,269	2,427	176	341,193	2,938
115	Lafayette.....	18,116	6-21	.....	700	1,700	1,864	3,564	172	397,492	2,311
116	Logansport.....	16,204	6-21	.....	.....	.....	.....	.....	.....	.....	.....
117	Marion.....	17,337	6-21	6,132	.....	2,025	2,071	4,096	180	509,221	3,187
118	Michigan City.....	14,830	6-21	5,602	.....	1,652	1,115	2,767	184	291,824	1,586
119	Muncie.....	23,042	6-21	5,804	400	1,957	2,149	4,106	176	524,226	2,979
120	New Albany.....	20,628	6-21	5,813	.....	1,703	1,788	3,491	180	504,174	2,684
121	Peru.....	8,463	6-21	3,026	292	932	946	1,878	178	235,672	1,324
122	Richmond.....	18,226	6-21	4,806	500	1,415	1,622	3,037	187	447,865	2,395
123	South Bend.....	35,999	6-21	11,051	2,915	2,613	5,205	7,818	183½	716,598	3,981
124	Terre Haute.....	36,673	6-21	10,982	950	3,335	3,727	7,062	183½	1,006,783	5,427
125	Vincennes*.....	10,248	6-21	3,123	700	932	916	1,848	190	299,250	1,575
126	Wabash.....	8,615	6-21	2,615	* 0	976	1,080	2,056	180	294,840	1,638
127	Washington.....	8,551	6-21	2,635	* 600	869	887	1,756	180	.....	.....
IOWA.											
128	Boone.....	8,880	5-21	2,672	75	1,080	1,116	2,196	176	220,786	1,652
129	Burlington.....	23,201	5-21	7,921	500	2,106	2,299	4,405	186	672,948	3,618
130	Cedar Rapids.....	25,656	5-21	7,597	.....	.....	.....	5,440	176	742,072	4,222
131	Clinton.....	22,698	5-21	5,808	* 600	1,707	1,831	3,538	185	510,045	2,737
132	Council Bluffs.....	25,802	5-21	.....	.....	.....	.....	.....	.....	.....	.....
133	Davenport.....	35,254	5-21	11,721	1,219	3,382	3,312	6,694	190	1,015,360	5,344

* Statistics of 1900-1901.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Total population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
IOWA—continued.										
Des Moines:										
Capital Park.....		5-21	796	6	321	329	650	177	90,060	505
East side.....	62,139	5-21	6,036	300	2,027	2,159	4,186	175	570,500	3,260
West side.....		5-21	14,465				7,553	*176	*964,480	5,129
Dubuque.....	36,297	5-21	12,773	3,000	2,489	2,465	4,954	185	708,381	3,829
Fort Dodge.....	12,162	5-21	2,100		*945	*986	1,931	175	286,100	1,692
Fort Madison*.....	9,278	5-21	2,769	600	642	671	1,313	173	183,380	1,060
Iowa City*.....	7,987	5-21	2,275	300	780	920	1,700	188	253,800	1,350
Keokuk.....	14,641									
Marshalltown.....	11,544	5-21	*3,427	200	1,266	1,374	2,640	175	361,272	2,064
Muscatine.....	14,073	5-21	4,306	*200	1,288	1,328	2,616	*188	417,172	2,219
Oskaloosa.....	9,212	5-21	2,981	0	1,075	1,111	2,186	178	303,134	1,703
Ottumwa.....	18,197	5-21	5,556	150			4,324	186	586,156	3,151
Sioux City.....	33,111	5-21	12,812	900	3,429	3,455	6,884	176½	954,914	5,410
Waterloo:										
East Side.....		5-21	2,800	60	740	760	1,500	172	*227,500	*1,300
West Side.....	12,580	5-21	1,370	600	499	557	1,056	175	142,975	817
KANSAS.										
Atchison.....	15,722	5-21	6,066	*400	979	1,087	2,066	176½	275,492	1,576
Emporia.....	8,223	5-21	2,962	225	915	1,087	2,002	177	275,943	1,559
Fort Scott.....	10,322	5-21	4,194	*100	1,157	1,305	2,462			1,799
Galena.....	10,155	5-21	2,254		901	948	1,849	160	196,970	1,229
Hutchinson.....	9,379	5-21	2,687		996	1,166	2,162	178	333,222	1,703
Kansas City.....	51,418	5-21	17,443		4,799	5,199	9,998	174	1,285,686	7,389
Lawrence.....	10,862	5-21	3,513		1,222	1,363	2,585	176	370,008	2,085
Leavenworth.....	20,735									
Pittsburg.....	10,112	5-21	4,264	125	1,362	1,501	2,863	176	369,776	2,101
Topeka.....	33,608	5-21	11,413		3,436	3,788	7,224	180	1,033,740	5,743
Wichita.....	24,671	5-21	8,429		2,440	2,765	5,205	173	696,325	4,025
KENTUCKY.										
Bowling Green.....	8,226	6-20	2,273	*250	592	603	1,195	186	183,582	987
Covington*.....	42,938	6-20		3,543	2,537	2,505	5,042	190	714,400	3,760
Frankfort.....	9,487	6-20	2,573	250	719	829	1,548	191	195,775	1,035
Henderson.....	10,272	6-20	3,164	100	933	1,021	1,954			*1,649
Lexington*.....	26,369	6-20	7,249		2,001	2,174	4,175			2,932
Louisville.....	204,731	6-20	60,900	6,300	13,407	14,226	27,633	195	4,138,290	21,222
Newport*.....	28,301	6-20	9,826		1,951	2,062	4,013			3,440
Owensboro (white schools)*.....	13,189	6-20	3,153	300	913	967	1,880	184	257,784	1,401
Paducah*.....	19,446	6-20	5,619		1,449	1,660	3,109	183	422,181	2,307
LOUISIANA.										
Baton Rouge.....	11,669	6-18	1,200	350	345	381	726	160	82,560	516
New Orleans.....	287,104	4-18	75,000		14,940	16,265	31,205	184	4,572,952	24,853
Shreveport.....	16,013	6-18	5,674	556	932	1,070	2,002	172	299,251	1,740
MAINE.										
Auburn.....	12,951	4-21	3,771		1,029	991	2,020	162	295,650	1,825
Augusta*.....	11,683	4-21	3,071	200			1,762	182	216,216	1,188
Bangor.....	21,850	4-21	6,056	950	1,564	1,765	3,329	174	517,650	2,975
Bath.....	10,477	4-21	2,883	0	1,000	1,097	2,097	185	303,955	1,643
Biddeford.....	16,145	4-21	5,833	1,800			1,727	176	207,680	1,180
Lewiston.....	23,761	4-21	8,415	1,801	1,617	1,312	2,929	180	370,800	2,060
Portland*.....	50,145	4-21	14,911	1,500	4,543	4,024	8,567	183	1,154,783	6,310
Rockland*.....	8,150	4-21	2,171				1,353	179		
Waterville.....	9,477	4-21	3,380	600	700	730	1,430	*170	*207,400	1,220

* Statistics of 1900-1901.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Total population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
MARYLAND.											
181	Annapolis*	8,402				350	475	835	170	120,000	700
182	Baltimore	508,957						88,528	191	10,284,586	53,486
183	Cumberland	17,128									
184	Frederick	9,296	6-21			766	813	1,579	144	155,664	1,081
185	Hagerstown*	13,591						2,061			1,574
MASSACHUSETTS.											
186	Adams	11,134	5-15	2,323	496			2,403	186	347,262	1,867
187	Amesbury*	9,473	5-15	1,646	516	602	592	1,194	192	184,309	959
188	Arlington	8,603	7-14	1,004	200	742	854	1,596	189	276,469	1,462
189	Attleboro.	11,335	7-14	1,492	45	1,170	1,221	2,391	189	340,378	1,802
190	Beverly	13,884	5-15	2,342	0			2,424	190	392,540	2,066
191	Boston	560,892	5-15	93,281	14,051	48,823	46,738	95,561	1854	15,730,125	83,894
192	Brockton	40,063	5-15	7,198	676	3,526	3,544	7,070	190	1,147,220	6,038
193	Brookline*	19,935	5-15	3,032	325			3,604			2,742
194	Cambridge	91,886	7-14	10,684	3,439	8,034	8,031	16,065	200	2,604,200	13,021
195	Chelsea	34,072	5-15	6,442	*934	3,231	3,271	6,505	184	946,496	5,144
196	Chicopee.	19,167	7-14	1,941	1,018			2,899	194	420,010	2,166
197	Clinton	13,667	5-15	2,478	400			2,244	1904	357,378	1,876
198	Danvers	8,542	5-15	1,450	0	762	818	1,580	190	246,050	1,295
199	Everett.	24,336	5-15	4,456	57			5,768	188	872,696	4,642
200	Fall River.	104,863	5-15	21,442	5,342	7,835	7,643	15,478	195	2,299,830	11,794
201	Fitchburg	31,531	5-15	6,180	2,000	2,182	2,066	4,248	189	690,795	3,655
202	Frammingham	11,802	5-15	1,858		1,083	1,117	2,200	172	317,598	1,846
203	Gardner	10,813	5-15	1,928	5	1,027	1,074	2,101	175	301,875	1,725
204	Gloucester.	26,121	7-14	2,939	254	2,451	2,535	4,986	186	826,584	4,444
205	Greenfield.	7,927	5-15	1,324	24	787	802	1,589	200	262,200	1,311
206	Haverhill	37,175	5-15	5,971	1,580			5,684	191	845,175	4,425
207	Holyoke.	45,712	5-15	9,820	3,649	3,541	3,548	7,089	1944	1,660,220	5,451
208	Hyde Park*	13,244	5-15	2,054	705			1,881			1,512
209	Lawrence	62,559	5-15	10,889	3,244			7,976	1934	1,264,329	6,534
210	Leominster*	12,392	5-15	1,918				2,206	190	329,270	1,733
211	Lowell.	94,969	5-15	14,593	4,000	6,517	6,261	12,778	182	1,731,548	9,514
212	Lynn	68,513	7-14	7,822	2,000			11,851	189	1,670,571	8,839
213	Malden	38,664	7-14	4,408	1,108	3,846	3,433	6,779	1874	1,021,200	5,446
214	Marlboro.	13,609	5-15	2,754	630	1,860	1,394	2,754	192	408,384	2,127
215	Medford	18,244	7-14	2,444	47	2,063	2,024	4,087	182	590,044	3,242
216	Melrose.	12,962	7-14	1,507	0	1,407	1,423	2,830	180	449,668	2,498
217	Milford	11,376	7-14	1,198	300	877	864	1,741	168	246,792	1,469
218	Natick.	9,488	7-14	1,120	0			1,871	190	304,570	1,603
219	New Bedford	62,442	5-15	11,302	2,774	4,435	4,358	8,798	1864	1,308,297	7,015
220	Newburyport.	14,478	5-15	2,508	650			2,062	190	304,060	1,600
221	Newton	33,587	5-15	5,482	*528	3,015	3,132	6,147	186	936,640	5,035
222	North Adams.	24,200	5-15	4,516	1,560	1,682	1,721	3,403	189	536,193	2,837
223	Northampton	18,643	5-15	3,086	400	1,429	1,410	2,839	185	451,808	2,445
224	Peabody*	11,523	7-14	1,366	402	992	912	1,904	197	297,076	1,508
225	Pittsfield.	21,766	5-15	4,021	797	1,966	*976	3,942	1914	619,722	3,237
226	Plymouth	9,592	5-15	1,539	0	802	825	1,627	198	266,508	1,346
227	Quincy	23,899	5-15	5,281	235	2,617	2,593	5,210	187	873,290	4,670
228	Revere	10,895	5-15	2,356	0			2,705	170	342,720	2,016
229	Salem	35,956	5-15	6,198	2,421	2,670	2,387	5,057	200	837,800	4,189
230	Somerville	61,643	5-15	11,000	1,653	5,240	5,402	10,642	184	1,200,400	9,350
231	Southbridge.	10,025	5-15	2,098	1,084	589	583	1,172	191	177,834	931
232	Springfield	62,059	5-15	10,899	1,562	6,289	5,783	12,162	196	1,851,298	9,445
233	Taunton*	31,036	7-14	3,721	778	2,497	2,445	4,942	190	815,080	4,217
234	Wakefield	9,290	5-16	1,864	0	1,010	1,051	2,061	190	337,744	1,777
235	Waltham	23,481	5-15	3,905	1,233	1,614	1,567	3,201	187	504,900	2,700
236	Ware	8,262	7-14	1,109	387	681	652	1,331	193	193,965	1,005
237	Watertown.	9,706	7-14	1,126	500			1,510	185	231,250	1,250
238	Webster*	8,804	5-15	1,601	1,107			880			624
239	Westfield	12,310	5-15	2,100	350	1,056	1,137	2,193	260	363,600	1,818

* Statistics of 1900-1901.

a Estimated.

b The high school was in session 200 days.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Total population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
MASSACHUSETTS—CON.											
240	Weymouth	11,324	7-14	1,500	0	.....	.....	2,084	190	*382,005	*1,959
241	Woburn	11,254	5-15	3,220	263	1,545	1,358	2,903	184	473,800	2,575
242	Worcester	118,421	5-15	20,754	2,844	.....	.....	22,347	185½	3,121,537	16,827
MICHIGAN.											
243	Adrian	9,654	5-20	2,584	350	1,022	986	2,008	195	289,575	1,485
244	Alpena	11,802	6-20	4,485	1,200	1,009	1,027	2,036	180	270,540	1,503
245	Ann Arbor	14,509	5-20	3,250	275	1,293	1,157	2,450	184	379,224	2,061
246	Battle Creek	18,563	7-16	2,612	375	1,786	1,893	3,679	*188½	547,592	2,905
247	Bay City	27,628	5-20	8,974	2,500	2,182	2,355	4,537	189	655,534	3,632
248	Calumet school district	40,000	5-20	7,717	1,000	2,766	2,713	5,479	200	870,631	4,353
249	Detroit	285,704	5-20	83,215	15,854	20,987	20,269	41,256	188	5,915,044	31,463
250	Escanaba	9,549	5-20	3,062	700	1,079	980	2,059	184	275,448	1,497
251	Flint	13,103	5-20	3,218	200	1,164	1,601	2,765	195	404,430	2,074
252	Grand Rapids	87,565	5-20	27,532	4,283	7,868	8,012	15,880	192	2,441,280	12,715
253	Holland	7,730	5-20	2,423	0	964	1,045	2,009	190	296,970	1,563
254	Iron Mountain	9,242	5-20	3,216	0	1,289	1,220	2,509	190	391,552	2,061
255	Ironwood *	9,705	5-20	3,138	450	1,280	1,098	2,378	200	424,200	2,121
256	Iskipping	13,255	5-20	4,152	*600	1,495	1,452	2,947	181½	419,991	2,314
257	Jackson	25,180	5-20	6,035	.....	2,303	2,523	4,826	191	566,697	2,967
258	Kalamazoo	24,404	5-20	6,120	600	2,383	2,506	4,889	187	699,941	3,743
259	Lansing	16,485	5-20	4,657	400	1,566	1,644	3,210	190	460,940	2,426
260	Manistee	14,260	5-20	4,712	1,490	*1,365	*1,484	*2,849	195½	424,821	2,173
261	Marquette *	10,058	5-20	2,566	450	.....	.....	2,278	191	351,440	1,840
262	Menominee	12,818	5-20	4,335	502	1,486	1,524	3,010	186	382,788	2,058
263	Muskegon	20,818	5-20	7,700	1,000	2,873	2,839	5,712	188	861,508	3,846
264	Owosso	8,696	5-20	2,512	.....	.....	.....	1,680	190	*292,416	*1,523
265	Pontiac	9,769	5-20	2,162	200	884	912	1,796	195	280,880	1,184
266	Port Huron	19,158	5-20	6,006	650	*1,988	*2,088	*4,076	195	550,485	2,823
267	Saginaw: East Side	42,345	5-20	8,411	.....	2,466	2,539	5,005	195	785,850	4,050
268	West Side *		5-20	5,472	.....	.....	3,539	.....	.....	.....	2,543
269	Sault Ste. Marie		5-21	3,067	350	1,315	1,425	2,740	193	346,441	1,795
270	Traverse City	9,407	5-20	2,400	*250	.....	.....	2,291	174	272,832	1,568
271	West Bay City	13,119	5-20	*4,319	.....	1,422	1,340	2,762	196	312,412	1,747
MINNESOTA.											
272	Duluth	52,969	.....	12,000	1,000	5,378	5,533	10,911	187½	1,568,442	8,367
273	Fairbault	7,868	5-21	2,000	400	650	754	1,404	180	179,974	1,000
274	Mankato	10,599	5-21	2,500	700	850	950	1,800	175	238,875	1,365
275	Minneapolis	202,718	.....	.....	.....	18,925	19,555	38,480	189	5,883,258	31,123
276	St. Cloud *	8,663	6-21	.....	1,176	556	686	1,252	178	181,098	1,017
277	St. Paul	163,065	.....	.....	10,000	12,615	13,126	25,741	190	3,919,095	20,669
278	Stillwater *	12,318	5-21	.....	500	993	982	1,975	177	293,444	1,657
279	Winona *	19,714	.....	.....	.....	1,456	1,577	3,033	180	518,760	2,882
MISSISSIPPI.											
280	Jackson	7,816	5-21	3,051	227	.....	.....	1,749	180	.....	.....
281	Meridian *	14,050	5-21	.....	500	1,083	1,249	2,332	170	263,049	1,547
282	Natchez	12,210	.....	.....	.....	.....	.....	.....	.....	.....	.....
283	Vicksburg	14,834	.....	.....	.....	.....	.....	.....	.....	.....	.....
MISSOURI.											
284	Carthage	9,416	6-20	2,828	.....	1,030	1,249	2,270	180	309,527	1,730
285	Hannibal	12,780	6-20	4,676	500	1,175	1,433	2,608	178	347,719	1,953
286	Jefferson City	9,664	6-20	2,346	510	522	688	1,210	180	181,980	1,011
287	Joplin	26,023	6-20	7,077	80	2,744	2,861	5,605	170	670,440	3,944

* Statistics of 1900-1901.

α Estimated population of district.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Total population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
MISSOURI—continued.										
288 Kansas City	163,752	6-20	61,749	.....	13,814	15,380	29,194	180	3,877,200	21,540
289 Moberly	8,012	6-20	3,674	300	749	900	1,649	176	221,739	1,258
290 St. Charles	7,982	6-20	2,362	.....	.....	.....	881	200	116,600	583
291 St. Joseph	102,979	6-20	35,865	1,500	5,251	5,723	10,974	180	1,371,960	7,622
292 St. Louis	575,238	6-20	168,337	26,000	39,271	41,691	80,962	194	11,720,704	60,416
293 Sedalia	15,231	6-20	5,136	200	1,469	1,665	3,134	180	351,540	2,511
294 Springfield	23,267	6-20	6,998	500	2,813	2,972	5,785	160	615,011	3,842
295 Webb City	9,201	6-20	2,918	*20	.....	.....	2,090	180	258,300	1,435
MONTANA.										
296 Anaconda	9,453	6-21	2,528	.....	1,034	1,147	2,181	176	281,072	1,597
297 Butte	30,470	6-21	11,500	1,500	3,624	3,714	7,338	180	995,400	5,530
298 Great Falls	14,930	6-21	2,936	37	1,040	1,173	2,213	183	313,829	1,715
299 Helena	10,770	6-21	3,418	.....	1,133	1,262	2,395	173	319,531	1,847
NEBRASKA.										
300 Lincoln	40,169	5-21	13,776	.....	3,461	3,636	7,097	187	984,555	5,265
301 Omaha	102,555	5-21	30,559	2,500	9,448	9,729	19,177	185	2,738,222	14,801
302 South Omaha	26,001	5-21	6,400	528	2,220	2,181	4,401	180	568,954	3,161
NEW HAMPSHIRE.										
303 Berlin	8,886	5-16	2,363	.....	649	583	1,232	178	130,474	733
304 Concord (Union district)*	a 19,632	.....	.....	.....	1,317	1,319	2,636	.....	.....	2,049
305 Dover*	13,207	6-16	2,243	.....	997	904	1,901	182	248,430	1,365
306 Keene (Union district)	9,165	5-16	1,709	283	763	867	1,630	183	b 226,554	b 1,238
307 Laconia	8,042	5-16	1,435	0	732	738	1,470	180	195,840	1,088
308 Manchester	56,987	5-16	9,404	4,561	3,113	3,010	6,123	169	759,360	4,480
309 Nashua	23,898	5-16	4,500	1,600	1,794	1,802	3,596	175	408,625	2,335
310 Portsmouth	10,637	5-16	1,760	360	827	958	1,785	183	250,893	1,371
311 Rochester	8,466	5-16	1,317	360	668	681	1,349	183	173,490	948
NEW JERSEY.										
312 Atlantic City*	27,838	4-20	.....	.....	c 2,341	c 2,419	c 4,760	.....	.....	3,181
313 Bayonne	32,722	4-20	10,000	2,000	.....	.....	5,754	187	268,757	4,111
314 Bloomfield	9,668	4-20	2,700	400	954	1,041	1,995	194	268,500	1,375
315 Bridgeton	13,913	5-20	3,431	60	1,273	1,332	2,605	184	315,174	1,705
316 Camden	75,935	4-20	.....	.....	6,009	6,585	12,594	182	1,524,250	8,375
317 East Orange	21,506	.....	.....	.....	2,026	2,143	4,169	188	576,522	3,066
318 Elizabeth	52,130	5-20	.....	.....	3,800	3,692	7,492	.....	.....	5,379
319 Hackensack*	9,443	4-20	.....	.....	c 999	c 993	c 1,992	.....	.....	1,413
320 Harrison	10,596	5-18	3,300	700	600	400	1,000	189	147,420	780
321 Hoboken	59,364	4-20	.....	1,500	4,776	4,793	9,569	189	1,361,312	7,159
322 Jersey City	206,433	5-18	.....	.....	14,887	15,267	30,154	192	4,642,932	22,249
323 Kearney	10,896	.....	.....	.....	1,148	1,076	2,224	191	337,115	1,765
324 Long Branch	8,872	.....	.....	.....	1,382	1,332	2,714	183	367,973	2,015
325 Millville*	10,583	.....	.....	.....	c 1,193	c 1,093	c 2,202	.....	.....	1,474
326 Montclair	13,902	4-20	.....	350	1,438	1,401	2,839	184	394,807	2,146
327 Morristown	11,267	.....	.....	.....	736	782	1,518	189	221,539	1,172
328 Newark	246,070	5-18	64,000	10,000	20,054	20,565	40,619	189	5,596,497	29,764
329 New Brunswick	20,006	.....	.....	.....	1,402	1,315	2,717	186	392,549	2,081
330 Orange	24,141	4-20	5,900	2,200	1,868	1,848	3,716	190	482,112	2,533
331 Passaic	27,777	4-20	8,000	900	2,575	2,622	5,197	191	646,782	3,402
332 Paterson	105,171	.....	.....	.....	8,021	8,067	16,088	197	2,339,572	11,872
333 Perth Amboy	17,699	4-20	4,500	500	1,754	1,743	3,497	188	482,972	2,569
334 Phillipsburg	10,052	5-18	.....	250	857	923	1,780	190	276,513	1,445

* Statistics of 1900-1901.

a Population of the city of Concord.

b Estimated.

c Between ages of 4 and 20 years.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Total population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
NEW JERSEY—cont'd.										
335 Plainfield	15,369	7-15	3,500	500	1,357	1,358	2,715	182	850,836	1,928
336 Rahway	7,935	5-18	.....	.....	706	710	1,416	185½	187,419	1,012
337 Town of Union	15,187	5-18	5,200	600	1,533	1,585	3,118	193	443,735	2,298
338 Trenton *	73,307	4-20	.....	.....	a 4,796	a 5,044	a 9,840	.....	.....	7,129
339 West Hoboken	23,094	5-20	4,967	* 750	2,440	2,457	4,897	191	641,569	3,359
NEW YORK.										
340 Albany	94,151	4-18	19,867	4,352	6,332	6,438	12,770	182½	1,890,630	10,560
341 Amsterdam	20,929	5-18	4,925	863	1,515	1,465	2,980	194	478,576	2,467
342 Auburn	30,345	5-18	5,577	1,125	1,872	1,925	3,799	189	592,820	3,136
343 Batavia	9,180	5-18	2,206	298	908	932	1,840	180	213,840	1,188
344 Binghamton	39,647	5-18	* 7,000	496	3,461	3,555	7,016	194	1,046,630	5,395
345 Buffalo *	352,387	.....	.....	21,245	30,316	29,311	59,627	.....	.....	42,033
346 Cohoes	23,910	5-21	4,881	1,417	1,447	1,483	2,930	189	374,914	1,983
Cohoes:										
347 District No. 9	11,061	5-18	1,500	600	612	556	1,168	192	167,744	872
348 District No. 13 .....	.....	5-18	700	12	267	355	622	195	91,318	470
349 Cortland	9,014	5-18	1,899	450	680	635	1,315	193	212,300	1,100
350 Dunkirk	11,616	4-18	2,974	1,100	* 859	* 875	* 1,734	189	286,902	1,518
351 Elmira	35,672	5-18	* 7,100	1,191	2,707	2,759	5,466	193	836,784	4,335
352 Geneva	10,433	5-18	2,450	651	756	858	1,614	192	232,578	1,211
353 Glens Falls *	12,613	5-18	1,700	.....	850	861	1,711	181	211,395	1,167
354 Gloversville	18,349	5-18	3,331	* 100	1,619	1,586	3,205	194	517,770	2,669
355 Hornellsville	11,918	5-18	2,500	500	1,068	1,143	2,211	189	302,896	1,602
356 Hudson	9,528	5-18	1,800	350	651	658	1,309	192	210,335	1,097
357 Ithaca	13,136	5-18	2,800	.....	1,083	1,161	2,244	190	346,663	1,800
358 Jamestown	22,892	5-18	5,250	262	2,197	2,290	4,487	190	689,423	3,629
359 Johnstown	10,130	5-18	2,007	0	932	975	1,907	194	294,169	1,516
360 Kingston	24,535	5-18	6,138	765	2,125	2,020	4,145	188	562,120	2,990
361 Lansingburg *	12,595	5-18	2,798	500	1,056	1,035	2,091	191	292,627	1,540
362 Little Falls	10,381	5-18	2,029	525	666	596	1,262	194	189,958	979
363 Lockport	16,581	5-18	3,750	765	1,600	1,579	3,179	194	482,989	2,504
364 Middletown	14,522	5-18	* 2,800	250	1,216	1,221	2,437	188	363,871	1,928
365 Mount Vernon	20,346	5-18	4,926	418	2,130	2,078	4,208	190	597,429	3,145
366 Newburg	24,943	5-18	5,675	1,032	2,080	2,031	4,111	192	597,600	3,112
367 New Rochelle	14,720	5-18	3,975	582	1,562	1,611	3,173	187	434,368	2,332
368 New York	3,437,202	4-21	850,303	655,627	294,963	290,859	585,822	190	79,891,253	420,480
369 Niagara Falls	19,457	5-18	5,300	694	2,067	2,004	4,071	195	540,540	2,772
370 North Tonawanda *	9,069	5-18	2,500	461	975	1,052	2,027	193	304,747	1,579
371 Ogdensburg *	12,633	5-18	3,446	507	1,375	1,271	2,646	181	333,886	1,814
372 Olean school district	9,462	5-18	2,615	280	1,215	1,330	2,545	191	356,643	1,867
373 Oswego	22,199	5-18	5,523	927	1,879	1,952	3,831	192	628,948	3,242
Peekskill:										
374 District No. 7 (Drum Hill) .....	.....	5-18	1,389	500	535	568	1,103	187	152,339	814
375 District No. 8 (Oaksdale)	10,358	5-18	940	30	448	437	885	188	122,242	650
376 Plattsburg	8,434	5-18	2,373	287	1,305	1,068	2,373	175	216,724	1,238
377 Port Jervis	9,385	5-18	2,166	127	990	1,050	2,040	194	300,477	1,549
378 Poughkeepsie	24,029	5-18	4,400	457	1,774	1,610	3,384	182	476,658	2,619
379 Rochester	162,608	5-18	35,189	9,827	11,684	12,003	23,687	190	3,755,450	19,755
380 Rome	15,343	5-18	3,035	579	1,055	1,151	2,206	189	323,476	1,718
381 Saratoga Springs *	12,409	5-18	2,813	.....	.....	.....	2,324	186	326,648	1,755
382 Shenectady	31,682	5-18	8,000	1,475	2,943	2,847	5,790	183	717,112	3,919
383 Syracuse	108,374	5-21	24,800	3,162	10,584	10,824	21,358	195	3,210,860	16,054
384 Troy	60,651	5-18	12,177	3,500	3,546	3,317	6,863	180	990,846	5,535
385 Utica	56,383	5-18	12,225	2,302	4,322	4,792	9,114	191	1,365,514	7,143
386 Watertown	21,696	5-18	4,124	180	1,994	1,951	3,945	196	629,356	3,211
387 Watervliet	14,321	4-18	3,100	1,138	768	835	1,606	190	228,058	1,200
388 White Plains	7,899	4-18	2,009	223	618	742	1,360	191	202,338	1,059
389 Yonkers	47,931	8-16	10,000	2,567	4,157	4,066	8,223	187	1,139,234	6,092

* Statistics of 1900-1901.

a Between ages of 4 and 20 years.

b Between 5 and 18 years.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Total population, census of 1900.	School pop-ulation.		Pupils in private and pa-rochial schools (largely estimated).	Different pupils en-rolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
NORTH CAROLINA.											
330	Asheville.....	14,694	6-21	3,902	600	1,072	1,148	2,220	172	245,960	1,430
331	Charlotte.....	18,091	6-21	2,800	115	479	523	1,002	178	154,860	870
332	Concord*.....	7,910	6-21	3,467	50	884	999	1,883	174	211,932	1,218
333	Greensboro*.....	10,035	6-21	2,703	250	571	643	1,214	164	126,280	770
334	Newbern.....	9,090	6-21	.....	.....	.....	.....	.....	.....	.....	.....
335	Raleigh.....	13,643	6-21	.....	.....	.....	.....	.....	.....	.....	.....
336	Wilmington.....	20,976	6-21	.....	.....	.....	.....	.....	.....	.....	.....
337	Winston.....	10,008	6-21	3,175	300	780	920	1,700	172	206,400	1,200
NORTH DAKOTA.											
398	Fargo.....	9,589	6-21	2,600	.....	1,110	1,114	2,224	176	282,304	1,604
OHIO.											
399	Akron.....	42,728	6-21	11,967	.....	3,963	3,890	7,853	183	1,275,144	6,968
400	Alliance.....	8,974	6-21	2,631	145	917	880	1,797	191	272,000	1,424
401	Ashtabula.....	12,949	6-21	2,355	125	794	810	1,604	180	270,720	1,504
402	Bellaire.....	9,912	6-21	3,361	.....	929	968	1,897	174	228,326	1,316
403	Cambridge.....	8,241	6-21	2,592	0	1,008	967	1,975	167	247,765	1,484
404	Canton.....	30,667	6-21	10,705	1,060	3,096	3,071	6,167	183	916,399	4,994
405	Chillicothe.....	12,976	6-21	4,079	206	1,283	1,306	2,589	180	420,300	2,335
406	Cincinnati.....	325,902	6-21	128,177	25,354	22,882	21,576	44,458	200	6,995,800	34,979
407	Cleveland.....	381,768	6-21	109,047	.....	30,514	30,016	60,560	186	8,797,614	47,299
408	Columbus.....	125,560	6-21	35,323	3,804	9,658	9,966	19,604	184	2,994,048	16,272
409	Dayton.....	85,333	6-21	24,853	3,088	6,706	7,077	13,783	175	1,990,976	11,377
410	East Liverpool.....	16,485	6-21	5,602	404	1,471	1,520	2,991	176	432,784	2,459
411	Elyria*.....	8,791	6-21	2,575	206	738	827	1,565	193	260,550	1,350
412	Findlay*.....	17,613	6-21	5,227	.....	.....	.....	3,577	180	506,880	2,816
413	Fremont.....	8,439	6-21	2,569	360	788	846	1,634	170	204,000	1,198
414	Hamilton*.....	23,914	6-21	6,980	1,400	1,815	1,823	3,638	179	544,697	3,043
415	Ironton*.....	11,868	6-21	4,081	300	1,321	1,162	2,483	178	337,107	1,948
416	Lancaster.....	8,991	6-21	3,560	250	835	819	1,654	174	240,076	1,378
417	Lima.....	21,723	6-21	7,810	.....	.....	.....	4,170	190	623,010	3,279
418	Lorain.....	16,028	6-21	4,044	600	1,276	1,370	2,646	185	372,085	2,011
419	Mansfield.....	17,640	6-21	4,054	.....	1,785	1,861	3,646	175	534,625	3,055
420	Marietta.....	13,348	6-21	4,318	225	1,394	1,414	2,808	185	402,600	2,172
421	Marion.....	11,862	6-21	3,890	.....	1,194	1,221	2,415	176	369,248	2,098
422	Massillon.....	11,944	6-21	4,112	600	1,093	1,062	2,155	186	321,594	1,729
423	Middletown.....	9,215	6-21	2,603	317	806	809	1,615	187	247,775	1,325
424	Newark.....	18,157	6-21	5,070	500	1,683	1,693	3,376	168	420,336	2,502
425	Piqua.....	12,172	6-21	4,177	500	959	961	1,920	180	261,900	1,455
426	Portsmouth.....	17,870	6-21	5,232	400	1,567	1,533	3,100	188	421,872	2,244
427	Sandusky.....	19,664	6-21	6,400	1,123	1,436	1,517	2,953	191	485,904	2,544
428	Springfield.....	38,253	6-21	10,619	1,659	3,159	3,382	6,541	189	989,092	5,233
429	Steubenville*.....	14,319	6-21	4,463	.....	.....	.....	2,245	200	337,400	1,687
430	Tiffin.....	10,989	6-21	3,346	650	702	726	1,428	184	221,360	1,203
431	Toledo.....	131,822	6-21	38,154	.....	11,000	11,138	22,138	191	3,397,317	17,787
432	Warren.....	8,529	6-21	3,165	.....	1,028	1,125	2,153	182	352,898	1,939
433	Wellston.....	8,045	6-21	2,630	0	1,089	983	2,072	177	273,819	1,547
434	Xenia.....	8,696	6-21	2,298	150	784	811	1,595	190	242,263	1,275
435	Youngstown.....	44,885	6-21	13,640	3,000	3,725	3,805	7,530	190	1,127,270	5,333
436	Zanesville*.....	23,538	6-21	6,439	.....	.....	.....	3,922	.....	.....	3,354
OKLAHOMA.											
437	Guthrie*.....	10,066	6-21	2,975	250	1,025	1,139	2,164	176	264,257	1,501
438	Oklahoma City.....	10,037	6-21	4,280	500	1,593	1,667	3,260	180	371,254	2,069
OREGON.											
439	Astoria.....	8,381	4-20	.....	120	762	690	1,452	166	200,418	1,207
440	Portland.....	90,426	4-20	22,014	1,600	6,391	6,308	13,299	191	1,363,317	10,357

* Statistics of 1900-1901.

a Estimated.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Total population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
PENNSYLVANIA.										
Allegheny.....	129,896	8-16	19,238	4,731	9,957	10,052	20,009	200	2,862,806	14,314
Allentown.....	85,416	6-21	7,500	775	2,709	2,857	5,566	190½	977,747	5,185
Altoona.....	38,973	6-21	9,547	1,809	3,207	3,314	6,521	179	934,900	5,223
Beaver Falls.....	10,054	6-16	200	125	861	979	1,840	180	261,000	1,450
Bradford.....	15,654	6-21	3,400	300	1,066	1,135	2,201	180	297,200	1,650
Butler.....	15,029	6-21	*3,800	250	1,355	1,447	2,802	*183	437,406	2,430
Carbondale.....	10,853	6-21	3,000	300	1,109	1,300	2,409	180	344,488	1,908
Carlisle.....	13,336	6-21	*3,424	*310	1,355	1,447	2,802	*183	380,507	2,079
Chambersburg.....	9,626	6-21	*1,768	.....	780	758	1,538	*190	235,600	1,240
Chester.....	6,864	6-21	2,000	150	840	891	1,731	180	236,160	1,312
Columbia.....	33,988	6-21	7,000	890	2,476	2,730	5,206	190	739,260	4,154
Danville.....	12,316	6-21	3,370	425	1,016	1,036	2,052	180	300,600	1,670
Du Bois.....	8,042	6-21	*1,650	400	673	682	1,355	180	184,729	1,014
Dumfries.....	9,375	6-21	1,600	300	.....	.....	1,600	160	180,000	1,125
Dunmore.....	12,838	6-21	*2,800	*50	1,290	1,355	2,645	*198	413,820	2,080
Easton.....	9,036	6-21	*2,000	150	1,031	921	1,952	150	264,780	1,471
Erie.....	25,238	6-21	.....	.....	2,167	2,136	4,303	195½	665,120	3,402
Harrisburg.....	52,733	6-21	17,000	3,000	3,840	3,936	7,776	190	1,108,322	5,813
Hazleton.....	50,167	6-21	.....	675	4,620	4,764	9,384	190	1,313,967	6,934
Homestead.....	14,230	6-21	4,000	400	1,435	1,504	2,939	180	427,680	2,376
Johnstown.....	12,554	6-21	3,500	800	1,200	1,200	2,400	180	324,000	1,800
Lancaster.....	35,936	6-21	10,000	2,000	2,957	3,191	6,148	180	855,360	4,752
Lebanon.....	41,459	8-16	*9,999	*1,000	2,764	3,001	5,765	200	913,400	4,567
McKeesport.....	17,628	6-21	4,200	300	1,342	1,416	2,758	180	377,100	2,095
Mahanoy City.....	34,227	.....	.....	.....	3,125	3,418	6,543	.....	.....	4,724
Meadville.....	13,501	6-16	2,900	300	1,055	1,200	2,255	180	329,580	1,831
Mount Carmel.....	10,291	6-21	2,600	300	1,449	966	1,815	180	260,100	1,445
Nanticoke.....	13,179	6-16	3,500	600	1,075	1,166	2,241	176	255,904	1,454
Newcastle.....	12,116	8-16	3,137	900	1,065	1,164	2,229	180	296,100	1,645
Northampton.....	22,339	6-16	.....	.....	2,666	2,655	5,321	180	740,520	4,114
Norristown.....	22,265	6-21	4,500	400	1,594	1,646	3,240	200	464,000	2,320
Oil City.....	13,264	.....	.....	.....	1,311	1,206	2,517	.....	.....	1,922
Philadelphia.....	1,293,697	6-21	279,417	.....	.....	.....	186,991	179	23,865,746	133,384
Phoenixville.....	9,196	.....	.....	500	640	641	1,281	190	175,370	923
Pittsburg.....	321,616	.....	.....	.....	23,975	24,337	48,312	200	7,418,400	37,092
Pittston.....	12,556	.....	.....	.....	752	891	1,643	.....	.....	1,212
Plymouth.....	13,649	6-21	2,642	700	1,072	1,142	2,214	170	264,860	1,538
Pottstown.....	13,696	6-21	.....	10	1,423	2,833	200	.....	452,800	2,264
Pottsville.....	15,710	.....	.....	.....	1,469	1,397	2,866	.....	.....	2,156
Reading.....	78,961	6-21	19,108	2,000	6,335	6,322	12,657	194	2,114,212	10,898
Scranton.....	102,026	6-21	27,316	4,101	7,990	8,855	16,845	192	2,329,152	12,181
Shamokin.....	18,202	6-21	4,932	1,300	1,782	1,893	3,675	180	495,000	2,750
Sharon.....	8,916	8-21	.....	400	827	894	1,721	180	238,500	1,325
Shenandoah.....	20,321	.....	6,000	600	1,639	1,726	3,365	180	487,200	2,707
South Bethlehem.....	13,241	.....	.....	.....	1,068	972	2,040	.....	.....	1,702
Steelton.....	12,060	.....	.....	300	1,007	956	1,993	180	285,829	1,599
Sunbury.....	9,810	6-21	2,500	25	1,035	1,063	2,098	180	307,980	1,711
Titusville.....	8,244	6-21	2,185	425	754	822	1,576	180	224,148	1,205
Warren.....	8,043	.....	.....	.....	893	906	1,859	.....	.....	1,435
Westchester.....	9,524	6-16	1,762	350	760	861	1,621	200	235,000	1,178
Wilkes-Barre.....	51,721	.....	.....	1,500	4,257	4,280	8,537	196	1,395,000	7,500
Williamsport.....	11,880	6-21	3,500	350	1,189	1,212	2,401	180	337,680	1,876
York.....	28,757	6-21	6,500	765	2,510	2,688	5,198	180	737,820	4,099
York.....	33,708	6-21	8,500	680	2,900	2,879	5,779	180	731,754	4,065
RHODE ISLAND.										
Central Falls.....	18,167	5-15	3,696	1,066	1,340	1,213	2,553	192	299,328	1,559
Cranston.....	13,343	5-15	2,309	16	978	1,009	1,987	*185	348,465	1,787
Cumberland*.....	8,925	5-15	1,993	475	728	840	1,568	192	199,365	1,069
East Providence.....	12,188	5-16	2,978	129	.....	.....	2,796	176	340,912	1,937
Lincoln.....	8,987	7-15	2,088	641	754	644	1,398	.....	.....	860
Newport.....	22,034	5-15	4,560	1,152	1,850	1,920	3,770	182½	527,206	2,889

* Statistics of 1900-1901.

a Estimated.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Total population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
RHODE ISLAND—CON.											
501	Pawtucket	39,231	7-15	8,177	2,271	3,588	3,476	7,014	184	782,044	4,291
502	Providence	175,597	5-15	34,281	5,156	13,929	14,122	28,051	187	4,068,187	21,377
503	Warwick	21,316	5-15	4,862	639	2,255	2,181	4,436	.....	.....	2,316
504	Woonsocket	28,204	5-15	7,052	.....	2,048	1,901	3,949	200	516,200	2,581
SOUTH CAROLINA.											
505	Charleston	55,807	6-21	9,728	.....	3,432	4,887	8,319	185	881,710	4,766
506	Columbia	21,108	6-21	5,000	600	1,187	1,466	2,653	173	312,925	1,809
507	Greenville	11,860	.....	.....	.....	.....	.....	.....	.....	.....	.....
508	Spartanburg	11,395	6-20	2,800	280	1,057	1,102	2,159	177	262,314	1,482
SOUTH DAKOTA.											
509	Sioux Falls	10,266	6-20	3,188	300	1,188	1,190	2,378	180	308,340	1,713
TENNESSEE.											
510	Chattanooga	30,154	6-21	8,342	* 400	2,394	2,805	5,199	174	600,836	3,457
511	Clarksville	9,431	6-21	3,687	125	864	964	1,828	193	223,687	1,159
512	Jackson	14,511	6-21	6,893	375	1,300	1,196	2,496	180	381,420	2,119
513	Knoxville	32,637	6-21	9,458	400	2,500	2,707	5,207	177	727,016	4,107
514	Memphis	102,320	6-21	27,325	3,000	4,834	5,844	10,678	173	1,297,176	7,446
515	Nashville	80,865	6-21	29,782	.....	5,815	6,496	12,311	186	1,820,914	9,790
TEXAS.											
516	Austin	22,258	8-17	4,482	.....	1,664	1,847	3,511	176	568,585	2,662
517	Beaumont	9,427	.....	.....	.....	.....	.....	.....	.....	.....	.....
518	Corsicana	9,313	7-18	1,840	200	913	957	1,870	180	244,440	1,358
519	Dallas	42,638	8-17	8,012	.....	4,037	3,173	7,210	175	940,975	5,377
520	Denison	11,807	8-17	2,885	300	1,100	1,156	2,256	179	307,522	1,718
521	El Paso	15,806	8-17	3,104	600	1,229	1,285	2,514	171	275,973	1,616
522	Fort Worth	26,688	7-21	5,000	150	2,292	2,522	4,814	178	634,729	3,566
523	Gainesville	7,874	8-17	1,632	.....	744	886	1,630	180	219,060	1,217
524	Galveston	37,789	8-17	4,749	500	2,107	2,291	4,398	172	533,036	3,100
525	Houston	44,633	8-19	9,323	500	3,556	4,080	7,636	170	α 888,000	α 5,200
526	Laredo	13,429	8-17	* 2,500	1,000	567	582	1,149	180	119,327	663
527	Palestine	8,297	8-16	2,138	275	714	902	1,616	177	217,479	1,229
528	Paris	9,358	8-17	2,503	112	984	1,256	2,240	160	312,000	1,900
529	San Antonio	53,321	8-18	10,437	3,300	3,972	4,237	8,209	169	1,275,791	7,546
530	Sherman	10,243	8-17	2,407	.....	994	1,177	2,171	170	268,679	1,581
531	Tyler	8,069	8-17	1,852	175	747	808	1,555	178	191,636	1,076
532	Waco	20,686	7-21	5,706	850	1,894	2,156	4,050	177	493,289	2,787
UTAH.											
533	Ogden	16,313	6-18	5,824	249	2,134	2,266	4,400	176	637,296	3,621
534	Salt Lake City	53,531	6-18	.....	.....	6,429	6,824	13,253	175	1,799,350	10,282
VERMONT.											
535	Barre	8,448	5-18	2,200	35	1,088	1,131	2,219	176	217,785	1,237
536	Burlington	18,640	5-18	4,415	1,250	1,378	1,317	2,695	* 182	α 363,636	1,998
537	Rutland	11,499	5-18	2,830	600	.....	.....	.....	.....	344,280	1,812
VIRGINIA.											
538	Alexandria	14,528	5-21	4,831	500	990	1,036	2,026	194	297,402	1,533
539	Danville	16,520	5-21	5,050	570	1,211	1,407	2,618	176	317,680	1,805
540	Lynchburg	18,891	7-20	* 6,785	450	1,550	1,900	3,450	184	501,946	2,729
541	Manchester	9,715	.....	.....	.....	.....	.....	.....	.....	.....	.....
542	Newport News	19,635	5-21	4,194	200	1,220	1,599	2,819	182	367,276	2,018
543	Norfolk	46,624	5-21	12,247	.....	2,459	2,380	4,839	192	748,800	3,900

* Statistics of 1900-1901.

α Estimated.

TABLE 7.—Statistics of population, school enrollment, and attendance in cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Total population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
VIRGINIA—continued.										
544 Petersburg*.....	21,810	5-21	7,618	400	1,543	1,857	3,400	180	466,380	2,591
545 Portsmouth.....	17,427	.....	.....	.....	.....	.....	.....	.....	.....	.....
546 Richmond.....	85,050	5-21	24,937	2,500	5,466	6,737	12,203	181	1,810,000	10,000
547 Roanoke.....	21,495	5-21	6,572	868	1,872	2,214	4,086	178	449,450	2,525
WASHINGTON.										
548 Everett.....	7,838	5-21	3,598	287	1,220	1,322	2,542	172	217,340	1,845
549 Seattle.....	80,671	5-21	19,036	927	6,694	6,854	13,548	131	1,981,625	10,375
550 Spokane.....	36,848	5-21	9,031	875	3,802	4,126	7,928	172	1,003,703	5,819
551 Tacoma.....	87,714	5-21	11,261	649	3,984	3,967	7,951	192	1,205,288	6,277
552 Walla Walla.....	10,049	5-21	*2,686	.....	875	982	1,857	193	226,770	1,164
WEST VIRGINIA.										
553 Charleston.....	11,099	6-21	3,868	20	1,323	1,465	2,788	176	357,232	2,030
554 Huntington.....	11,923	6-21	3,582	115	1,128	1,216	2,344	158	278,060	1,760
555 Parkersburg.....	11,703	6-21	4,386	200	1,614	1,729	3,343	184	462,096	2,510
556 Wheeling.....	33,878	6-21	10,959	1,200	2,552	2,730	5,282	185	742,500	4,014
WISCONSIN.										
557 Appleton.....	15,085	4-20	5,292	1,500	1,273	1,296	2,569	176	342,394	1,962
558 Ashland.....	13,074	.....	4,598	975	1,305	1,359	2,664	190	379,497	1,997
559 Beloit.....	10,436	4-20	4,058	118	1,266	1,395	2,661	187	371,943	1,989
560 Chippewa Falls.....	8,094	4-20	3,267	819	652	735	1,387	178	206,469	1,147
561 Eau Claire.....	17,517	7-14	3,043	271	2,096	2,261	4,357	180	575,698	3,549
562 Fond du Lac.....	15,110	4-20	5,000	635	1,612	1,553	3,195	177	389,349	2,200
563 Green Bay.....	18,684	4-20	6,644	853	1,929	1,981	3,910	200	568,145	2,854
564 Janesville.....	13,185	4-20	3,909	235	1,214	1,283	2,497	180	348,238	1,904
565 Kenosha.....	11,606	4-20	4,205	750	870	878	1,748	188	251,356	1,337
566 La Crosse.....	28,895	4-20	10,052	1,092	2,707	2,646	5,353	193	816,776	4,232
567 Madison.....	19,164	4-20	5,834	944	1,584	1,618	3,202	185	487,400	2,638
568 Manitowoc.....	11,786	.....	.....	.....	.....	.....	.....	.....	.....	.....
569 Marinette.....	16,195	4-20	6,067	700	1,965	1,944	3,909	179	528,587	2,953
570 Merrill.....	8,537	4-20	3,469	770	917	920	1,837	180	252,000	1,400
571 Milwaukee.....	285,315	4-20	102,813	*21,766	21,903	20,603	42,506	198	6,406,748	32,328
572 Oshkosh.....	28,284	4-20	9,490	.....	2,321	2,365	4,686	197	663,414	3,384
573 Racine.....	29,102	4-20	10,481	1,138	2,809	2,785	5,594	200	909,058	4,545
574 Sheboygan.....	22,962	4-20	8,865	1,700	2,131	2,162	4,293	196	655,553	3,345
575 Stevens Point*.....	9,524	4-20	3,999	555	828	794	1,622	185	221,354	1,257
576 Superior.....	31,091	4-20	*7,718	*853	3,144	3,230	6,374	176	797,624	4,525
577 Watertown*.....	8,437	4-20	3,963	840	569	580	1,149	196	174,330	894
578 Wausau.....	12,354	4-20	5,271	741	1,580	1,588	3,168	180	426,780	2,371
WYOMING.										
579 Cheyenne.....	14,087	.....	.....	200	656	692	1,348	175	169,895	965
580 Laramie.....	8,207	.....	.....	.....	.....	.....	.....	.....	.....	.....

* Statistics of 1900-1901.

a Estimated.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1901-2.

City.	Supervising officers.			Regular teachers.			Grades in which drawing is given.	Grades in which manual training, other than drawing, is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
	Male.	Female.	Total.	Male.	Female.	Total.							
I	2	3	4	5	6	7	8	9	10	11	12	13	14
ALABAMA.													
1 Anniston *	1	0	1	3	8	11	None	All below high school.			3	4,504	\$275,000
2 Birmingham	3	1	4	10	100	110	All	None	All		11		14,000
3 Huntsville	2	0	2	2	13	15	First 6.	None			3		
4 Mobile													
5 Montgomery	2	0	2	4	72	76	All	None	0	0	10	2,400	170,000
6 Selma	1	2	3	1	21	22	First 8.	None	0	0	3	1,000	60,000
ARIZONA.													
7 Tucson	2	0	2	1	20	21	All	None			4	960	100,000
ARKANSAS.													
8 Fort Smith	1	0	1	11	46	57	All	a 5 to 8 and high schools.	0	1	8	2,740	60,000
9 Hot Springs *							None		0	0			320,000
10 Little Rock	3	0	3	13	79	92	None				13	4,707	75,000
11 Pine Bluff	2	0	2	15	28	43	All	None			7	1,650	
CALIFORNIA.													
12 Alameda	7	3	10	5	73	78	All	6 to 8.	* 0	1	7	2,711	177,250
13 Berkeley	2	2	4	8	72	80	All, including high school.		0		16	3,164	270,800
14 Fresno	2	1	3	12	57	69	All	8 to 10.	0	1	8	3,121	179,150
15 Los Angeles.	16	17	33	34	509	543	All	1 to 8.	40	1	55	21,505	1,475,265
16 Oakland	13	5	18	21	223	244	All	High school	1	2	19	10,000	1,513,500
17 Pasadena	1	3	4	8	60	68	All	1 to 4.	5	1	11	2,600	203,025
18 Riverside *	1	1	2	4	33	37	None		1		6	1,460	110,000
19 Sacramento	4	1	5	2	127	129	All		7	1	15	4,400	369,000
20 San Diego	6	1	7	1	177	178	1 to 8.	4 to 8.	6	* 0	13	3,260	160,000
21 San Francisco.	28	50	78	48	847	895	All, including high school.	7, 8 and Polytechnic high school.	0	7	86	38,093	6,337,400
22 San Jose	8	9	17	2	93	95	All	None	5	* 1	13	4,063	588,340

	Stockton.	Vallejo.		2	2	4	7	51	58	1 to 10.	9 and 10.	0	1	12	2,429	338,354
				2	2	4	3	23	32	3 to 8.	None	0	1	5	1,426	60,000
COLORADO.																
25	Colorado Springs.			5	3	8	7	105	112	All	None		*0	14	5,342	566,000
26	Cripple Creek school district			1	3	4	11	163	114	1 to 8.	1 to 4.	0		19	4,300	200,000
27	Denver:															
28	District No. 1.			4	3	7	10	274	284	1 to 12.	1 to 12.	21	*0	22	13,547	1,725,457
29	District No. 2.			11	0	11	12	116	128	All	None	5		11	6,137	675,000
30	District No. 7.			1	2	3	0	22	22	All	1 to 3.	0	1	5	9,900	50,000
31	District No. 17.			6	1	7	12	86	98	All	4 to 12.	0	0	2	4,595	120,000
32	Leadville.			2	1	3	6	37	43	All	None	0	0	2	2,019	150,000
33	Pueblo:															
34	District No. 1.			3	3	6	2	76	78	1 to 8.	5 to 7.	3	0	8	2,806	207,000
35	District No. 20.			1	4	5	4	71	78	All	All above 3d including high school.	0		8	3,000	300,000
CONNECTICUT.																
36	Ansonia.			1	2	3	0	61	61	All	None	0	1	6	2,600	150,000
37	Bridgeport.			7	3	10	9	231	240	All	All	0	4	*28	*10,300	1,031,614
38	Bristol.			1	3	4	4	47	51	All below high school.	5 to 8.	3	0	13	2,167	125,400
39	Danbury.*													19	3,226	626,200
40	Hartford.			9	6	15	23	231	304	From the 5th through high school.	From the 7th through high school.	12	3	21	10,348	2,845,700
MANCHESTER.																
41	Town schools*.															
42	Ninth district.			1	0	1	3	23	26	All	Below high school.	1		8	891	633,500
43	Meriden.			3	1	4	3	102	105	All	None	0	1	2	1,300	100,000
44	Middletown.			1	2	3	1	31	32	All	None	0	0	18	4,747	234,989
45	Naugatuck.			2	1	3	5	46	51	All	None	0	0	4	1,350	100,000
46	New Britain.			5	6	11	8	110	118	All	6 to 11 for boys	3	1	11	1,400	250,000
47	New Haven.			12	7	19	10	445	455	All	All	8	3	11	3,750	500,000
48	New London.			2	2	4	2	69	71	1 to 8.	4 to 7.	15	5	48	16,540	1,711,705
49	Norwalk.*										7 and 8.	4	1	6	2,901	450,000
50	Norwich.													13	3,537	6172,100
51	Central district.			1					40	All	None	5	0	5	1,200	140,000
52	West Chelsea district.			2	0	2	0	23	23	7 to 9.	None			4	1,018	60,000
53	Stamford.*			5	4	9	11	81	98			2	1	10	3,773	290,000
54	Torrington.			2	4	6	2	49	51	1 to 7.	None	0	0	11	*1,650	150,000
55	Vernon.*			1	2	3	3	29	32		None	0	0	12	1,600	100,000
56	Wallingford.*										None			9	2,059	6134,700
57	Waterbury.			1	4	5	11	176	187	All	None	0		18	7,532	841,526
58	Windham.*			*2	*1	*3	3	26	39	All	None	3	0	11		*116,355
DELAWARE.																
59	Wilmington.			2	4	6	9	274	283	All	5, 6, and high school	*0	*0	29	10,952	975,613

* Statistics of 1900-1901.

* Sewing only in grades 5 to 8, and this in only two schools.

b Value of sites and buildings.

c Includes Rockville.

d Includes Williamatic.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1901-2.—Continued.

City.	Supervising officers.			Regular teachers.			Grades in which drawing is given.	Grades in which manual training, other than drawing, is given.	Number of kindergartens.				Buildings used for school purposes.	Seats or sitting places in all public schools.	Value of public property used for school purposes.
	Male.	Female.	Total.	Male.	Female.	Total.			10	11	12	13			
1							8	9	10	11	12	13		14	
DISTRICT OF COLUMBIA.															
57 Washington.....	13	13	26	171	1,152	1,323	1 to 8	7, 8, and m. t. high school....	32	10	139	41,013			\$4,600,810
FLORIDA.															
58 Jacksonville*.....	2	0	2	23	148	171	None	None	0	1	9	4,138			79,359
59 Key West.....	1	0	1	2	92	94	1 to 8	None	0	0	4				55,800
60 Pensacola.....	2	0	2	6	36	42	All	None	0	0	11	2,286			21,273
61 Tampa.....	3	0	3	4	36	40	Grammar	2, 3, 5, and 8	0	0	7	1,880			
GEORGIA.															
62 Athens.....	1	0	1	4	31	35	All	Grammar	0	0	6	1,750			30,000
63 Atlanta.....	5	0	5	10	235	245	All	All	0	1	25	11,907			435,860
64 Augusta.....	1	1	2	6	95	101	All	None	4	3	13				160,000
65 Brunswick.....	1	0	1	2	24	26	1 to 8	None	*	0	4	*			60,000
66 Columbus.....	3	2	5	15	53	68	1 to 8	1 to 3	0	1	10	2,720			150,000
67 Macon.....	1	1	2	10	145	155	None	None	0	0	49	7,500			*225,350
68 Savannah.....	1	0	1	27	163	190	None	None	0	0	53	9,500			450,000
ILLINOIS.															
69 Alton.....															
Aurora.....	3	5	8	2	54	56	All	6 to 8 and high school			9	2,661			212,000
East Side.....	1	1	2	3	24	27	All	None			3	1,700			96,500
West Side.....	3	0	3	12	51	63	All	None	0	0	7	3,188			138,675
Belleville.....	2	3	5	0	102	102	1 to 8	7 and 8			*	*4,250			
Bloomington.....	2	1	3	2	4	41	All	Sewing in 1 high school	0	0	10	1,952			151,800
Cairo.....	2	2	4	3	39	42	2 to 7	8 and first year in high school.	0	0	6	1,650			125,000
Champaign.....	2	2	4	3	39	42	2 to 7	8 and first year in high school.	0	0	6	1,650			125,000
Chicago.....	165	142	307	352	5,116	5,468	All	5 to 8 and 1 high school	89	0	335	235,482			25,074,900
Danville.....	1	1	2	7	61	68	1 to 8	None			8	3,024			212,800
Decatur.....	1	4	5	9	80	89	1 to 9	None	0	0	12	4,400			276,750
Dixon.....	2	1	3	3	18	21	12	8	0	0	4	1,126			85,000

80	East St. Louis.....	14	1	15	5	103	108	All except 12th	None	15	5,000
81	Evansville.....	1	3	4	8	102	119	All	None	12	4,500
82	District No. 1.....	2	4	6	0	54	54	All	3	0	6
83	District No. 74 (North Evansville).....	0	1	0	10	10	10	All	None	0	1
84	District No. 76 (South Evansville).....	1	2	3	0	29	29	1 to 8	None	1	0
85	Freeport.....	2	2	4	4	47	51	All	0	0	7
86	Galesburg.....	3	2	5	8	76	84	1 to 8	0	0	10
87	Jacksonville.....	2	4	6	2	55	57	1 to 8 and first 2 years of high school.	None	7	2,475
88	Joliet.....	2	2	4	5	113	118	1 to 8	None	21	6,000
89	Kankakee.....	2	2	4	1	42	43	1 to 10	0	0	8
90	Kewanee.....	2	3	5	4	44	49	All	0	*0	6
91	Lasalle.....	1	2	3	1	26	27	All except 1	High school	100	133,000
92	Lincoln *.....	2	5	29	31	23	34	All	None	0	7
93	Mattoon.....	1	1	2	3	46	46	1 to 8	None	0	6
94	Moline.....	1	2	3	6	86	92	All	None	0	9
95	Ottawa *.....	3	1	4	3	34	37	None	None	0	6
96	Pekin *.....	1	0	1	5	34	39	None	2	0	6
97	Peoria.....	12	10	22	18	245	263	All	None	19	1,700
98	Quincy.....	5	9	14	3	101	104	8 to 12	4	13	2,847
99	Rockford.....	1	1	2	8	139	147	Grammar	0	0	17
100	Rock Island.....	3	1	4	6	75	81	7 to 10	3,300	13	3,300
101	Springfield.....	8	1	4	6	75	81	7, 8, and high school	0	0	10
102	Streator.....	1	2	3	19	121	140	7 to 10	3,305	15	*3,367
103	Waukegan.....	1	1	2	0	50	50	None*	0	0	10
INDIANA.											
104	Anderson.....	2	2	4	10	74	81	All	None	11	3,970
105	Columbus.....	3	0	3	10	30	40	All	2	0	7
106	Elkhart.....	1	2	3	7	61	68	1 to 8	None	0	9
107	Elwood.....	11	9	20	18	203	221	All	None	5	9,700
108	Evansville.....	5	13	18	145	146	146	All	1 to 3	23	5,883
109	Fort Wayne.....	1	1	2	4	57	61	All	None	6	0
110	Hammond.....	1	1	2	3	88	46	All	None	7	2,632
111	Huntington.....	1	2	3	8	66	67	All	None	0	6
112	Indianapolis.....	8	15	23	75	602	677	All	4 to 8 and m. t. high school.	57	27,672
113	Jeffersonville.....	2	0	2	7	39	46	1 to 8	None	0	0
114	Kokomo.....	1	0	1	12	46	58	All below high school.	None	7	1,942
115	Lafayette.....	8	3	11	13	70	83	1 to 9	None	0	9
116	Logansport.....	2	1	3	15	75	90	All	Primary	14	4,000
117	Martinsville.....	3	3	6	5	37	42	All	4	8	1,332
118	Melchiam City.....	2	1	3	12	64	74	All	None	10	3,500
119	Muncie.....	2	1	3	14	60	70	None	1	14	3,670
120	New Albany.....	1	1	3	39	39	48	None	0	1	225,757
121	Peru.....	1	2	3	74	74	81	All	None	10	1,825
122	Richmond.....	3	1	4	7	74	81	All	None	6	126,200
123	Richmond.....	3									

*Statistics of 1900-1901.

Statistics of the schools of Chatham County.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1901-2.—Continued.

City.	Supervising officers.			Regular teachers.			Grades in which drawing is given.	Grades in which manual training, other than drawing, is given.	Number of kindergartens.			Buildings used for school purposes.	Seats or sittings for the schools.	Value of public property used for school purposes.
	Male.	Female.	Total.	Male.	Female.	Total.			10	11	12			
I							8	9					13	14
INDIANA—continued.														
123 South Bend.....	4	7	11	5	112	117	1 to 8.....	None	6	—	—	10	4,701	\$451,750
124 Terre Haute.....	2	1	3	29	161	193	All.....	None	22	0	—	21	7,116	565,741
125 Vincennes.....	1	0	1	10	29	39	1 to 8.....	None	1	—	—	6	1,500	155,000
126 Wabash.....	1	2	3	0	52	52	All.....	None	—	1	—	7	2,100	139,000
127 Washington.....	2	0	2	12	22	34	None.....	None	0	0	—	4	—	175,000
IOWA.														
128 Boone.....	2	1	3	2	51	53	1 to 8.....	None	—	—	—	7	2,300	97,400
129 Burlington.....	1	2	3	11	103	114	1 to 8.....	None	5	—	—	12	5,000	254,500
130 Cedar Rapids.....	2	2	4	7	141	148	1 to 8.....	None	2	0	—	13	—	541,425
131 Clinton.....	2	5	7	1	86	87	All.....	None	—	—	—	1	3,600	250,000
132 Council Bluffs*.....	2	6	8	4	127	131	—.....	None	8	0	—	18	—	350,000
133 Davenport.....	15	2	17	9	149	158	All.....	9 and high school	—	—	—	15	—	520,725
Des Moines:														
134 Capital Park.....	1	2	3	0	15	15	All.....	None	0	0	—	4	550	45,000
135 East Side.....	1	3	4	3	94	97	All.....	None	0	—	—	10	3,600	295,200
136 West Side.....	2	4	6	12	208	220	All.....	7, 8, and high school	18	0	—	24	—	703,184
137 Dubuque.....	4	4	8	12	120	132	All below high school.....	—	6	0	—	19	5,400	370,000
138 Fort Dodge.....	2	2	4	1	51	52	All.....	None	1	—	—	7	2,200	275,000
139 Fort Madison*.....	1	0	1	3	27	30	—.....	None	0	0	—	5	1,400	90,000
140 Iowa City*.....	1	2	3	5	39	44	—.....	5 to 12.....	—	—	—	8	1,650	124,000
141 Keokuk.....	—	—	—	—	—	—	—.....	—	—	—	—	—	—	—
142 Marshalltown.....	—	—	—	4	62	66	All.....	None	7	—	—	8	2,200	400,000
143 Muscatine.....	1	0	1	4	59	63	All below high school.....	None	0	0	—	10	2,339	150,000
144 Oskaloosa.....	2	0	2	5	46	51	Below high school.....	None	6	—	—	6	2,300	167,500
145 Ottumwa.....	—	—	—	—	—	—	—.....	*None.	101	—	—	11	4,000	300,000
146 Sioux City.....	7	7	14	6	151	157	1 to 8.....	None	0	0	—	25	7,094	*727,300
Waterloo:														
147 East Side.....	1	5	6	1	43	41	1 to 9.....	None	0	0	—	7	1,500	140,000
148 West Side.....	1	0	1	1	31	32	1 to 8.....	—	1	—	—	4	1,100	125,000

212	Lynn	1	0	1	20	242	262	All	9 and high school	0	2	46	1,065,800	
213	Malden	1	0	4	14	162	176	All	9 and high school	5	18	7,050	885,711	
214	Marlboro	2	1	3	8	103	95	All	None	0	8	2,830	257,105	
215	Medford	3	0	2	16	81	97	1 to 10	6, 8, and 9	7	1	4,036	762,650	
216	Melrose	2	0	3	8	78	86	All	None	0	13	*	722,171	
217	Milford	3	0	3	1	42	43	All	None	0	1	1,890	100,000	
218	Natick	1	2	3	5	43	48	All	None	0	11	2,000	1,012,109	
219	New Bedford	8	8	16	5	210	216	All	7 to 9	0	23	9,710	1,912,972	
220	Newburyport	1	0	1	5	46	51	All	None	0	3	2,381	137,972	
221	Newton	1	4	7	17	181	198	All	4, 7, and 8	15	25	6,892	1,006,370	
222	North Adams	4	7	11	5	92	97	All	8 and 9	4	13	3,775	450,000	
223	Northampton	2	4	6	5	85	90	All	5 to 7	1	21	8,206	346,400	
224	Peabody*	1	0	1	6	49	55	All	None	1	2	132,360	136,400	
225	Pittsfield	4	1	5	7	107	114	All	None	0	4	4,784	546,000	
226	Plymouth	1	2	3	5	45	50	All	5 to 9	0	27	1,700	150,000	
227	Quincy	2	4	4	12	113	127	1 to 10	5 to 8	0	3	5,637	525,725	
228	Revere	2	4	0	4	62	65	All	5 to 8	0	12	2,700	385,000	
229	Salem	3	2	5	26	255	281	All	Grammar	4	24	5,784	540,400	
230	Somerville	2	2	5	26	255	281	All	Grammar	4	24	5,784	540,400	
231	Southbridge	5	9	14	19	304	323	All	10 and 11	11	33	11,214	1,180,047	
232	Springfield	2	1	3	13	124	137	1 to 10	Primary	0	9	1,312	116,111	
233	Taunton	2	2	4	4	54	58	All	6 to 9, and high school	10	33	11,480	2,052,475	
234	Wakefield	6	1	7	4	80	84	1 to 13	7 to 9	0	7	6,610	446,200	
235	Waltham	2	1	3	4	80	84	1 to 13	5 to 13	0	10	*2,800	235,000	
236	Ware	2	1	3	1	30	31	All	None	0	4	3,207	518,150	
237	Watertown	3	4	7	2	33	41	All	1 to 8	1	1	1,800	102,375	
238	Webster	2	2	4	5	63	68	All	5 to 9	3	18	3,200	331,450	
239	Westfield	2	4	3	7	53	60	All	None	0	0	19	181,400	
240	Weymouth	2	1	3	5	65	70	All below high school	None	0	1	3,221	242,574	
241	Woburn	2	1	3	5	65	70	1 to 9	9	0	14	*22,559	2,702,351	
242	Worcester	18	8	26	49	508	557	1 to 9	9	12	70			
MICHIGAN.														
243	Adrian	1	2	3	2	41	43	1 to 10	None	0	0	7	1,875	150,000
244	Alpena	1	1	1	2	39	41	Primary and grammar	None	0	0	8	1,922	89,119
245	Ann Arbor	1	1	3	4	59	69	All	3 to 9	0	0	7	2,280	220,000
246	Battle Creek	3	2	5	7	85	92	All	5 to 8	0	9	3,331	250,000	
247	Bay City	2	4	6	5	113	118	1 to 10	5 to 8	0	0	11	4,730	310,000
248	Calumet school district	1	4	5	9	121	130	1 to 8	From 5 through high school	13	0	18	5,571	138,700
249	Detroit	26	50	76	42	855	897	All	4 to 8	33	10	71	83,654	4,028,000
250	Escanaba	1	2	2	4	36	37	1 to 8	None	0	5	1,747	125,000	
251	Flint	2	2	2	4	61	65	1 to 8	7 and 8	0	0	9	2,400	330,000
252	Grand Rapids	8	34	42	25	373	398	1 to 9	5 to 8	29	38	15,843	1,225,300	
253	Holland	1	1	0	3	37	41	1 to 10	None	3	5	1,720	101,500	
254	Iron Mountain	1	1	0	1	47	51	1 to 7	None	0	0	7	2,200	150,000
255	Iron wood*	1	0	3	3	52	55	From 1 through high school	None	5	0	8	2,200	150,000
256	Ishpeming	3	3	6	2	59	61	1 to 8	From 6 through high school	5	0	13	8,917	250,000
257	Jackson	1	2	3	7	83	90	1 to 8	None	0	0	13	8,792	250,000
258	Kalamazoo	1	0	1	6	103	109	All	5 to 12	9	1	10	5,017	480,000
259	Lansing	1	2	3	3	75	78	1 to 8	None	0	0	12	*8,126	180,000

*Statistics for 1900-1901.

MISSOURI.									
284	Cardinge.....	1	0	1	7	41	48	All.....	7, 8, and high school.
285	Hannibal.....	2	1	3	4	55	59	Elementary and first year of high school.	1, 2, 3, and 8.....
286	Jefferson City.....	1	0	1	4	21	25	All.....	High school.....
287	Jonlin.....	1	0	3	16	89	105	All.....	5 to 7 in three schools.....
288	Kansas City.....	24	11	35	89	589	678	All.....	3 to 9.....
289	Mohealy.....	1	0	1	9	26	35	All below high school.....	.....
290	St. Charles.....	1	0	1	10	238	17	.....	.....
291	St. Joseph.....	1	0	1	10	238	257	All.....	None.....
292	St. Louis.....	23	26	40	86	1,607	1,693	1 to 8.....	7 and 8.....
293	Sedalia.....	3	0	3	8	68	71	All.....	High school.....
294	Springfield.....	2	0	2	8	76	84	In some of the lower grades.	None.....
295	Webb City.....	*1	*0	*1	*1	*29	*30	.....	None *.....
MONTANA.									
296	Anaconda.....	2	1	3	2	42	44	1 to 8.....	None.....
297	Butte.....	6	9	15	7	158	165	All.....	None.....
298	Great Falls.....	1	1	2	3	46	49	All.....	None *.....
299	Helena.....	1	4	5	3	47	50	All.....	4A to 6A.....
NEBRASKA.									
300	Lincoln.....	3	1	4	13	167	180	Kindergarten to 8.....	None.....
301	Omaha.....	2	20	22	14	378	392	1 to 12.....	9 and 10.....
302	South Omaha.....	2	4	6	2	99	101	All.....	None.....
NEW HAMPSHIRE.									
303	Berlin.....	0	0	0	3	22	25	None.....	None.....
304	Concord (Union district)*.....	1	0	1	2	58	60	.....	.....
305	Dover.....	2	1	3	5	35	40	.....	.....
306	Keene (Union district).....	1	2	3	4	41	48	2 to 11.....	None.....
307	Lancaster.....	2	1	3	2	32	34	All.....	None.....
308	Manchester.....	3	1	4	15	125	140	All.....	8 and 9.....
309	Nashua.....	3	7	10	2	80	82	All.....	None.....
310	Portsmouth.....	3	2	5	5	42	47	1 to 10.....	None.....
311	Rochester.....	1	1	2	3	28	31	All.....	None.....
NEW JERSEY.									
312	Atlantic City *.....	.....	.....	.....	4	83	87	.....	.....
313	Bayonne.....	9	2	11	2	150	152	All.....	4 and 56.....
314	Bloomfield.....	3	6	9	4	45	49	All.....	In some.....
315	Bridgeton.....	1	0	1	2	48	50	.....	None.....
316	Camden.....	7	11	18	7	305	312	Primary and grammar.....	.....
317	East Orange.....	8	3	11	5	99	104	All.....	5 to 8 and high school.....
318	Elizabeth.....	12	5	17	8	146	154	4 to 8 and high school.....	High school.....
319	Hackensack *.....	.....	.....	.....	6	40	46	.....	.....

* Value of buildings.

a Sewing only.

* Statistics for 1900-1901.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Supervising officers.			Regular teachers.			Grades in which drawing is given.	Grades in which manual training, other than drawing, is given.	Number of kindergartens.		Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
	Male.	Female.	Total.	Male.	Female.	Total.			10	11				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
NEW JERSEY—continued.														
Harrison.....	2	0	2	0	16	16	8.....	None.....		2	2	800	\$40,000	
Hoboken.....				0	193	193	3 to 9 and high school.....	6 to 8.....	7	1	16	8,619		
Jersey City.....	18	29	47	3	517	550	All.....	None.....	3	6	28	23,419	1,678,061	
Kearney.....	1	1	2	3	43	46	1 to 12.....	None.....	0	1	6	2,975	165,000	
Long Branch.....	2	3	5	4	56	60	All.....	5 to 8.....	3		10	3,032	258,000	
Millville*.....				4	43	47								
Montclair.....	2	2	4	9	85	94	All to second high school.....	Elementary.....	7	1	9	3,310	344,000	
Morrisstown.....	1	1	2	2	36	38	All.....	None.....			3	1,552	130,000	
Newark.....	40	12	52	27	865	832	All.....	All.....	36	12	56	39,374	*2,632,900	
New Brunswick.....	1	0	1	5	60	65	4 to 12.....	None.....	1	1	6	2,283	136,000	
Orange.....	8	5	13	5	78	83	All.....	All.....	5	2	6	3,004	290,000	
Passaic.....	4	12	16	3	104	107	All.....	3 to 8.....	7	2	9	4,720	285,000	
Paterson.....	25	2	27	4	312	346	All.....	7 and 8.....	21	5	19	14,163	850,069	
Perth Amboy.....	1	0	1	6	56	62	From 3 up.....	None.....	1	0	9	2,704	167,500	
Phillipsburg.....	1	0	1	5	36	41	2 to 10.....	None.....	1	0	6	1,725	100,000	
Plainfield.....	3	4	7	5	69	74	All.....	None.....	5	0	8	1,400	232,000	
Rahway.....	1	0	1	3	32	35	None.....	None.....	0	0	4	2,460	100,000	
Town of Union.....	5	1	6	4	45	49	All.....	From 3 through high school.....	2		3	2,460	150,000	
Trenton*.....				11	225	237								
West Hoboken.....	2	7	9	3	83	86	All.....		5	0	5	4,194	190,000	
NEW YORK.														
Albany.....	17	9	26	8	270	278	All.....	High school.....	21	3	21	12,872	1,331,000	
Amsterdam.....	2	1	3	8	60	68	All.....	None.....	0	0	11	3,550	*123,275	
Auburn.....	4	9	13	4	114	118	All.....		4	1	15	4,069	405,000	
Batavia.....	1	0	1	0	41	41	All.....	Primary.....	0	0	7	*1,800	231,938	
Binghamton.....	2	2	4	13	190	203	All.....	9 to 12.....	14	0	16	7,282	462,897	
Buffalo.....	59	16	75	21	1,180	1,201	All.....		18	12	89	60,105	3,670,463	
Cohoes.....	3	0	3	1	66	67	All.....	None.....	4	0	10	2,668	105,400	

Corning:	2	1	3	0	24	24	1 to 8, and 10	None	0	2	1,412
District No. 9.											
District No. 13.											
Cortland	1	2	3	3	11	12	All	None	1	1	600
Dunkirk	1	2	3	3	29	30	In 10 grades	None	0	4	24,288
Elmira	8	7	15	2	55	55	All	High school	0	8	1,150
Geneva	1	1	4	3	133	135	All	None	0	13	*2,199
								3 to 6 in one school	4	5	6,450
								Elementary and first high school	0	1	625,000
									0	5	135,782
Glens Falls*	2	2	4	1	42	43		None	2	0	1,584
Gloversville	1	0	1	2	70	72	All	None	5	0	3,550
Hornellsville	1	6	7	1	53	55	All	None	4	0	173,350
Hudson	1	1	2	1	30	31	All	None	0	5	128,000
Ithaca	3	2	4	6	50	56	1 to 8 and high school	3 to 5	0	3	1,528
Jamestown	3	0	3	6	106	112	1 to 9 and high school	6 to 8	0	7	80,000
Johnstown	1	0	1	4	43	44	All	All	9	0	175,000
Kingston	11	2	13	5	76	81	All	None	2	12	333,115
Laurensburg								None	0	5	*3,692
Little Falls	1	0	1	4	28	32	1 to 8	None	0	10	*19,978
Lockport	1	0	1	4	77	81	1 to 9	None	0	4	317,379
Middleton	1	2	3	5	52	57	All	None	2	0	1,300
Mount Vernon	5	1	6	2	100	102	2 and 4	None	0	9	150,000
Newburg	6	2	8	9	93	102	All	None	0	3	325,000
New Rochelle	2	0	11	1	79	80	2 to 11	None	0	6	215,000
New York	283	500	873	951	10,214	11,105	All	None	0	17	4,523
Niagara Falls	4	3	7	3	49	52	In one primary school	8 to 11	0	8	3,720
North Tonawanda*	4	1	5	7	48	53	53 to 71B	5 to 7	152	7	397,500
Ogdensburg*	1	0	1	3	53	56	1 to 8	None	4	8	278,375
Olean school district	2	1	3	1	58	59	All	None	4	4	*56,104,483
Oswego	1	0	1	5	84	89	All	None	6	11	250,000
Peekskill	1	0	1	5	84	89	All	None	0	4	1,826
								None	6	11	2,414
District No. 7 (Drum Hill).	1	0	1	0	22	22	All	None	0	15	189,100
District No. 8 (Oaksides).	1	2	3	0	15	15	All	None	1	3	215,553
Plattsburg	*1	*2	*3	0	47	48	All	None	0	0	850
Port Jervis	1	2	3	4	39	43	All	None	0	1	793
Poughkeepsie	3	2	5	4	79	83	All	None	2	9	1,995
Rochester	17	31	43	8	624	632	All	None	1	6	1,965
Rome	1	3	4	2	47	49	Elementary and first high school	None	2	12	105,522
								All below high school	31	38	3,400
								None	5	2	225,000
								None	0	21	1,631,000
								None	0	2	209,000
Saratoga Springs*	2	2	4	2	109	111	All	None	6	6	2,445
Schenectady	16	28	54	23	471	494	All	7 and 8	5	11	4,500
Syracuse	8	2	10	8	204	210	All	None	22	4	300,000
Troy	7	5	12	14	235	250	All	All below high school	14	37	*1,757,800
Utica	2	3	5	3	197	170	1 to 8	None	4	25	8,470
Watertown	2	2	3	5	3	3	All	All below high school	1	25	776,100
Watervliet	1	1	2	3	39	41	All	None	0	12	281,500
White Plains	1	1	2	3	31	34	All	None	2	6	95,000
Yonkers	2	2	8	10	173	184	All	4 to 8	3	1	1,800
								5 to 7 and high school	9	3	1,358
								a Does not include kindergartens.	13	5,723	1,091,600

a Does not include kindergartens.

* Statistics for 1900-1901.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Supervising officers.			Regular teachers.			Grades in which drawing is given.	Grades in which manual training, other than drawing, is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for the schools.	Value of public property used for school purposes.
	Male.	Female.	Total.	Male.	Female.	Total.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14
NORTH CAROLINA.													
390 Asheville.....	2	2	4	3	28	41	1 to 7.....	1 to 7.....			6	1,884	\$30,000
391 Charlotte.....													
392 Concord *.....	2	0	2	3	16	19		None.....	0			800	20,000
393 Greensboro *.....	1	0	1	5	31	36		None.....			3	1,900	55,000
394 Newbern.....	2	0	2	3	19	22	None.....	None.....			3		36,000
395 Raleigh.....													
396 Wilmington.....													
397 Winston.....	4	0	4	4	36	34	Primary.....	None.....			4	1,800	50,000
NORTH DAKOTA.													
398 Fargo.....	1	2	3	6	46	52	All.....	None.....	0	0	7	2,500	250,000
OHIO.													
399 Akron.....	9	3	12	22	* 168	* 190	1 to 12.....	5 to 11.....	9	3	16	10,450	\$50,000
400 Alliance.....	1	0	1	11	28	39	All.....	None.....			6	1,750	143,000
401 Ashabula.....	3	1	4	4	35	39	All.....	None.....	0	0	6	1,700	128,000
402 Belaire.....	1	0	1	5	38	43	All.....	None.....	0	0	7	1,736	85,000
403 Cambridge.....	1	0	1	4	37	41	None.....	None.....	0	0	4	1,950	180,000
404 Canton.....	4	1	5	21	121	145	All.....	None.....	2	0	16	7,000	585,000
405 Chillicothe.....	1	0	1	8	61	69	All.....	None.....	0	0	7	2,644	160,000
406 Cincinnati.....	10	0	10	143	795	938	All.....	All.....	0	9	50	41,348	4,300,000
407 Cleveland.....	15	59	74	65	1,268	1,273	All.....	All.....	23	33	72	6,354,960	4,300,000
408 Columbus.....	8	34	42	27	434	461	All.....	None.....	0	3	40	2,570,562	2,570,562
409 Dayton.....	17	14	31	30	361	391	All.....	7 and 8.....	19		31	14,049	1,447,445
410 East Liverpool.....	1	0	1	8	62	70	All.....						
411 Elyria *.....	1	0	1	5	34	39							
412 Findlay *.....	1	0	1	9	71	80							
413 Fremont.....	1	0	1	4	36	40							
414 Hamilton *.....	3	1	4	16	78	94	Below high school.....	None.....	3		14	1,450	75,000
415 Ironton *.....	2	0	2	7	45	52	None.....	None.....		0	9	3,950	325,000
416 Lancaster.....	1	0	1	5	34	39	None.....	None.....			7	2,600	150,000

417	Lima*	3	1	4	87	91	1 to 8	None	6	0	12	2,790	260,000
418	Lorain	1	2	4	53	50	All	None	0	0	10	9	186,685
419	Mansfield	1	0	1	83	87	All	None	0	0	9	2,950	400,000
420	Maricopa	1	0	1	56	64	All	None	4	0	11	2,950	150,000
421	Marion	3	0	3	60	61	1 to 8	None	0	0	8	2,201	256,000
422	Massillon	1	0	1	37	41	All	None	0	0	4	1,700	185,000
423	Middletown	1	0	1	39	44	All	None	0	0	4	2,784	250,000
424	Newark	3	2	5	76	83	1 to 9	None	0	0	13	2,698	175,000
425	Piqua	3	2	5	47	50	1 to 9	None	0	0	11	3,200	222,300
426	Portsmouth	2	1	3	68	70	1 to 8	None	0	0	8	2,253	300,000
427	Sandusky	1	0	1	71	77	Elementary	None	0	0	8	3,200	490,000
428	Springfield	1	0	1	6	6	All	None	0	0	17	7,245	164,000
429	Steubenville*	4	2	6	139	163	All	None	0	0	6	2,000	200,000
430	Tiffin	2	1	3	46	52	1 to 8	None	0	0	3	2,000	1,385,000
431	Toledo	11	17	28	34	36	1 to 12	1 to 12	24	1	42	21,939	1,900
432	Warren	2	2	4	436	474	1 to 8	None	0	0	8	1,900	200,000
433	Wellston	1	0	1	36	42	1 to 8	None	0	0	7	1,900	350,000
434	Xenia	1	0	1	27	33	None	None	0	1	6	1,362	150,000
435	Youngstown	10	10	20	42	46	1 to 8	High school	0	0	23	8,000	700,000
436	Zanesville	7	88	95	163	169	All	None	0	0	18		
OKLAHOMA.													
437	Guthrie*	1	0	1	36	41	All	None	5	0	5	1,800	75,000
438	Oklahoma City	1	0	1	63	69	All	None			7	2,800	200,000
OREGON.													
439	Astoria	1	0	1	27	31	1 to 10	None	0	0	5	* 1,250	* 70,000
440	Portland	17	4	21	283	292	All	None	0	3	30	15,264	1,284,416
PENNSYLVANIA.													
441	Allegheny	24	3	27	337	376	All	Grammar	12	12	30	20,250	2,445,688
442	Allentown	1	1	2	90	127	All below high school	None	0	1	16	6,250	784,428
443	Altoona	1	3	4	19	150	All	None	0	0	13	7,890	548,500
444	Beaver Falls	1	0	1	* 31	* 41	All	All	0	0	5	* 2,000	135,000
445	Bradock	2	5	7	47	49	All	None	0	0	4	2,300	310,000
446	Bradford	1	2	3	60	65	All	Grammar	3	0	8	3,000	220,000
447	Butler	3	2	5	48	50	1 to 9	None	0	0	5	2,400	200,000
448	Carbondale	* 1	* 0	* 1	57	57	All	* None			10	2,906	* 190,000
449	Carlisle	* 1	* 1	* 2	23	25	None	None		* 2	7	1,700	* 111,500
450	Chambersburg	1	0	1	30	35	None	None			7	1,800	100,000
451	Chester	1	1	2	133	139	None	None			25	6,392	* 500,000
452	Columbia	2	0	2	42	46	All below high school	None	0	1	6	2,000	72,000
453	Danville	1	1	2	24	28	1 to 3	None	0	0	5	1,500	* 100,000
454	DuBois	1	1	2	34	38	All	None	2	0	4	1,650	* 100,000
455	Dumore	* 1	* 0	* 1	49	54	None	* None	* 0		10	2,300	* 125,000
456	Duquesne	1	1	2	45	46	All	None	0	0	0		137,000
457	Easton	1	5	6	1	105	All	None	0	0	13	5,000	537,300
458	Erie	2	0	2	25	210	From fourth year	None	2	1	20	8,815	934,980

* Statistics for 1900-1901.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1901-2.—Continued.

City.	Supervising officers.			Regular teachers.			Grades in which drawing is given.	Grades in which manual training, other than drawing, is given.	Number of kindergarten.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
	Male.	Female.	Total.	Male.	Female.	Total.							
1							8	9	10	11	12	13	14
PENNSYLVANIA—continued.													
Harrisburg.....	1	0	1	22	167	189	All	High school	0	3	25	9,989	\$776,989
Hazleton.....	2	1	3	9	47	56	.....	None	0	5	8	3,021	235,000
Homestead.....	2	8	10	2	47	49	All	From 6 through high school.	0	.....	.....	2,100	265,000
Johnstown.....	2	2	4	25	117	142	All	Grammar and high school.	4	10	25	6,600	575,000
Lebanon.....	2	0	2	9	100	118	All	None	0	4	19	6,120	492,550
Lebanon.....	2	0	2	6	61	70	None	None	0	.....	12	2,800	325,000
McKeesport.....	1	0	1	18	143	161	.....	.....	.....	.....	13	6,789	*223,203
Madison City.....	1	0	1	7	35	42	From 3 to high school	.....	0	4	6	2,580	115,000
Madison City.....	1	3	4	1	51	52	1 to 8	5 to 7	0	.....	4	2,300	162,000
Mount Carmel.....	1	2	3	6	33	44	1 to 11	None	0	0	6	2,342	90,000
Nanticoke.....	4	.....	.....	10	33	43	Primary	.....	0	7	6	2,110	117,427
Newcastle.....	1	0	1	16	110	126	Elementary	None	0	.....	11	3,800	402,445
Norristown.....	1	0	1	77	70	147	All above 3	All above 7	8	8	10	3,370	*300,000
Oil City.....	3	3	6	3	52	55	.....	.....	.....	.....	.....	2,500	10,325,600
Philadelphia.....	60	108	168	269	3,411	3,680	All	(a)	143	43	328	1,500	90,000
Phoenixville.....	1	0	1	2	27	29	All except 2 in high school.	.....	22	.....	4	51,000	3,900,000
Pittsburg.....	31	13	44	22	957	979	All	.....	.....	.....	85	.....	.....
Pittsburg.....	.....	.....	.....	3	36	39	None	None	.....	7	6	2,200	58,000
Pittsburg.....	2	0	2	7	28	35	.....	None	.....	.....	.....	3,240	192,658
Pittsburg.....	1	0	1	14	53	67	High school	None	0	0	22	2,779	*350,000
Pittsburg.....	1	0	1	14	51	65	High school	None	0	0	21	4,565	1,010,200
Reading.....	1	4	5	313	322	635	All above primary	None	8	9	45	16,000	*1,610,384
Seranton.....	3	3	6	35	305	340	All	None	8	8	40	3,600	300,000
Shannon.....	1	0	1	14	55	69	1 to 8	None	0	6	9	1,000	75,000
Sharon.....	2	1	3	0	38	40	Elementary	High school	0	12	10	3,360	130,000
Shenandoah.....	1	2	3	7	51	58	All	.....	.....	.....	6	2,246	326,000
South Bethlehem.....	.....	.....	.....	10	37	47	All	None	0	0	6	2,217	90,000
Steelton.....	2	0	2	17	26	43	All	None	0	0	8	1,750	107,867
Sunbury.....	1	1	2	14	31	45	1 to 9	Sewing, 3 to 7	4	.....	5	.....	.....
Tiutsville.....	1	0	1	2	45	47	1 to 12	High school	.....	.....	.....	*1,562	160,000
Warren.....	1	0	1	7	40	47	All	High school	.....	.....	.....	9,792	650,000
West Chester.....	1	0	1	4	35	39	All	.....	.....	.....	.....	.....	.....
Wilkesbarre.....	2	2	4	29	159	188	All	High school	.....	19	20	.....	.....

492	Wilkesburg.....	1	0	1	2	51	53	All above first.	None	0	0	3	2,600	250,000
493	Williamsport.....	1	1	2	18	93	111	Elementary	None	0	1	14	5,475	350,000
494	York.....	1	1	2	29	104	133	All	None			22	6,137	*625,000
RHODE ISLAND.														
495	Central Falls.....	1	2	3	2	53	55	All	None	0	3	9	2,328	103,000
496	Cranston.....	1	2	3	8	55	63	None	None	4	1	16	2,250	180,000
497	Cumberland*.....					36	40			0	4		62,500	62,500
498	East Providence.....	2	3	5	2	55	57	All	None	0	1	17	2,443	150,500
499	Lincoln.....	1	0	1	2	29	31	All	None	0	0	11		
500	Newport.....	1	0	1	11	95	106	All	4 to 13	5	3	14	3,568	392,989
501	Pawtucket.....	7	2	9	4	145	149	All		7	5	28	6,068	742,313
502	Providence.....	2	18	20	54	621	675	All	High school	24	20	99	28,491	2,699,367
503	Warwick.....	1	1	2	9	57	66	1 to 9	None	7	7	24		
504	Woonsocket.....	2	2	4	5	97	102	All	7 to 9	3	7	20	3,935	330,000
SOUTH CAROLINA.														
505	Charleston.....	6	6	12	8	92	100	All	None	0	0	6	7,213	200,000
506	Columbia.....	1	1	2	6	32	38	All	Elementary	0	0	5	1,900	56,000
507	Greenville.....													
508	Spartanburg.....	1	1	2	3	27	30	1 to 7	None			4	* 1,620	62,300
SOUTH DAKOTA.														
509	Sioux Falls.....	1	1	2	2	51	53	All	All	0	0	10	2,165	280,000
TENNESSEE.														
510	Chattanooga.....	5	2	7	*5	*85	*90	All	None			7	5,200	400,000
511	Clarksville.....	1	0	1	2	28	30	All		0		2	1,800	43,210
512	Jackson.....	2	1	3	7	38	45	All	1 to 6			4	2,800	60,000
513	Knoxville.....	5	1	6	13	72	85	1 to 8				13	4,180	180,000
514	Memphis.....	1	0	1	21	214	235	None	None	0	1	30	* 3,141	478,513
515	Nashville.....	20	1	21	24	131	215	All	7 to 9	0	1	18	9,700	480,250
TEXAS.														
516	Austin.....	1	0	1	15	57	72	1 to 8	8 to 11	0	0	12	3,714	191,450
517	Beaumont.....													
518	Conshatona.....	1	0	1	7	29	36	All	None			6	1,300	125,000
519	Dallas.....	1	1	2	21	122	143	1 to 8	None	0	0	13	6,830	363,875
520	Denison.....	1	1	2	5	37	42	1 to 7	None	0	0	10	2,075	124,300
521	El Paso.....	1	2	3	6	33	40	1 to 8	None	2		7	2,400	204,400
522	Fort Worth.....	1	0	1	19	69	83	1 to 7	None			13	5,000	221,287
523	Gainesville.....	1	0	1	4	29	33	1 to 8	None	0	0	5	1,310	119,535
524	Galveston.....	1	1	1	14	72	86	1 to 8	None	0	0	8	4,540	442,300
525	Houston.....	2	1	3	40	151	181	1 to 7	None	0	0	21	7,500	587,454
526	Laredo.....	1	*0	1	*1	1	22	Grammat.				8		12,500
527	Faustine.....	1	0	1	9	29	38	1 to 6	Grammat.	0	0	9	1,921	81,360

^a In two manual-training schools. For girls, cooking in the sixth year and sewing from third year up.

* Statistics for 1900-1901.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

City.	Supervising officers.				Regular teachers.			Grades in which drawing is given.	Grades in which manual training, other than drawing, is given.	Number of kindergarten.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
	Male.	Female.	Total.		Male.	Female.	Total.							
1	2	3	4		5	6	7	8	9	10	11	12	13	14
TEXAS—continued.														
Paris*	1	0	1	5	44	49			None			7	1,300	\$80,250
San Antonio	1	1	2	31	108	139			3 to 6 (sewing)			21	7,269	338,338
Sherman	1	0	1	3	36	39			None	0	0	5	*1,644	98,500
Tyler	1	0	1	6	24	30			1 to 7	0	0	5	1,366	60,500
Waco	1	0	1	14	54	68			None	0	0	12	3,440	177,000
UTAH.														
Ogden	4	3	7	18	82	100		All	None	0	0	19	4,200	367,425
Salt Lake City	17	6	23	26	272	298		All	7 and 8	0		25	*11,325	1,170,766
VERMONT.														
Barre	1	1	2	3	38	41		None	None	0	0	8	1,770	125,000
Burlington	2	1	3	6	72	78		All	None	5	2	15	3,000	350,000
Rutland	1	3	4	2	56	58		9	None	3		10	2,193	*159,200
VIRGINIA.														
Alexandria	1	0	1	9	25	34		None	None			5	1,950	40,000
Danville	2	0	2	7	47	54		Primary and grammar	None	0	0	5	2,500	47,000
Lynchburg	4	3	7	7	52	59		All	2 years below high school			9	3,000	136,000
Manchester														
Newport News	2	0	2	8	44	52							8	125,000
Norfolk	12	0	12	11	76	87		None	3	0	0	12	4,600	300,000
Petersburg*	1	0	1	2	51	53				0	0	9	3,156	73,000
Portsmouth														
Richmond	20	0	20	29	236	265		None	None	0	0	19	11,841	474,141
Roanoke	1	0	1	12	50	62		Elementary	None	0	0	8	3,950	145,000
WASHINGTON.														
Everett	3	2	5	2	51	53		1 to 10	High school	0		7	2,400	267,000
Seattle	14	3	17	7	267	274		All		1	1	24	11,825	1,181,268

550	Spokane.....	6	8	14	10	169	169	All	None	2	0	19	7,087	817,732
551	Tacoma.....	10	10	20	14	176	190	All	None	1	-----	22	8,200	925,977
552	Walla Walla.....	1	0	1	4	32	36	All	None	0	-----	3	1,600	*181,178
WEST VIRGINIA.														
553	Charleston.....	2	1	3	5	57	62	Nearly all	None	-----	-----	8	*2,724	191,040
554	Huntington.....	1	3	4	6	46	52	Elementary	None	0	0	7	1,975	73,400
555	Parkersburg.....	3	0	3	11	58	69	None	None	0	0	15	*3,100	250,000
556	Wheeling.....	2	0	2	8	137	145	Intermediate	None	-----	-----	13	-----	750,000
WISCONSIN.														
557	Appleton.....	4	1	5	2	67	75	All	8 and high school	5	0	8	3,900	298,200
558	Ashland.....	2	3	5	6	52	58	All	None	0	0	11	2,400	160,000
559	Beloit.....	1	2	3	3	58	61	Elementary and first high school.	None	4	-----	11	2,100	200,000
560	Chippewa Falls.....	1	1	2	6	30	36	All	4 to 7 (sewing)	0	0	8	1,469	96,000
561	Eau Claire.....	1	0	1	11	88	99	1 to 8	1 to 10	0	0	14	4,000	218,000
562	Fond du Lac.....	2	2	4	3	61	64	All	First 3 years of high school.	6	0	9	3,000	200,000
563	Green Bay.....	1	1	2	4	73	77	1 to 8	High school	0	0	13	3,670	200,000
564	Janesville.....	2	0	2	5	53	58	1 to 8	9 to 12	0	0	9	2,300	205,000
565	Keshish.....	2	1	3	4	33	37	1 to 8	None	0	0	6	1,900	137,500
566	La Crosse.....	1	2	3	9	121	130	All	None	0	0	15	5,592	300,000
567	Madison.....	2	2	4	4	68	72	1 to 9	None	2	0	11	2,959	280,000
568	Manitowoc.....	1	1	2	8	62	70	1 to 8	7, 8, and high school	6	-----	7	3,418	150,000
569	Marquette.....	1	0	1	6	36	42	All	All	6	-----	6	2,000	50,000
570	Merrill.....	1	0	1	68	733	861	All	High school b.	45	-----	88	41,330	3,079,142
571	Milwaukee.....	44	8	52	13	105	118	1 to 10	None	10	2	11	4,854	-----
572	Oshkosh.....	2	2	4	13	131	131	1 to 8	4 to 8	9	0	10	5,310	428,500
573	Racine.....	1	2	3	14	117	116	1 to 8	Kindergartens and school for deaf.	7	0	11	4,600	*246,000
574	Sheboygan.....	14	2	16	18	98	116	Elementary	None	-----	-----	8	1,985	100,000
575	Sevens Point*.....	1	2	3	2	44	46	All	6 to 8 and high school	4	-----	15	6,000	478,319
576	Superior.....	8	5	13	14	142	156	All	None	9	1	4	1,400	80,000
577	Watertown*.....	1	0	1	3	25	28	-----	None	0	0	4	1,400	80,000
578	Wausaw.....	1	2	3	11	59	70	All	-----	6	0	9	3,200	217,500
WYOMING.														
579	Cheyenne.....	1	0	1	-----	30	-----	None	-----	-----	-----	5	1,300	140,000
580	Laramie.....	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

* Statistics of 1900-1901.

a Value of grounds and buildings.

b Also in school for the deaf.

Cooking is taught in grades 5 to 8.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1901-2.

	City.	From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year. ^a
	1	2	3	4	5	6	7
ALABAMA.							
1	Anniston						
2	Birmingham	\$14,862	\$16,241	\$14,888	\$9,216	\$55,207	\$111,432
3	Huntsville	3,357	3,983			7,340	7,340
4	Mobile						
5	Montgomery	10,060	40,605		683	51,348	51,348
6	Selma	5,500	10,000		3,000	18,500	
ARIZONA.							
7	Tucson						
ARKANSAS.							
8	Fort Smith	5,269	20,600		1,025	26,894	36,485
9	Hot Springs*	4,000	19,000	2,000		25,000	26,000
10	Little Rock						
11	Pine Bluff						
CALIFORNIA.							
12	Alameda	42,132	28,284	28,109	656	99,181	218,262
13	Berkeley	38,360	29,000	24,641		92,001	97,644
14	Fresno	26,022	28,462	17,820	2,674	74,978	186,727
15	Los Angeles	283,716	223,317	70,493	1,091	578,617	741,399
16	Oakland	151,790	62,237	109,203	2,517	325,747	342,588
17	Pasadena	37,365	19,467	21,379		78,211	103,605
18	Riverside*	13,466	11,494	12,551	1,263	38,774	84,306
19	Sacramento	51,204	85,155	31,083	112	167,554	180,208
20	San Diego	26,738	30,963	18,489	198	76,388	82,893
21	San Francisco	784,143	536,133		67,608	1,387,884	1,475,760
22	San Jose	53,025	33,914	32,268	4,565	123,772	125,550
23	Stockton	31,916	42,141	18,752	621	93,430	258,269
24	Vallejo	15,189		16,278	30	31,497	38,420
COLORADO.							
25	Colorado Springs	31,730	96,329	19,557	18,239	165,855	302,047
26	Cripple Creek school district	23,854	(137,349)		16,527	177,730	190,944
	Denver:						
27	District No. 1		b 304,875	c 151,808	1,491	458,174	478,839
28	District No. 2	7,000		192,089	1,868	200,957	225,181
29	District No. 7		d 20,432	10,336	341	31,109	33,375
30	District No. 17		d 63,947	62,872	23,754	150,573	150,573
31	Leadville		d 25,570	20,436	4,376	50,382	63,767
	Pueblo:						
32	District No. 1					118,203	122,964
33	District No. 20	20,923		64,305	10,275	95,503	
CONNECTICUT.							
34	Ansonia	7,292	31,780			39,072	39,072
35	Bridgeport	39,249	201,247		1,885	242,381	242,381
36	Bristol	4,878	23,996	14,684	1,367	44,925	47,175
37	Danbury*	10,240		35,681	3,475	49,396	
38	Hartford	37,645	69,102	182,459	103,213	392,419	
	Manchester:						
39	Town school*	2,653	10,782		369	13,804	
40	Ninth district	3,333	19,913		800	24,046	24,046
41	Meriden	15,435		65,868		81,303	81,303
42	Middletown						
43	Naugatuck		e 32,134	15,258	427	47,819	52,681
44	New Britain			90,582	3,876	94,458	
45	New Haven		464,619			464,619	464,744
46	New London	8,285	43,770		10,383	62,438	121,713
47	Norwalk*	10,087		54,415	1,436	65,938	
	Norwich:						
48	Central district	6,910	28,069		2,169	37,148	
49	West Chelsea district	4,822	9,007		1,294	15,123	17,461
50	Stamford*	9,848	70,000			79,888	79,888
51	Torrington	7,217	34,631		5,712	47,560	
52	Vernon f*	4,396	20,000	60		24,456	24,456
53	Wallingford*	4,563		37,207	5,794	47,564	

* Statistics of 1900-1901.

^a Includes balances brought forward, receipts from loans, etc.^b Special fund.^c General fund.^d District taxes.^e Includes State appropriation.^f Includes Rockville.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
	CONNECTICUT—continued.						
54	Waterbury	\$26,858	\$260,506	.....	\$1,617	\$288,981	\$288,981
55	Windham ^a	4,926	25,414	.....	2,360	32,700	35,000
	DELAWARE.						
56	Wilmington	24,134	190,932	.....	22,867	237,933	237,933
	DISTRICT OF COLUMBIA.						
57	Washington	^b 857,336	857,355	.....	.....	1,714,671	.....
	FLORIDA.						
58	Jacksonville*	4,317	14,244	\$27,419	21,250	67,230	67,230
59	Key West	1,545	.....	8,772	1,765	12,082	12,719
60	Pensacola	2,300	.....	16,318	.....	18,618	18,618
61	Tampa .....	.....	.....	.....	.....	.....	.....
	GEORGIA.						
62	Athens	6,731	12,100	.....	448	19,279	20,106
63	Atlanta	45,793	136,328	.....	30	182,151	182,151
64	Augusta	30,512	54,049	.....	6,369	90,930	.....
65	Brunswick	10,440	4,250	1,750	200	16,640	.....
66	Columbus	10,680	28,965	.....	.....	39,655	.....
67	Macon ^c	33,549	.....	51,000	2,541	87,090	87,090
68	Savannah ^d	39,837	.....	99,074	3,600	142,511	142,511
	ILLINOIS.						
69	Alton .....	.....	.....	.....	.....	.....	.....
	Aurora:						
70	East Side	3,634	46,985	6,239	402	57,260	63,162
71	West Side	1,045	.....	29,000	648	30,693	37,476
72	Belleville	3,302	54,133	.....	466	57,901	80,905
73	Bloomington	4,056	85,402	.....	19,156	108,614	.....
74	Cairo	1,855	.....	41,513	56	43,424	49,026
75	Champaign	1,807	.....	34,500	228	36,535	36,535
76	Chicago	366,740	8,522,591	.....	769,243	9,658,574	12,568,529
77	Danville	3,305	.....	67,345	2,032	72,682	91,308
78	Decatur	5,009	74,264	.....	13,381	92,654	125,527
79	Dixon	(^e)	16,292	(^e)	1,197	17,489	21,712
80	East St. Louis	3,425	.....	163,907	.....	167,332	170,060
81	Elgin	3,207	86,915	1,286	261	91,669	136,771
	Evanston:						
82	District No. 1 .....	.....	.....	.....	.....	92,581	96,935
83	District No. 74 (North Evanston)	268	.....	10,100	98	10,466	10,927
84	District No. 76 (South Evanston) .....	.....	56,351	.....	734	58,779	58,985
85	Freeport	2,117	.....	50,978	1,103	54,198	70,715
86	Galesburg	3,063	70,094	.....	1,137	74,294	89,470
87	Jacksonville	2,327	61,681	.....	954	64,962	96,500
88	Joliet	7,777	107,190	.....	1,015	115,982	153,316
89	Kankakee	2,302	38,969	.....	896	42,366	47,435
90	Kewanee	1,200	.....	46,000	765	47,965	49,765
91	Lasalle .....	.....	23,840	160	.....	24,000	24,000
92	Lincoln*	1,760	17,107	8,500	134	27,501	27,501
93	Mattoon*	1,865	.....	45,253	1,732	48,850	55,942
94	Moline .....	.....	.....	.....	.....	100,963	139,016
95	Ottawa*	1,921	.....	33,982	2,082	40,985	50,798
96	Pekin*	1,506	.....	121	.....	26,943	29,697
97	Peoria	13,819	222,693	^f 25,316	305	236,817	398,653
98	Quincy	6,717	89,832	.....	490	97,039	101,835
99	Rockford	5,011	2,293	98,630	53	106,047	243,466
100	Rock Island	4,006	49,156	36,139	1,475	90,776	223,689
101	Springfield	6,264	121,803	.....	1,512	129,579	155,893
102	Streator	3,000	31,251	7,757	.....	42,008	68,420
103	Waukegan .....	.....	.....	.....	.....	.....	.....

* Statistics of 1900-1901.

^a Includes Willimantic.^b From the Federal Treasury.^c Statistics of schools of Bibb County.^d Statistics of schools of Chatham County.^e Included in other items.^f Includes receipts from city taxes.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
INDIANA.							
104	Anderson.....	\$17,392	\$63,404	.....	\$17,896	\$98,692	\$133,487
105	Col mb s.....	7,275	25,398	\$513	1,374	24,560	54,692
106	Elkhart.....	13,633	19,255	19,777	883	53,568	.....
107	Elwood.....	.....	.....	.....	.....	.....	.....
108	Evansville.....	.....	.....	.....	.....	209,770	209,770
109	Fort Wayne.....	55,839	79,285	.....	3,184	138,308	360,548
110	Hammond.....	12,235	30,637	9,063	.....	51,935	72,981
111	Huntington.....	(a)	39,394	(a)	2,047	41,441	63,723
112	Indianapolis.....	156,926	645,148	.....	42,523	\$44,597	1,021,035
113	Jeffersonville.....	13,650	22,260	.....	2,007	37,917	53,257
114	Kokomo.....	9,613	32,407	.....	7,473	49,498	74,115
115	Lafayette.....	34,000	46,000	.....	.....	80,000	.....
116	Logan port.....	.....	.....	.....	.....	.....	.....
117	Marion.....	16,616	19,397	29,102	8,100	73,215	102,536
118	Michigan City.....	.....	.....	.....	.....	40,587	74,789
119	Muncie.....	16,374	29,368	47,260	3,034	96,036	141,993
120	New Albany.....	16,704	2,172	33,331	13,426	65,633	121,466
121	Peru.....	.....	.....	.....	.....	.....	.....
122	Richmond.....	13,074	62,540	.....	652	76,266	114,648
123	South Bend.....	53,852	93,125	.....	.....	146,977	174,468
124	Terre Haute.....	41,788	6,106	117,535	4,566	169,995	238,923
125	Vincennes*.....	12,342	18,767	.....	657	31,766	53,670
126	Wabash.....	.....	.....	.....	.....	.....	37,985
127	Washington.....	.....	.....	.....	.....	.....	.....
IOWA.							
128	Boone.....	2,587	.....	43,069	2,580	48,236	66,316
129	Burlington.....	7,316	98,105	.....	625	106,046	118,037
130	Cedar Rapids.....	8,000	.....	130,000	.....	138,000	226,616
131	Clinton*.....	6,494	.....	79,454	592	86,540	92,682
132	Council Bluffs.....	.....	.....	.....	.....	.....	.....
133	Davenport.....	14,940	.....	179,501	14,370	208,811	.....
134	Des Moines:	.....	.....	.....	.....	.....	.....
135	Capital Park.....	432	360	12,606	39	13,437	22,614
136	East side.....	6,935	73,574	.....	243	80,752	92,629
137	West side.....	.....	.....	.....	.....	.....	.....
138	Dubuque.....	12,422	95,559	.....	210	108,182	108,553
139	Fort Dodge*.....	(a)	.....	40,030	458	40,488	65,142
140	Fort Madison*.....	2,676	.....	17,272	138	20,087	20,087
141	Iowa City*.....	3,498	31,660	.....	189	35,347	106,827
142	Keokuk.....	1,371	.....	.....	.....	.....	.....
143	Marshalltown.....	1,371	53,617	.....	3,062	58,050	.....
144	Muscatine.....	4,528	.....	39,904	2,587	47,019	48,063
145	Oskaloosa.....	1,192	.....	39,787	404	41,383	46,313
146	Ottumwa.....	5,012	84,298	.....	224	89,534	89,691
147	Sioux City.....	11,275	132,323	.....	1,764	145,362	148,150
148	Waterloo:	.....	.....	.....	.....	.....	.....
149	East Side.....	3,000	35,000	.....	152	38,152	.....
150	West Side.....	.....	.....	21,961	354	22,315	52,824
KANSAS.							
151	Atchison.....	4,726	.....	b 31,127	1,297	37,150	46,686
152	Emporia.....	2,389	.....	31,036	369	33,794	54,160
153	Fort Scott*.....	3,600	17,400	2,656	2,410	26,066	41,144
154	Galena.....	2,436	.....	13,442	72	15,950	16,870
155	Hutchinson.....	2,229	.....	26,714	79	29,022	29,115
156	Kansas City.....	12,782	174,495	.....	1,541	188,818	193,136
157	Lawrence.....	2,954	28,232	2,773	3	33,962	.....
158	Leavenworth*.....	5,817	48,866	.....	2,070	56,753	64,806
159	Pittsburg.....	4,286	.....	24,847	541	29,674	73,023
160	Topeka.....	9,162	164,039	.....	4,151	177,352	196,769
161	Wichita.....	6,104	.....	61,464	1,600	69,168	69,168
KENTUCKY.							
162	Bowling Green*.....	8,100	9,342	.....	301	17,743	17,947
163	Covington*.....	61,302	36,267	.....	692	98,261	113,004
164	Frankfort.....	6,542	9,554	.....	5,976	22,072	.....
165	Henderson*.....	15,240	21,500	.....	485	37,225	.....
166	Lexington*.....	21,579	39,076	.....	23,176	83,831	.....
167	Louisville.....	150,187	430,725	.....	10,470	591,332	709,407

* Statistics of 1900-1901

a Included in other items.

b Includes city appropriations.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
	KENTUCKY—continued.						
166	Newport*	\$15,328	\$36,236	.....	\$1,998	\$53,562	.....
167	Owensboro (white schools)* ..	10,363	20,608	\$2,000	957	33,928	\$49,113
168	Paducah*	13,158	34,653	.....	245	48,056	62,650
	LOUISIANA.						
169	Baton Rouge .....	.....	.....	.....	.....	.....	.....
170	New Orleans	56,966	409,500	.....	29,279	495,745	495,745
171	Shreveport	8,638	3,500	14,604	1,864	28,606	.....
	MAINE.						
172	Auburn	10,294	31,500	.....	759	42,553	42,553
173	Augusta*	10,987	11,901	705	.....	23,693	25,662
174	Bangor	16,512	50,000	.....	.....	66,512	72,512
175	Bath	7,500	23,300	.....	.....	30,800	30,800
176	Biddeford .....	.....	15,450	.....	.....	30,369	30,369
177	Lewiston	22,282	30,800	.....	349	53,431	.....
178	Portland*	34,308	155,291	.....	.....	189,599	189,599
179	Rockland*	5,488	8,975	.....	5	14,468	14,468
180	Waterville	8,993	21,000	.....	351	30,344	30,506
	MARYLAND.						
181	Annapolis .....	.....	.....	.....	.....	.....	.....
182	Baltimore	334,664	1,136,445	.....	3,799	1,474,908	.....
183	Cumberland .....	.....	.....	.....	.....	.....	.....
184	Frederick .....	.....	.....	.....	.....	.....	.....
185	Hagerstown .....	.....	.....	.....	.....	.....	.....
	MASSACHUSETTS.						
186	Adams .....	.....	39,103	.....	.....	39,103	39,103
187	Amesbury* .....	.....	23,000	.....	296	23,296	23,296
188	Arlington .....	.....	40,843	.....	.....	40,843	40,843
189	Attleboro .....	.....	57,142	1,103	750	59,055	59,055
190	Beverly .....	.....	77,542	.....	.....	77,542	77,542
191	Boston .....	.....	.....	.....	.....	4,007,264	4,007,264
192	Brockton .....	.....	137,500	1,341	118,750	257,591	272,700
193	Brookline .....	.....	.....	.....	.....	.....	.....
194	Cambridge .....	.....	475,734	.....	7,198	482,932	558,932
195	Chelsea .....	.....	119,329	.....	4,467	123,796	123,796
196	Chicopee .....	.....	54,046	.....	.....	54,046	54,046
197	Clinton .....	.....	43,500	.....	.....	43,500	43,500
198	Danvers .....	.....	35,635	.....	1,339	36,974	36,974
199	Everett .....	.....	120,700	7,224	520	128,444	158,144
200	Fall River .....	.....	235,481	.....	.....	.....	.....
201	Fitchburg .....	.....	147,077	.....	924	148,001	148,001
202	Frammingham .....	.....	45,000	532	747	46,279	55,923
203	Gardner .....	.....	42,822	.....	.....	42,822	42,822
204	Gloucester .....	.....	102,533	.....	.....	102,533	102,533
205	Greenfield .....	.....	36,175	.....	1,122	37,297	37,313
206	Haverhill .....	.....	130,800	.....	459	131,259	.....
207	Holyoke .....	.....	170,000	1,488	263	171,751	179,626
208	Hyde Park .....	.....	.....	.....	.....	.....	.....
209	Lawrence .....	.....	185,803	.....	.....	185,803	185,803
210	Leominster .....	.....	.....	.....	.....	.....	.....
211	Lowell .....	.....	.....	.....	.....	.....	.....
212	Lynn .....	.....	354,240	.....	2,647	356,887	363,832
213	Malden .....	.....	200,000	.....	30,520	230,520	251,758
214	Marlboro .....	.....	212,418	.....	.....	212,418	212,418
215	Medford .....	.....	57,100	.....	200	57,300	57,300
216	Melrose .....	.....	99,704	.....	.....	99,704	99,704
217	Milford .....	.....	79,450	.....	1,932	81,382	81,886
218	Natick .....	.....	34,000	.....	.....	34,000	.....
219	New Bedford .....	.....	37,500	.....	553	38,053	38,053
220	Newburyport .....	.....	340,407	.....	4,516	344,924	346,617
221	Newton .....	.....	36,149	.....	1,114	37,263	37,263
222	North Adams .....	.....	198,526	2,601	.....	201,127	.....
223	Northampton .....	.....	86,000	.....	.....	86,000	86,000
224	Peabody* .....	.....	68,000	1,125	1,800	70,925	70,925
225	Pittsfield .....	.....	33,000	.....	875	33,875	33,837
			92,851	.....	.....	92,851	92,851

*Statistics of 1900-1901.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
MASSACHUSETTS—continued.							
226	Plymouth		\$35,000		\$27	\$35,027	\$48,546
227	Quincy		108,365		40	108,465	108,405
228	Revere		55,000	\$1,123	105	56,228	56,228
229	Salem		118,363	1,600	1,009	120,972	120,572
230	Somerville		310,993				
231	Southbridge		26,495			26,495	26,495
232	Springfield		433,695		6,654	440,349	100,756
233	Taunton		119,877		1,808	121,685	121,685
234	Wakefield		44,300		1,708	46,008	46,008
235	Waltham		100,201			110,201	283,754
236	Ware		29,800		456	29,756	29,765
237	Watertown		43,000				
238	Webster						
239	Westfield		53,400		16,437	69,837	
240	Weymouth		49,500		1,317	50,817	73,591
241	Woburn		56,909		594	57,503	63,630
242	Worcester		551,025		4,103	555,128	557,701
MICHIGAN.							
243	Adrian	\$6,231	22,195	357	1,184	29,967	
244	Alpena	10,507	14,584	592	282	25,965	53,339
245	Ann Arbor	8,023	42,000	9,798	23,496	83,327	97,631
246	Battle Creek	10,200	79,600	1,000	1,492	92,292	103,292
247	Bay City	23,082	53,341		1,145	77,578	101,873
248	Calumet school district	72,114	49,400		6,926	128,440	169,606
249	Detroit	204,986	867,068		4,758	1,076,812	1,634,576
250	Escanaba	7,291	26,245	3,479	68	37,083	68,216
251	Flint	15,250	40,885		2,059	58,234	102,482
252	Grand Rapids	66,034	302,640		75,465	444,139	530,217
253	Holland	5,914	22,000		157	28,071	41,663
254	Iron Mountain	7,553	54,809	7,507	708	70,577	85,577
255	Ironwood*	11,256	37,695		9,813	58,764	58,764
256	Ishpeming	10,655	43,118	385	32,704	86,862	111,763
257	Jackson	14,681	60,935	722	595	76,933	84,866
258	Kalamazoo	14,888	83,058	807	1,830	100,583	129,029
259	Lansing	10,124	56,304	263	655	67,347	91,976
260	Manistee	10,860	40,166		1,307	52,333	57,115
261	Marquette*	4,220	30,933		24,025	59,183	90,290
262	Menominee	11,577	43,532	5,325	419	60,853	71,694
263	Muskegon	18,464	57,418	6,462	17,578	99,922	126,037
264	Owosso	5,893	23,814	3,709	1,120	34,536	37,209
265	Pontiac	11,285	21,844		4,181	37,310	93,837
266	Port Huron	17,332	40,190		487	58,009	61,053
	Saginaw:						
267	East Side	21,046	85,655		3,137	109,838	118,755
268	West Side						
269	Sault Ste. Marie	8,000	41,000	5,600		54,600	90,700
270	Traverse City*	2,500	37,705		1,000	41,205	41,205
271	West Bay City	10,708	34,280		220	45,208	54,208
MINNESOTA.							
272	Duluth	31,889		158,675	3,200	233,824	391,446
273	Fairbault	3,758	20,991	2,007	125	26,881	36,958
274	Mankato	6,049	18,937		98	25,084	42,387
275	Minneapolis	120,616	748,356		8,838	877,810	877,810
276	St. Cloud						
277	St. Paul					668,480	
278	Stillwater						
279	Winona						
MISSISSIPPI.							
280	Jackson*					24,846	24,846
281	Meridian*					20,919	26,695
282	Natchez	6,309	14,204		406		
283	Vicksburg						
MISSOURI.							
284	Carthage	4,774					37,952
285	Hannibal	8,273		33,308	363	41,944	53,902
286	Jefferson City	465				13,804	

* Statistics of 1900-1901.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
	MISSOURI—continued.						
287	Joplin	\$11,826	.....	\$55,383	\$277	\$67,486	\$132,566
288	Kansas City	88,971	.....	802,764	5,859	897,594	1,001,214
289	Moberly	5,153	.....	16,677	.....	21,830	26,080
290	St. Charles .....	.....	.....	.....	.....	20,079	.....
291	St. Joseph	39,469	.....	191,140	3,134	233,743	481,142
292	St. Louis	176,052	\$1,516,669	288,577	134,559	2,115,857	2,392,345
293	Sedalia	9,446	.....	43,607	1,215	54,268	57,732
294	Springfield	7,870	.....	48,280	5,906	62,056	105,850
295	Webb City .....	.....	.....	.....	.....	31,445	.....
	MONTANA.						
296	Anaconda*	4,057	126	23,042	1,134	28,339	.....
297	Butte	26,176	.....	239,557	3,806	269,539	477,129
298	Great Falls	6,606	48,936	15,974	.....	71,516	102,119
299	Helena	7,690	.....	73,058	788	81,536	247,536
	NEBRASKA.						
300	Lincoln	20,689	.....	88,288	59,804	168,781	228,781
301	Omaha	43,776	229,467	.....	253,185	526,428	^a 763,136
302	South Omaha .....	.....	.....	^b 58,908	84,302	143,210	152,359
	NEW HAMPSHIRE.						
303	Berlin	1,415	14,000	.....	357	15,772	18,068
304	Concord (Union district)*	31,792	17,781	.....	6,348	55,921	57,156
305	Dover*	834	30,670	.....	1,521	33,025	33,548
306	Keene (Union district)	773	27,325	.....	2,537	30,635	35,410
307	Laconia* .....	.....	23,000	.....	75	23,075	.....
308	Manchester	2,642	126,612	.....	.....	129,254	.....
309	Nashua	36,486	28,042	.....	3,476	68,004	68,004
310	Portsmouth	801	39,928	.....	2,494	43,223	43,223
311	Rochester .....	.....	20,000	.....	1,711	21,711	21,711
	NEW JERSEY.						
312	Atlantic City	30,871	58,191	.....	267	89,329	107,895
313	Bayonne	51,976	85,000	.....	27,336	164,312	.....
314	Bloomfield	19,128	51,740	.....	491	71,359	.....
315	Bridgeton	12,913	21,012	.....	82	34,007	35,751
316	Camden	78,764	179,791	7,236	.....	265,791	278,365
317	East Orange	39,567	104,203	.....	.....	143,770	148,230
318	Elizabeth	52,182	75,568	.....	57,813	185,563	188,324
319	Hackensack	13,843	20,075	.....	1,692	45,610	46,995
320	Harrison*	10,000	6,800	.....	.....	16,800	16,800
321	Hoboken	74,334	105,562	1,664	562	182,122	185,699
322	Jersey City	235,161	291,077	.....	80,556	606,794	1,023,773
323	Kearney	2,270	24,618	11,113	711	38,712	71,571
324	Long Branch	21,899	55,500	.....	650	78,049	81,777
325	Millville	11,752	14,700	.....	381	26,833	28,085
326	Montclair	33,309	86,880	.....	3,401	123,590	128,741
327	Morristown	12,574	27,500	1,886	.....	41,460	57,679
328	Newark	377,086	552,500	.....	5,375	934,961	959,398
329	New Brunswick	19,227	36,000	.....	5,992	61,219	.....
330	Orange	38,557	39,250	.....	1,530	79,337	.....
331	Passaic	32,893	81,112	.....	4,221	118,286	179,007
332	Paterson	127,058	182,000	.....	2,335	311,393	335,978
333	Perth Amboy	15,557	31,000	.....	52	46,609	.....
334	Phillipsburg	11,482	18,161	.....	424	30,067	31,525
335	Plainfield	20,493	55,249	11,733	2,250	89,730	116,659
336	Rahway	10,465	16,000	.....	113	26,578	27,315
337	Town of Union	21,619	30,600	.....	1,430	53,049	58,558
338	Trenton	94,496	94,703	.....	.....	189,199	189,199
339	West Hoboken	29,614	30,000	.....	86	59,700	59,968
	NEW YORK.						
340	Albany	41,661	305,588	.....	2,352	349,601	489,907
341	Amsterdam	9,955	51,345	.....	1,077	62,377	65,077
342	Auburn	14,528	80,000	.....	2,400	96,928	111,645
343	Batavia	5,127	1,266	32,918	1,124	40,445	50,657

* Statistics of 1900-1901.

^a Warrants outstanding at the beginning of year, \$137,740.^b Includes State appropriations.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants,
1901-2—Continued.

	City.	From State ap- portion- ment or taxes.	From city appropri- ations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
	NEW YORK—continued.						
344	Binghamton.....	\$24,436	\$125,417		\$1,737	\$151,590	\$157,618
345	Buffalo*.....	162,978				1,375,639	1,487,156
346	Cohoes.....	8,999	47,307		646	56,952	56,952
	Corning:						
347	District No. 9.....	3,416	18,176		860	22,452	26,895
348	District No. 13.....	2,398	7,117		220	9,735	12,636
349	Cortland.....	3,854	16,600		1,328	21,782	27,566
350	Dunkirk.....	7,971	44,118	\$992	409	53,499	54,643
351	Elmira.....	16,696	91,181		6,579	114,456	143,515
352	Geneva.....	7,530	31,010		638	39,178	54,195
353	Glens Falls*.....	5,646			38,051	43,697	43,697
354	Gloversville.....	8,624	45,989	150	2,420	57,183	60,937
355	Hornellsville.....	8,464	35,254		806	44,524	48,770
356	Hudson.....	4,380	15,000	919	2,245	22,544	34,846
357	Ithaca.....	10,443	42,806		8,487	61,736	70,886
358	Jamestown.....	15,631	76,119		3,423	95,173	95,430
359	Johnstown.....	6,896	31,187		3,696	41,779	41,779
360	Kingston.....	11,462	76,002		4,861	92,325	126,576
361	Lansingburg*.....	8,325	38,713	202	177	47,417	51,633
362	Little Falls.....	5,809	34,573		707	41,089	42,245
363	Lockport.....	10,880	55,780		5,085	72,745	72,745
364	Middletown.....	6,931	44,570		2,393	53,894	95,471
365	Mount Vernon.....	13,532	126,895		3,742	144,169	245,919
366	Newburg.....	12,255	75,600		3,599	91,454	91,631
367	New Rochelle.....	11,122	77,204		23,946	112,272	139,472
368	New York.....	1,302,127	17,920,891	285,817	41,700	19,550,535	38,756,369
369	Niagara Falls.....	11,593	81,570		391	93,554	297,708
370	North Tonawanda*.....	8,000	35,000	1,000	592	44,592	
371	Ogdensburg*.....	7,066	21,320		4,591	32,977	38,457
372	Olean school district.....	8,857	42,327		891	52,075	58,722
373	Oswego.....	12,668	40,000		1,090	53,758	54,213
	Peekskill:						
374	District No. 7 (Drum Hill) ..	3,242	14,965	386	496	19,089	19,967
375	District No. 8 (Oakside) ..	1,800	11,700		300	13,800	33,350
376	Plattsburg.....	5,831	17,441	1,381	31,749	56,402	58,624
377	Port Jervis.....	7,464	28,797		2,078	38,339	41,592
378	Poughkeepsie.....	10,400	78,000			88,400	
379	Rochester.....	87,732	619,752		3,614	711,098	1,078,094
380	Rome.....	8,227	37,403		1,196	46,826	46,826
381	Saratoga Springs.....						
382	Schenectady.....	12,061	68,862		2,116	83,039	108,937
383	Syracuse.....	54,655	331,394		9,949	395,998	634,470
384	Troy.....	29,557	113,659		2,883	144,099	162,094
385	Utica.....	29,188	159,500		2,662	191,350	257,582
386	Watertown.....	12,826	63,983		4,100	80,864	131,573
387	Watervliet.....	5,621	30,000		636	26,257	54,331
388	White Plains.....	4,341		40,323	4,451	49,115	49,732
389	Yonkers.....	20,713	230,250		2,376	254,339	366,943
	NORTH CAROLINA.						
390	Asheville.....	550	15,897	5,775	892	23,114	26,946
391	Charlotte.....						
392	Concord.....						
393	Greensboro*.....		10,144	6,240		16,384	16,384
394	Newbern.....		2,691	3,760	700	7,151	7,223
395	Raleigh.....						
396	Wilmington.....						
397	Winston.....		9,000	5,200		14,200	
	NORTH DAKOTA.						
398	Fargo.....	16,324		a 45,608	1,820	63,752	66,349
	OHIO.						
399	Akron.....	18,566	157,188		3,623	179,377	274,006
400	Alliance.....	4,021	27,560		1,206	32,787	47,365
401	Ashtabula.....	3,392	30,033		3,109	36,534	78,740
402	Bellaire*.....					27,527	47,049
403	Cambridge.....	3,551	23,994		1,325	28,873	49,181
404	Canton.....	14,156	104,835		850	119,841	119,841
405	Chillieothe.....	6,280	40,112		1,029	47,421	68,926

* Statistics of 1900-1901.

a Includes city appropriations.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
OHIO—continued.							
406	Cincinnati	\$164,393	\$898,313	\$2,011	\$74,079	\$1,133,796	\$1,259,425
407	Cleveland	163,571	1,598,759	6,877	87,745	1,856,952	3,088,850
408	Columbus	52,707	431,733	.....	6,178	490,618	814,703
409	Dayton	38,548	356,982	.....	10,635	406,165	770,671
410	East Liverpool	8,265	64,148	11,862	.....	84,275	109,414
411	Elyria *	4,240	31,366	.....	1,206	36,812	79,541
412	Findlay * .....	.....	.....	.....	.....	88,196	.....
413	Fremont	3,555	21,769	61	841	26,226	26,226
414	Hamilton * .....	.....	.....	.....	.....	91,788	.....
415	Ironton * .....	.....	.....	.....	.....	22,000	36,635
416	Lancaster	4,704	26,553	418	121	31,796	40,741
417	Lima * .....	.....	.....	.....	.....	87,477	.....
418	Lorain	2,987	23,617	251	49	26,904	103,358
419	Mansfield	6,366	73,553	240	968	81,127	109,464
420	Marietta	5,965	52,653	322	382	59,322	72,922
421	Marion * .....	.....	.....	.....	.....	56,721	.....
422	Massillon	6,406	32,755	.....	1,003	40,204	129,404
423	Middletown	4,000	33,000	.....	.....	37,000	.....
424	Newark	7,708	46,298	.....	593	54,599	70,087
425	Piqua	6,510	40,388	.....	14	46,912	57,353
426	Portsmouth	3,924	42,417	.....	1,140	47,481	95,432
427	Sandusky	8,914	49,301	394	263	58,872	82,061
428	Springfield	15,360	113,762	319	543	129,984	143,976
429	Stuebenville * .....	.....	.....	.....	.....	45,783	.....
430	Tiffin	4,998	30,297	158	222	35,775	53,352
431	Toledo	54,242	400,719	.....	12,248	467,209	604,990
432	Warren	4,748	36,608	.....	860	42,216	55,186
433	Wellston	3,894	13,292	24	72	17,282	.....
434	Xenia .....	.....	25,914	.....	.....	30,044	121,904
435	Youngstown	20,696	176,634	.....	1,002	197,732	289,589
436	Zanesville * .....	.....	.....	.....	.....	77,444	.....
OKLAHOMA TERRITORY.							
437	Guthrie *	1,500	21,000	3,000	.....	25,500	.....
438	Oklahoma City .....	.....	.....	.....	.....	35,000	.....
OREGON.							
439	Astoria *	9,050	15,000	.....	.....	24,050	24,050
440	Portland	25,167	136,776	154,712	5,396	322,051	348,265
PENNSYLVANIA.							
441	Allegheny	88,687	.....	410,278	16,639	515,604	894,629
442	Allentown	25,602	113,614	.....	14,452	153,668	163,613
443	Altoona	31,012	111,217	1,239	849	144,317	179,370
444	Beaver Falls	8,075	25,415	765	500	34,755	34,755
445	Bradnock	10,298	47,152	46	749	58,245	93,491
446	Bradford	12,320	71,481	.....	.....	83,801	.....
447	Butler	9,599	32,255	22	707	42,583	117,063
448	Carbondale	10,806	.....	.....	.....	63,635	.....
449	Carlisle	6,651	.....	.....	.....	35,863	.....
450	Chambersburg	7,064	13,800	.....	.....	20,864	.....
451	Chester	25,077	.....	77,000	5,851	107,928	336,938
452	Columbia	9,771	25,414	.....	602	35,787	46,753
453	Danville	6,781	.....	.....	.....	21,324	.....
454	Dubois	7,751	.....	.....	.....	37,083	.....
455	Dunmore	9,682	.....	.....	.....	50,881	.....
456	Duquesne	6,478	33,832	.....	527	40,837	71,137
457	Easton	19,919	61,603	1,223	6,394	89,139	125,115
458	Erie	38,793	154,370	.....	1,327	194,490	213,950
459	Harrisburg	39,081	152,138	.....	1,139	192,358	200,620
460	Hazleton	11,351	34,111	.....	1,055	46,517	85,520
461	Homestead	9,300	35,000	.....	.....	44,300	48,000
462	Johnstown	25,874	118,101	.....	1,643	145,618	165,618
463	Lancaster	29,577	92,622	.....	1,379	123,578	167,174
464	Lebanon	13,498	41,473	.....	600	55,571	75,181
465	McKeesport	25,806	.....	.....	.....	262,038	.....
466	Mahanoy City	10,950	20,089	.....	167	31,206	41,224
467	Meadville	8,735	31,933	.....	1,479	42,147	45,742
468	Mount Carmel	9,519	16,133	48	484	26,184	27,654

* Statistics of 1900-1901.

a Includes city appropriations.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
	PENNSYLVANIA—continued.						
469	Nanticoke.....	\$9,425	\$22,543	.....	\$12,588	\$44,556	\$44,597
470	Newcastle.....	20,594	94,366	.....	5,048	120,008	153,739
471	Norristown.....	14,975	64,259	.....	959	80,193	101,130
472	Oil City.....	9,892	.....	.....	.....	62,142	.....
473	Philadelphia.....	.....	.....	.....	.....	4,224,729	4,888,523
474	Phoenixville.....	6,134	18,161	.....	602	24,897	29,897
475	Pittsburg.....	235,009	1,139,226	.....	52,244	1,426,479	2,083,803
476	Pittston.....	8,884	.....	.....	.....	40,785	.....
477	Plymouth.....	9,054	16,034	.....	26	25,114	25,269
478	Pottstown.....	11,953	36,567	.....	1,116	49,639	49,697
479	Pottsville.....	13,120	.....	.....	.....	87,756	.....
480	Reading.....	65,103	187,670	.....	554	253,327	293,327
481	Scranton.....	70,850	284,515	\$33,578	1,328	350,371	604,380
482	Shamokin.....	13,191	31,158	.....	543	44,892	65,564
483	Sharon.....	7,527	22,158	.....	874	30,559	.....
484	Shenandoah.....	15,600	.....	34,770	367	50,737	61,580
485	South Bethlehem.....	10,757	.....	.....	.....	47,991	.....
486	Steelton.....	9,766	36,380	.....	2,440	48,586	68,463
487	Sunbury.....	8,535	22,810	.....	95	31,440	31,440
488	Titusville.....	7,606	38,813	.....	.....	46,419	52,826
489	Warren.....	7,016	.....	.....	.....	108,743	.....
490	Westchester.....	7,553	30,677	.....	2,710	40,940	40,940
491	Wilkesbarre.....	.....	.....	.....	.....	152,130	218,266
492	Wilkinsburg.....	9,084	44,309	.....	.....	53,393	118,394
493	Williamsport.....	24,291	68,866	.....	774	93,931	97,325
494	York.....	26,509	81,829	.....	755	109,093	174,347
	RHODE ISLAND.						
495	Central Falls.....	6,123	35,818	.....	3,344	45,285	54,216
496	Cranston.....	4,134	41,000	.....	4,396	49,530	49,553
497	Cumberland*.....	4,185	19,000	642	527	24,354	25,099
498	East Providence.....	4,850	39,250	1,991	175	46,266	46,944
499	Lincoln.....	3,723	18,000	.....	348	22,071	27,051
500	Newport.....	6,716	100,470	7,606	.....	114,792	149,056
501	Pawtucket.....	9,759	223,110	.....	5,581	238,450	255,613
502	Providence.....	31,127	662,125	29,714	10,073	733,039	897,212
503	Warwick.....	7,234	38,741	2,103	.....	48,078	48,501
504	Woonsocket.....	8,852	113,378	3,057	.....	125,287	129,021
	SOUTH CAROLINA.						
505	Charleston.....	.....	17,248	43,475	2,294	63,017	94,543
506	Columbia.....	7,064	8,239	1,094	807	17,204	23,735
507	Greenville.....	.....	.....	.....	.....	.....	.....
508	Spartanburg.....	.....	.....	12,706	848	13,554	36,450
	SOUTH DAKOTA.						
509	Sioux Falls.....	8,081	50,875	.....	11	58,957	61,022
	TENNESSEE.						
510	Chattanooga.....	.....	.....	.....	.....	.....	48,300
511	Clarksville.....	.....	6,592	10,734	.....	17,326	23,744
512	Jackson.....	14,021	8,702	.....	6	22,729	28,308
513	Knoxville.....	52,086	.....	.....	2,224	54,310	54,310
514	Memphis.....	75,905	45,000	.....	3,984	124,892	280,327
515	Nashville.....	117,881	69,497	.....	.....	187,378	187,378
	TEXAS.						
516	Austin.....	19,950	28,447	.....	1,125	49,522	65,272
517	Beaumont.....	.....	.....	.....	.....	.....	.....
518	Corsicana.....	9,045	17,748	1,602	.....	28,395	.....
519	Dallas.....	32,614	61,749	386	.....	94,749	118,133
520	Denison.....	13,637	19,611	428	333	34,059	34,059
521	El Paso.....	13,371	44,192	.....	437	58,000	109,600
522	Fort Worth.....	21,954	36,136	1,333	169	59,592	59,592
523	Gainesville.....	7,732	16,307	963	554	25,576	28,075
524	Galveston.....	22,855	45,945	1,820	458	71,118	83,641
525	Houston.....	42,474	96,743	1,073	2,816	143,106	195,277
526	Laredo.....	12,051	1,884	368	.....	14,303	.....

* Statistics of 1900-1901.

α Includes amounts received from county taxes.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
TEXAS—continued							
527	Palestine.....	\$9,082	\$8,916	\$799	\$1,715	\$20,512	\$20,512
528	Paris*.....	11,809	11,114	300	.....	23,223	23,223
529	San Antonio.....	49,576	62,865	.....	10,024	122,465	162,947
530	Sherman.....	10,493	18,942	560	.....	29,955	.....
531	Tyler.....	8,793	11,822	536	300	21,451	21,451
532	Waco.....	19,523	31,512	349	.....	51,384	54,551
UTAH.							
533	Ogden.....	22,636	55,317	10,469	217	\$8,639	\$9,218
534	Salt Lake City.....	58,172	280,492	56,678	38,679	434,021	.....
VERMONT.							
535	Barre.....	1,200	31,668	.....	1,102	33,960	35,236
536	Burlington.....	2,326	56,069	.....	5,718	64,044	.....
537	Rutland.....	4,113	36,000	424	162	40,699	49,868
VIRGINIA.							
538	Alexandria.....	7,039	13,809	.....	.....	20,839	20,839
539	Danville.....	7,853	15,668	.....	675	23,701	25,090
540	Lynchburg.....	9,886	39,400	.....	2,043	42,329	43,095
541	Manchester.....	.....	.....	.....	.....	.....	.....
542	Newport News.....	6,111	28,726	.....	.....	34,837	35,660
543	Norfolk.....	17,797	43,384	.....	.....	61,181	.....
544	Petersburg*.....	10,863	12,387	.....	794	24,044	24,044
545	Portsmouth.....	.....	.....	.....	.....	.....	.....
546	Richmond.....	36,336	142,895	.....	3,213	182,441	185,545
547	Roanoke.....	9,576	24,375	.....	9,127	43,078	47,585
WASHINGTON.							
548	Everett.....	21,425	.....	27,285	56	48,766	59,342
549	Seattle.....	148,697	234,821	4,552	2,774	390,844	899,593
550	Spokane.....	78,083	.....	150,200	2,796	231,079	256,983
551	Tacoma.....	101,166	.....	130,004	381	231,551	253,619
552	Walla Walla.....	23,831	.....	17,454	.....	41,285	71,960
WEST VIRGINIA.							
553	Charleston.....	4,744	46,002	.....	4,072	54,818	116,395
554	Huntington.....	4,551	34,400	.....	456	39,407	45,465
555	Parkersburg.....	5,543	.....	65,954	560	72,057	72,057
556	Wheeling.....	16,921	100,400	.....	262	117,583	167,863
WISCONSIN.							
557	Appleton.....	11,888	54,620	6,500	2,947	75,965	78,088
558	Ashland.....	9,948	68,075	4,458	16,366	98,847	99,248
559	Beloit.....	8,585	38,355	3,780	936	51,656	85,441
560	Chippewa Falls.....	7,280	17,751	4,000	.....	29,031	33,152
561	Eau Claire.....	14,696	61,000	7,597	2,591	85,884	85,884
562	Fond du Lac.....	12,855	30,000	5,692	1,606	50,153	61,859
563	Green Bay.....	14,531	29,037	7,276	2,105	52,949	57,014
564	Janesville.....	8,306	30,000	3,594	2,971	44,871	.....
565	Kenosha.....	8,806	37,986	4,500	2,243	53,535	61,322
566	La Crosse.....	22,201	70,000	11,195	2,322	105,718	170,367
567	Madison.....	12,503	36,441	5,960	14,994	69,898	84,632
568	Manitowoc.....	.....	.....	.....	.....	.....	.....
569	Marinette.....	12,971	35,000	6,176	1,531	55,678	55,647
570	Merrill.....	7,582	14,200	3,700	533	26,015	27,306
571	Milwaukee.....	225,612	436,000	110,000	11,279	782,891	1,099,951
572	Oshkosh.....	20,914	76,721	.....	235	97,870	103,251
573	Racine.....	23,687	72,646	11,000	2,199	109,532	136,656
574	Sheboygan.....	19,016	65,167	9,584	2,140	95,907	147,297
575	Stevens Point*.....	4,343	20,000	4,384	1,214	30,941	36,327
576	Superior.....	25,991	140,000	3,000	524	169,515	184,884
577	Watertown*.....	4,421	16,286	4,268	888	25,863	36,218
578	Wausau.....	12,654	33,000	5,341	259	51,254	73,423
WYOMING.							
579	Cheyenne.....	5,705	.....	25,967	346	32,018	32,020
580	Laramie.....	.....	.....	.....	.....	.....	.....

* Statistics of 1900-1901.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1901-2.

	City.	Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
	ALABAMA.					
1	Anniston.....					
2	Birmingham.....	\$54,332	\$49,163	\$10,321		\$113,816
3	Huntsville.....		6,840	500		7,340
4	Mobile.....					
5	Montgomery.....	14,797	31,775	4,771		51,343
6	Selma.....	18,000	13,600	1,500		33,100
	ARIZONA.					
7	Tucson.....		15,461			47,677
	ARKANSAS.					
8	Fort Smith.....		34,057	2,203	\$225	36,485
9	Hot Springs*.....	1,000	16,000	5,000		22,000
10	Little Rock*.....	13,000	48,058	14,345		75,403
11	Pine Bluff.....		*21,450			
	CALIFORNIA.					
12	Alameda.....	14,624	75,799	18,432	1,073	109,928
13	Berkeley.....		74,595	21,320		95,915
14	Fresno.....	12,803	54,671	15,240		82,714
15	Los Angeles.....	57,097	397,143	85,516	1,400	541,156
16	Oakland.....	32,899	248,428	55,646	4,359	341,332
17	Pasadena.....	7,750	51,045	11,024		69,819
18	Riverside*.....		17,861	8,642		26,503
19	Sacramento.....	29,682	108,576	24,764	4,051	167,073
20	San Diego.....		59,493	17,227		76,720
21	San Francisco.....	33,674	949,174	280,493	68,200	1,331,541
22	San Jose.....	4,733	93,634	30,986	1,064	130,422
23	Stockton.....	33,397	61,211	20,404	551	115,563
24	Vallejo.....	2,577	22,600	5,584	400	31,161
	COLORADO.					
25	Colorado Springs.....	44,017	94,705	35,668		174,391
26	Cripple Creek (school district). Denver:			25,538		178,819
27	District No. 1.....	46,837	281,420	96,124		424,381
28	District No. 2.....	37,906	118,103	47,179		203,188
29	District No. 7.....	1,008	19,932	9,694		30,634
30	District No. 17.....	9,335	92,355	39,548		141,238
31	Leadville.....	794	33,523	19,011		53,328
	Pueblo:					
32	District No. 1.....		a 95,648	14,560		110,208
33	District No. 20.....	19,613	56,315	22,891		98,819
	CONNECTICUT.					
34	Ansonia.....	10,000	30,609	9,144	132	49,885
35	Bridgeport.....	63,928	133,409	45,170	896	243,403
36	Bristol.....		28,064	12,357		40,421
37	Danbury*.....		36,049			53,136
38	Hartford.....		240,771	193,299	11,671	445,741
	Manchester:					
39	Town schools*.....		10,508			13,804
40	Ninth district.....		18,857	5,189		24,046
41	Meriden.....		63,689	17,264	350	81,303
42	Middletown*.....		18,750			33,091
43	Naugatuck.....		33,454	10,689		b 44,143
44	New Britain.....		65,867	26,470	2,121	94,458
45	New Haven.....	42,751	291,984	94,812	5,395	434,972
46	New London.....	28,707	38,929	21,763	817	90,216
47	Norwalk*.....		43,883			58,477
	Norwich:					
48	Central district.....		23,179	10,186		33,365
49	West Chelsea district.....	2,786	9,668	4,773		17,227
50	Stamford*.....		62,851	16,746	291	79,888
51	Torrington.....	9,931	24,119	13,510		47,560
52	Vernon c*.....		19,000	5,446		24,446

*Statistics of 1900-1901.

a Includes permanent investments and lasting improvements.

b Does not include expenditures for evening schools.

c Includes Rockville.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
CONNECTICUT—continued.						
53	Wallingford *		\$80, 876			\$49, 042
54	Waterbury	\$22, 500	123, 720	\$108, 201	\$2, 000	256, 481
55	Windham a	3, 521	21, 462			22, 700
DELAWARE.						
56	Wilmington	15, 457	138, 249	74, 192		227, 893
DISTRICT OF COLUMBIA.						
57	Washington	547, 487	905, 428	241, 340	9, 282	1, 703, 537
FLORIDA.						
58	Jacksonville *	13, 320	37, 529	2, 862	150	53, 861
59	Key West		9, 940	1, 174		11, 114
60	Pensacola	300	15, 751	2, 567		18, 618
61	Tampa					
GEORGIA.						
62	Athens		18, 417	1, 689		20, 106
63	Atlanta	15, 610	c 154, 342	12, 199	(d)	182, 151
64	Augusta		65, 400	15, 330		80, 930
65	Brunswick	1, 000	12, 000	2, 000		15, 000
66	Columbus		34, 553	4, 202	900	39, 655
67	Macon e	6, 217	68, 083	14, 826		89, 126
68	Savannah f	20, 000	100, 000	9, 000		129, 000
ILLINOIS.						
69	Alton					
	Aurora:					
70	East side	3, 936	39, 508	13, 176		56, 620
71	West side		18, 745	7, 253		25, 998
72	Belleville	1, 855	36, 737	11, 374		49, 966
73	Bloomington	2, 800	57, 256	32, 568		92, 624
74	Carro	5, 142	25, 829	15, 028		45, 999
75	Champaign	6, 032	19, 940	8, 309		34, 281
76	Chicago	1, 721, 802	5, 173, 138	1, 682, 682		8, 577, 622
77	Danville	11, 546	34, 182	17, 058		62, 786
78	Decatur	6, 166	51, 793	17, 034		74, 993
79	Dixon		12, 396			18, 359
80	East St. Louis		88, 445	53, 652		142, 097
81	Elgin		62, 806	32, 039		94, 845
	Evanston:					
82	District No. 1	15, 466	42, 775	19, 659		77, 900
83	District No. 74 (North Evanston)	299	6, 995	1, 294		8, 590
84	District No. 76 (South Evanston)	23, 212	21, 754	13, 435		58, 401
85	Freeport		30, 282	20, 750		51, 032
86	Galesburg	14, 793	45, 613	25, 542		85, 948
87	Jacksonville	34, 541	32, 190	14, 686		81, 417
88	Joliet	28, 711	56, 280	23, 404		108, 395
89	Kankakee	953	23, 395	8, 008		32, 356
90	Kewanee	11, 500	24, 250	7, 400		43, 150
91	LaSalle	1, 900	15, 520	7, 115		24, 535
92	Lincoln *	1, 964	17, 111	5, 393		24, 468
93	Mattoon *		27, 073	19, 433		46, 506
94	Moline	37, 198	51, 476	16, 279		104, 953
95	Ottawa *		24, 255	11, 687		35, 942
96	Pekin *	1, 070	18, 280	5, 370		24, 720
97	Peoria	123, 898	160, 345	31, 559		315, 802
98	Quincy	15, 750	56, 200	21, 144		93, 094
99	Rockford		73, 564	27, 087	184	100, 835
100	Rock Island	71, 236	47, 700	23, 302		142, 238
101	Springfield	7, 414	85, 118	23, 341		115, 873
102	Streator		27, 698	12, 032		39, 730
103	Waukegan					

* Statistics of 1900-1901.

a Includes Willimantic.

b Not including \$997 expended for vacation schools.

c Includes pay of clerks and janitors.

d Included in other items.

e Statistics of the schools of Bibb County.

f Statistics of the schools of Chatham County.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
	INDIANA.					
104	Anderson	\$20,143	\$49,820	\$15,947		\$85,910
105	Columbus	740	23,631	5,989		30,360
106	Elkhart	15,000	39,207	9,535		63,742
107	Elwood					
108	Evansville	2,704	140,563	a 57,949	b \$520	201,736
109	Fort Wayne	63,208	93,346	21,983		178,537
110	Hammond		28,048	15,585		43,633
111	Huntington	500	27,270	12,610		40,380
112	Indianapolis	199,240	470,728	226,125	2,090	898,183
113	Jeffersonville	360	26,448	3,433		30,241
114	Kokomo		31,169	9,357		40,526
115	Lafayette		64,000	16,000		80,000
116	Logansport					
117	Marion		44,348	19,471		63,819
118	Michigan City	34,165	24,119			58,284
119	Muncie	23,564	52,858	14,694		91,116
120	New Albany	10,982	37,793	22,175		70,950
121	Peru					
122	Richmond	9,000	52,241	14,733		75,974
123	South Bend	48,979	64,682	52,087		165,748
124	Terre Haute	7,357	115,295	33,728		136,380
125	Vincennes*	2,500	20,450			29,459
126	Wabash		30,081			32,021
127	Washington					
	IOWA.					
128	Boone	12,244	25,586	12,694		50,524
129	Burlington		62,963	18,139		81,102
130	Cedar Rapids	99,939	74,963	38,566		213,468
131	Clinton	11,661	44,714	18,535	108	75,018
132	Council Bluffs					
133	Davenport	16,287	102,740	49,188		168,165
	Des Moines:					
134	Capital Park	4,918	8,473	4,925		18,316
135	East side	1,764	46,495	20,240		68,499
136	West side					
137	Dubuque	12,047	70,682	24,691		107,330
138	Fort Dodge*	16,145	20,303	10,027		46,475
139	Fort Madison*		12,076	6,013		18,089
140	Iowa City*		21,616	21,102		42,718
141	Keokuk					
142	Marshalltown		34,348	28,418		62,766
143	Muscatine	825	32,886	12,308		46,019
144	Oskaloosa	5,516	26,707	7,645		39,868
145	Ottumwa	14,697	56,049	16,179		86,925
146	Sioux City	3,345	92,443	55,241		151,029
	Waterloo:					
147	East Side	15,000	20,000	15,000		50,000
148	West Side	26,946	13,197	7,120		47,263
	KANSAS.					
149	Atchison	368	19,768	11,302		31,438
150	Emporia	18,209	27,149	8,712		54,070
151	Fort Scott*	8,418	21,077	6,698		36,193
152	Galena		9,770	4,280		14,050
153	Hutchinson	1,993	22,567	4,428		28,988
154	Kansas City	44,000	113,000	29,800		186,800
155	Lawrence		26,034	9,395		35,439
156	Leavenworth*	664	37,619	14,856		53,139
157	Pittsburg	5,589	18,007	8,155		31,751
158	Topeka	58,100	93,603	29,454		181,157
159	Wichita		49,348	19,820		69,168
	KENTUCKY.					
160	Bowling Green*	191	13,398	1,986		15,575
161	Covington*	6,868	79,781	13,846		100,495
162	Frankfort		17,714	2,381		20,095
163	Henderson*	1,500	22,250	4,000		27,750
164	Lexington*	2,520	36,945	8,365		47,830

* Statistics of 1900-1901.

a Includes salary of superintendent.

b Teachers' salaries.

c Includes pay of clerks and janitors.

TABLE 10.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.*

	City.	Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
	KENTUCKY—continued.					
165	Louisville.....	\$41,882	\$385,432	\$101,058	\$5,910	\$534,282
166	Newport*.....	3,746	40,920	7,526		52,192
167	Owensboro (white schools)*.....	13,697	a 25,642	6,750		46,089
168	Paducah*.....	190	27,572	7,160		34,922
	LOUISIANA.					
169	Baton Rouge.....					
170	New Orleans.....	40,000	372,576	116,904		529,480
171	Shreveport.....	20,000	21,636	4,000		45,636
	MAINE.					
172	Auburn.....	7,686	32,155	10,837		50,678
173	Augusta*.....		13,351	10,830		24,181
174	Bangor.....	3,261	52,324	16,961		72,546
175	Bath.....	1,800	21,000	8,000		30,800
176	Biddeford.....		24,002	5,667	700	30,369
177	Lewiston.....	55,903	39,371	12,845	2,000	110,119
178	Portland*.....	38,145	115,185	34,971	1,298	189,599
179	Rockland*.....					14,468
180	Waterville.....	2,544	19,906	7,695	286	30,431
	MARYLAND.					
181	Annapolis.....					
182	Baltimore.....	173,270	1,034,289	259,914	7,435	1,474,908
183	Cumberland.....					
184	Frederick.....					
185	Hagerstown*.....	2,754	15,994	1,079		19,828
	MASSACHUSETTS.					
186	Adams.....		27,862	10,797	444	39,103
187	Amesbury*.....		17,007	6,365		23,072
188	Arlington.....		29,122	12,755		41,877
189	Attleboro.....		32,834	19,358	863	53,055
190	Beverly.....		44,648	23,626	1,268	69,542
191	Boston.....	838,075	2,306,382	760,798	102,009	4,007,264
192	Brockton.....	42,000	116,145	87,607	2,197	247,949
193	Brookline*.....		105,736	41,506		147,242
194	Cambridge.....	102,325	334,200	112,023	8,499	b 558,932
195	Chelsea.....		92,559	29,979	1,368	123,906
196	Chicopee.....	8,680	36,802	15,439	1,805	62,726
197	Clinton.....		28,612	14,036	848	43,496
198	Danvers.....		20,979	11,926		32,905
199	Everett.....	879	84,749	43,497	1,269	130,394
200	Fall River.....	45,769	202,526	89,654	12,451	350,400
201	Fitchburg.....	32,197	85,350	28,474	1,980	148,001
202	Frammingham.....	9,435	31,807	13,396	695	55,333
203	Gardner.....		27,097	14,040	800	41,937
204	Gloucester.....	3,914	59,910	35,111	95	99,033
205	Greenfield.....	2,089	25,150	9,703	368	37,310
206	Haverhill.....		101,224	27,798	1,980	131,002
207	Holyoke.....	c 77,793	137,016	46,386	6,178	267,373
208	Hyde Park*.....		33,721	11,154		44,875
209	Lawrence.....	114,053	138,841	39,260	8,345	300,499
210	Leominster*.....		27,821	15,648		43,469
211	Lowell.....	18,848	214,581	109,688	20,719	363,836
212	Lynn.....	12,568	183,126	54,011	2,050	251,755
213	Malden.....	4,601	126,039	50,667	2,986	184,293
214	Marlboro.....		41,206	14,823	1,095	57,124
215	Medford.....	2,559	72,649	23,348	1,148	99,704
216	Melrose.....	600	55,380	25,283		81,263
217	Milford.....	66,000	21,426	12,074	500	100,000
218	Natick.....		28,297	9,756		38,053
219	New Bedford.....	114,463	149,745	70,001	7,854	342,063
220	Newburyport.....	30,000	28,625	8,374	264	67,263
221	Newton.....	10,461	157,714	43,765	898	212,838
222	North Adams.....	4,000	58,000	22,300	1,700	86,000
223	Northampton.....		47,950	21,336	1,033	70,319
224	Peabody*.....		27,855	10,356	125	38,337

* Statistics of 1900-1901. a Includes pay of clerks and janitors. b Includes \$1,885 for vacation schools. c Includes ordinary repairs.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
MASSACHUSETTS—continued.						
225	Pittsfield.....	\$5,795	\$30,884	\$25,723	\$449	\$92,851
226	Plymouth.....	13,342	25,137	10,067	.....	48,546
227	Quincy.....	.....	80,555	26,125	1,552	108,236
228	Revere.....	.....	35,433	20,795	.....	56,228
229	Salem.....	2,160	87,149	29,148	2,575	120,972
230	Somerville.....	49,203	226,556	58,827	6,412	340,998
231	Southbridge.....	465	17,205	7,061	.....	25,340
232	Springfield.....	96,269	246,291	139,217	13,740	495,517
233	Taunton.....	1,200	86,713	31,984	.....	121,685
234	Wakefield.....	.....	32,447	13,064	.....	45,511
235	Waltham.....	98,443	65,086	32,584	2,513	198,626
236	Ware.....	.....	19,031	10,374	.....	29,065
237	Watertown*.....	.....	27,472	12,465	.....	39,937
238	Webster.....	.....	.....	.....	.....	.....
239	Westfield.....	.....	40,341	21,074	883	61,798
240	Weymouth.....	14,863	33,578	15,364	.....	63,805
241	Woburn.....	6,177	44,312	8,857	543	59,889
242	Worcester.....	108,075	394,203	137,022	17,999	657,299
MICHIGAN.						
243	Adrain.....	1,519	21,216	17,207	.....	39,942
244	Alpena.....	.....	18,934	10,748	.....	29,682
245	Ann Arbor.....	28,158	41,126	17,051	.....	86,335
246	Battle Creek.....	31,792	43,000	20,000	.....	94,792
247	Bay City.....	2,000	57,787	22,947	.....	82,734
248	Calumet school district.....	15,747	70,281	29,308	.....	115,336
249	Detroit.....	191,817	711,866	215,608	7,257	1,126,448
250	Escanaba.....	22,105	19,471	12,775	.....	53,951
251	Flint.....	38,926	33,319	24,609	.....	96,854
252	Grand Rapids.....	29,632	248,871	89,214	.....	367,717
253	Holland.....	6,206	15,174	7,999	.....	29,379
254	Iron Mountain.....	3,979	28,210	19,932	.....	52,121
255	Ironwood*.....	.....	23,924	22,462	.....	46,386
256	Ishpeming.....	2,847	37,665	40,746	.....	81,258
257	Jackson.....	.....	49,812	17,203	.....	67,015
258	Kalamazoo.....	2,871	51,885	24,163	318	79,237
259	Lansing.....	1,826	37,732	16,185	.....	55,743
260	Manistee.....	459	34,695	12,603	.....	47,757
261	Marquette*.....	2,267	23,474	10,402	.....	36,143
262	Menominee.....	.....	30,863	15,250	.....	46,119
263	Muskegon.....	7,393	49,980	50,649	.....	108,022
264	Owosso.....	1,275	20,882	6,626	.....	28,783
265	Pontiac.....	66,569	17,342	9,866	.....	93,777
266	Port Huron.....	4,037	34,653	17,911	.....	56,601
267	Saginaw:	.....	.....	.....	.....	.....
267	East Side.....	.....	77,616	32,026	.....	109,642
268	West Side*.....	.....	13,737	4,418	.....	18,155
269	Sault Ste. Marie.....	40,000	26,400	14,762	.....	81,162
270	Traverse City.....	.....	22,406	5,968	.....	28,374
271	West Bay City.....	825	24,260	8,680	.....	33,765
MINNESOTA.						
272	Duluth.....	8,859	159,598	141,449	.....	309,906
273	Fairbault.....	1,275	17,065	7,069	.....	25,409
274	Mankato.....	.....	21,391	8,319	.....	29,710
275	Minneapolis.....	44,874	618,293	155,429	.....	818,596
276	St. Cloud*.....	600	18,470	12,657	.....	31,728
277	St. Paul.....	125,000	440,580	102,900	.....	668,480
278	Stillwater*.....	593	28,795	14,458	.....	43,846
279	Winona*.....	.....	58,054	26,269	.....	79,323
MISSISSIPPI.						
280	Jackson*.....	.....	.....	.....	.....	22,764
281	Meridian*.....	2,656	18,425	2,426	.....	23,507
282	Natchez.....	.....	.....	.....	.....	.....
283	Vicksburg.....	.....	.....	.....	.....	.....
MISSOURI.						
284	Carthage.....	.....	24,417	.....	.....	38,392
285	Hannibal.....	2,683	27,506	7,065	.....	37,254

* Statistics of 1900-1901.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and incen- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
	MISSOURI—continued.					
286	Jefferson City.....		\$10,861	\$1,854		\$12,715
287	Joplin.....	\$14,884	44,886	20,212		109,882
288	Kansas City.....		442,822	257,162		699,984
289	Moberly.....		16,461	7,682		24,143
290	St. Charles.....		10,900			16,643
291	St. Joseph.....	150,955	135,617	78,642	\$901	356,115
292	St. Louis.....	583,123	1,152,739	374,912	12,246	2,123,020
293	Sedalia.....	3,000	35,503	10,702		49,202
294	Springfield.....	5,687	35,300	12,429		53,366
295	Webb City.....		14,817			26,189
	MONTANA.					
296	Anaconda*.....		27,767	9,104		36,871
297	Butte.....	80,135	140,414	83,008		309,557
298	Great Falls.....	24,200	46,164	18,186		88,550
299	Helena.....	1,612	44,820	27,776		74,208
	NEBRASKA.					
300	Lincoln.....	51,947	94,859	41,418		188,224
301	Omaha.....	126,811	296,882	147,422	2,289	573,354
302	South Omaha.....	25,000	64,533	30,306		119,839
	NEW HAMPSHIRE.					
303	Berlin.....	3,325	9,765	4,978		18,068
304	Concord (Union district)*.....		35,746	19,180		54,926
305	Dover*.....	1,681	24,255	7,252	360	33,548
306	Keene (Union district).....	1,625	18,453	10,005	144	30,227
307	Laconia*.....		16,387	6,688		23,075
308	Manchester.....	3,365	90,292	34,415	1,182	129,254
309	Nashua.....	1,800	46,300	19,904		68,004
310	Portsmouth.....		28,308	14,813		43,121
311	Rochester.....	28,821	14,421	7,773	101	51,116
	NEW JERSEY.					
312	Atlantic City*.....	67,492	43,933	42,338		93,763
313	Bayonne.....	14,500	98,745	44,323	2,202	159,770
314	Bloomfield.....	2,700	38,000	22,600	1,000	64,300
315	Bridgeton.....	5,939	21,680	6,884		34,503
316	Camden.....		170,187	97,383		267,570
317	East Orange.....	1,189	93,554	35,316		130,059
318	Elizabeth*.....	65,636	91,313	35,098		132,042
319	Hackensack*.....	64,688	30,000	24,244		58,941
320	Harrison*.....		10,000	6,800		16,800
321	Hoboken.....		135,096	48,855	1,728	185,679
322	Jersey City.....	155,233	415,934	118,831	5,979	695,982
323	Kearney.....	30,000	26,981	11,078	915	68,974
324	Long Branch.....		43,500			74,000
325	Millville*.....	62,308	20,665	5,480		28,453
326	Montclair.....	3,932	70,767	42,959	747	118,405
327	Morristown.....	1,667	26,766	7,732		36,165
328	Newark.....	2,387	650,501	242,277	36,222	931,887
329	New Brunswick.....	3,595	37,983	5,000	1,360	47,944
330	Orange.....	4,858	56,160	17,338		78,356
331	Passaic.....	37,872	72,804	29,799	4,871	145,346
332	Paterson.....	19,656	228,930	74,965	8,269	333,823
333	Perth Amboy.....	4,000	26,944	12,966		43,910
334	Phillipsburg.....	900	22,275	8,223		31,998
335	Plainfield.....	246	50,568	24,344		75,158
336	Rahway.....		19,577	7,192		26,769
337	Town of Union.....		34,196	13,839		48,035
338	Trenton*.....	c 132,762	162,902	84,059		379,723
339	West Hoboken.....		* 34,633			61,858
	NEW YORK.					
340	Albany.....		221,391	266,162	2,354	489,907
341	Amsterdam.....	544	38,621	13,455		52,620

* Statistics of 1900-1901.

a Warrants outstanding at the beginning of year, \$137,740; warrants outstanding at the end of year, \$241,361.

b Includes expenditures for repairs.

c Includes ordinary repairs.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
	NEW YORK—continued.					
242	Auburn	\$24,163	\$65,723	\$19,231	\$1,386	\$110,503
243	Batavia	2,813	20,791	9,274		32,878
344	Binghamton	20,228	105,973	26,046		152,247
345	Buffalo	197,699	825,795	341,461	8,676	1,373,631
346	Cohoes	8,924	32,305	12,232		53,461
	Corning:					
347	District No. 9		14,880	7,516		22,346
348	District No. 13	304	5,350	1,792		7,446
349	Cortland	6,247	15,926	3,539		25,712
350	Dunkirk	2,137	23,900	16,235		42,272
351	Elmira	38,753	75,293	25,444		139,490
352	Geneva	880	28,807	7,228		36,925
353	Glens Falls*	9,736	26,648	6,857		43,241
354	Gloversville		36,877	13,929		50,806
355	Hornellsville	4,214	29,166	9,461		42,841
356	Hudson	2,335	17,388	4,292		24,015
357	Ithaca	5,218	36,051	12,784		54,053
358	Jamestown	6,003	58,393	26,168		90,564
359	Johnstown	2,301	23,533	9,224		35,058
360	Kingston	42,791	58,355	15,830		116,976
361	Lansingburg*	422	32,387	13,517		46,326
362	Little Falls	1,790	19,636	9,789		31,215
363	Lockport	10,561	37,891	19,016		67,468
364	Middletown	3,240	30,641	18,816		52,697
365	Mount Vernon	58,390	79,649	49,748	640	188,427
366	Newburg	7,561	63,228	20,812		91,601
367	New Rochelle	10,833	62,390	23,174	550	96,947
368	New York	5,543,265	13,578,911	3,410,554	480,870	23,013,600
369	Niagara Falls	93,010	49,588	33,660	745	177,003
370	North Tonawanda*		28,000			108,252
371	Ogdensburg*	3,697	22,597	4,697		30,991
372	Olean school district		33,642	13,878	225	47,745
373	Oswego	3,671	40,137	9,897		53,725
	Peekskill:					
374	District No. 7 (Drum Hill)	1,749	12,020	4,873		18,642
375	District No. 8 (Oakside)	7,060	8,600	3,000		18,660
376	Plattsburg	4,869	23,145	14,445		42,459
377	Port Jervis	2,218	24,185	9,783		36,186
378	Poughkeepsie	10,000	48,000	30,400		88,400
379	Rochester	248,184	405,726	96,815	9,227	759,952
380	Rome	1,375	25,897	12,399		39,671
381	Saratoga Springs*					54,366
382	Schenectady	43,907	53,610	10,889	581	108,937
383	Syracuse	26,006	309,465	103,246	3,720	442,437
384	Troy	540	138,462	14,362		153,364
385	Utica	74,708	138,376	33,510	608	247,202
386	Watertown	36,745	48,035	16,847	412	102,039
387	Watervliet		23,141	9,325		32,467
388	White Plains	1,951	27,358	15,920	442	45,671
389	Yonkers	93,623	157,042	95,964	4,503	351,132
	NORTH CAROLINA.					
390	Asheville	654	17,346	4,199		22,199
391	Charlotte					
392	Concord*		6,900			7,500
393	Greensboro*	2,250	11,498	2,092		15,840
394	Newbern		6,118	1,003		7,121
395	Raleigh					
396	Wilmington					
397	Winston		12,000	2,200		14,200
	NORTH DAKOTA.					
398	Fargo	11,000	33,258	17,640		61,898
	OHIO.					
399	Akron	56,704	112,300	52,306	881	222,191
400	Alliance	5,300	21,414	6,866		33,580
401	Ashtabula	28,000	18,034	3,828		49,862
402	Bellaire*		16,240	13,352		29,592
403	Cambridge	9,268	16,890	7,016		34,174

* Statistics of 1900-1901.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
	OHIO—continued.					
404	Canton.....	\$6,451	\$77,126	\$40,155	.....	\$123,732
405	Chillicothe.....	7,277	36,350	8,436	.....	52,043
406	Cincinnati.....	121,610	807,319	216,513	\$8,829	1,154,801
407	Cleveland.....	340,985	1,142,561	923,012	6,990	2,413,548
408	Columbus.....	103,160	342,374	122,153	.....	567,687
409	Dayton.....	41,421	261,272	22,121	.....	394,814
410	East Liverpool.....	3,102	30,118	22,159	.....	55,419
411	Elyria*.....	13,170	20,095	3,890	.....	37,155
412	Findlay*.....	.....	32,220	.....	.....	110,421
413	Freemont.....	.....	17,765	7,396	.....	25,071
414	Hamilton*.....	8,889	55,167	19,816	.....	83,872
415	Ironton*.....	2,750	28,756	1,660	.....	33,166
416	Lancaster.....	749	19,641	3,857	.....	24,247
417	Lima*.....	.....	44,521	.....	.....	81,958
418	Lorain.....	45,115	31,472	12,239	.....	88,836
419	Mansfield.....	1,449	43,493	22,070	.....	67,012
420	Marietta.....	20,176	30,384	17,256	.....	67,816
421	Marion.....	.....	29,119	.....	.....	* 47,723
422	Massillon.....	72,769	25,184	12,183	.....	110,141
423	Middletown.....	.....	22,000	8,300	.....	30,300
424	Newark.....	2,793	38,490	12,766	.....	53,989
425	Piqua.....	1,000	27,500	14,532	.....	43,032
426	Portsmouth.....	12,035	33,281	13,657	.....	58,973
427	Sandusky.....	.....	40,284	11,379	.....	51,663
428	Springfield.....	4,560	95,326	30,911	.....	130,797
429	Steubenville*.....	.....	29,327	.....	.....	48,354
430	Tiffin.....	.....	19,338	12,362	.....	31,700
431	Toledo.....	72,555	303,256	97,191	468	473,470
432	Warren.....	.....	26,259	13,225	.....	39,484
433	Wellston.....	1,127	13,820	4,099	.....	19,046
434	Xenia.....	33,428	26,920	14,104	.....	74,452
435	Youngstown.....	39,675	96,346	64,120	.....	200,141
436	Zanesville*.....	.....	.....	.....	.....	70,128
	OKLAHOMA TERRITORY.					
437	Guthrie*.....	2,300	18,125	5,125	.....	25,550
438	Oklahoma City.....	.....	28,000	5,000	.....	.....
	OREGON.					
439	Astoria*.....	.....	21,000	3,050	.....	24,050
440	Portland.....	59,747	211,974	54,555	1,250	327,826
	PENNSYLVANIA.					
441	Allegheny.....	248,874	251,659	217,935	2,424	720,892
442	Allentown.....	35,700	60,843	61,557	.....	158,100
443	Altoona.....	37,046	64,097	40,245	.....	141,388
444	Beaver Falls.....	1,570	19,559	8,480	.....	29,609
445	Braddock.....	2,112	30,547	18,289	.....	50,948
446	Bradford.....	.....	35,000	10,000	.....	71,204
447	Butler.....	14,461	26,213	12,855	.....	53,529
448	Carbondale.....	.....	29,289	.....	.....	48,669
449	Carlisle.....	.....	18,454	.....	.....	34,685
450	Chambersburg.....	.....	14,765	6,599	.....	21,364
451	Chester.....	65,047	65,237	34,932	.....	165,216
452	Columbia.....	344	18,628	12,420	500	31,892
453	Danville.....	.....	13,126	.....	.....	19,729
454	DuBois.....	.....	14,968	.....	.....	34,825
455	Dunmore.....	.....	22,480	.....	.....	50,881
456	Duquesne.....	11,585	25,208	13,686	.....	50,479
457	Easton.....	975	61,333	33,624	.....	95,942
458	Erie.....	24,446	94,866	72,391	603	192,306
459	Harrisburg.....	6,252	108,514	68,827	431	184,024
460	Hazleton.....	33,255	27,882	13,535	300	74,972
461	Homestead.....	.....	29,000	12,000	.....	41,000
462	Johnstown.....	18,255	74,244	47,409	1,500	141,408
463	Lancaster.....	7,143	a 62,000	a 33,563	.....	102,706
464	Lebanon.....	18,250	27,395	22,854	.....	68,499
465	McKeesport.....	.....	77,594	.....	.....	153,128
466	Mahanoy City.....	.....	20,980	7,029	450	28,459
467	Meadville.....	.....	23,241	15,282	.....	38,523

* Statistics of 1900-1901.

a Approximately.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
	PENNSYLVANIA—continued.					
468	Mount Carmel	\$1,997	\$13,115	\$9,168	\$289	\$27,519
469	Nanticoke		20,921	23,377	(a)	44,298
470	Newcastle	21,987	56,280	46,891		125,158
471	Norristown	12,833	42,845	22,456		77,634
472	Oil City		29,252			52,631
473	Philadelphia	683,615	2,529,465	966,882	42,316	4,223,278
474	Phoenixville	3,445	14,394	12,625		30,464
475	Pittsburg	362,064	710,975	\$33,964		1,407,003
476	Pittston		16,942			32,808
477	Plymouth	1,417	15,268	7,371	421	24,477
478	Pottstown	3,566	30,710	13,106		47,382
479	Pottsville		29,336			86,611
480	Reading	56,800	142,024	50,325	1,151	250,300
481	Scranton	143,383	217,665	101,328	9,646	472,017
482	Shamokin		32,667	19,058	580	52,305
483	Sharon		18,322			30,796
484	Shenandoah		30,041	17,939		48,000
485	South Bethlehem		25,958			47,659
486	Steelton	1,338	25,410	15,948		42,766
487	Sunbury	240	21,262	9,984		31,486
488	Titusville		23,730	8,633		32,363
489	Warren		21,462			104,837
490	West Chester	998	23,555	9,188		33,841
491	Wilkesbarre	29,692	104,823	32,719		155,234
492	Wilkinsburg	2,183	30,601	26,189		58,978
493	Williamsport		58,369	24,581	250	83,150
494	York	15,893	55,946	32,872		104,711
	RHODE ISLAND.					
495	Central Falls	843	30,704	12,032	2,583	46,162
496	Cranston	1,373	33,944	14,072	98	49,488
497	Cumberland		18,662	6,094	909	25,665
498	East Providence	440	30,739	12,104	392	43,675
499	Lincoln	187	14,600	8,302		23,089
500	Newport	566	73,028	34,573	810	108,922
501	Pawtucket	19,474	93,452	34,353	4,197	151,506
502	Providence	71,972	492,096	197,539	23,160	799,767
503	Warwick					*46,988
504	Woonsocket	32,095	52,320	29,801	2,549	107,765
	SOUTH CAROLINA.					
505	Charleston	7,131	56,923	7,271		71,330
506	Columbia	231	16,068	2,623		18,922
507	Greenville					
508	Spartanburg	20,676	11,383	5,327		37,386
	SOUTH DAKOTA.					
509	Sioux Falls	16,065	25,484	16,965		58,514
	TENNESSEE.					
510	Chattanooga		46,142	2,185		48,327
511	Clarksville		13,887	1,911		15,798
512	Jackson	3,225	17,744	2,564		23,533
513	Knoxville	244	44,091	9,966		54,301
514	Memphis	30,955	110,936	38,876	1,586	182,358
515	Nashville	10,265	148,419	28,199	495	187,278
	TEXAS.					
516	Austin	3,021	40,785	5,152		48,958
517	Beaumont					
518	Corsicana		21,055	7,945		29,000
519	Dallas	22,226	79,524	15,225		116,975
520	Denison	933	24,431	7,272		32,636
521	El Paso	48,000	40,200	7,120		95,320
522	Fort Worth	2,500	47,770	2,300		52,570
523	Gainesville	200	20,415	2,510		23,125
524	Galveston	3,000	58,788	9,385		71,173
525	Houston	55,000	94,789	30,046		179,835

* Statistics of 1900-1901.

(a) Included in other items.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants, 1901-2—Continued.

	City.	Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
	TEXAS—continued.					
526	Laredo*.....	\$235	\$12,867	\$425	.....	\$13,027
527	Palestine.....	500	17,414	2,898	.....	20,812
528	Paris*.....	.....	18,989	2,000	.....	20,989
529	San Antonio.....	9,752	84,027	18,660	.....	112,439
530	Sherman.....	.....	23,291	.....	.....	*28,884
531	Tyler.....	150	17,415	2,600	.....	19,565
532	Waco.....	147	43,461	7,143	.....	50,751
	UTAH.					
533	Ogden.....	15,184	47,896	24,328	.....	87,408
534	Salt Lake City.....	63,674	200,647	112,631	.....	\$76,952
	VERMONT.					
535	Barre.....	13,086	15,277	7,551	.....	35,914
536	Burlington.....	12,794	37,833	24,333	.....	74,960
537	Rutland.....	.....	31,924	13,286	.....	45,210
	VIRGINIA.					
538	Alexandria.....	.....	17,828	3,001	.....	20,829
539	Danville.....	585	20,643	3,561	.....	24,739
540	Lynchburg.....	1,353	36,642	5,074	.....	43,069
541	Manchester.....	.....	.....	.....	.....	.....
542	Newport News.....	38,866	20,456	7,304	.....	66,626
543	Norfolk.....	49,639	52,196	8,921	.....	110,756
544	Petersburg*.....	.....	18,760	5,284	.....	24,044
545	Portsmouth.....	.....	.....	.....	.....	.....
546	Richmond.....	29,515	135,633	20,139	.....	185,287
547	Roanoke.....	10,728	26,903	6,525	.....	44,156
	WASHINGTON.					
548	Everett.....	56,617	36,641	23,435	.....	116,693
549	Seattle.....	215,049	231,033	131,226	.....	577,308
550	Spokane.....	66,088	113,139	64,094	.....	243,321
551	Tacoma.....	43,916	112,742	71,409	.....	228,067
552	Walla Walla.....	23,235	12,377	1,323	.....	36,936
	WEST VIRGINIA.					
553	Charleston.....	16,706	27,157	26,410	.....	70,273
554	Huntington.....	755	19,781	13,363	.....	33,899
555	Parkersburg.....	3,031	32,058	12,637	.....	47,726
556	Wheeling.....	10,590	73,340	38,748	.....	122,678
	WISCONSIN.					
557	Appleton.....	972	39,451	19,123	.....	59,546
558	Ashland.....	11,000	35,125	6,202	.....	52,327
559	Beloit.....	38,504	26,830	10,673	.....	76,007
560	Chippewa Falls.....	1,557	17,730	4,424	.....	23,711
561	Eau Claire.....	6,526	49,090	18,871	.....	74,487
562	Fond du Lac.....	.....	30,624	18,874	.....	49,498
563	Green Bay.....	2,000	38,476	10,607	.....	51,083
564	Janesville.....	8,000	27,626	9,533	.....	45,159
565	Kenosha.....	12,105	20,513	6,681	.....	39,299
566	La Crosse.....	28,225	70,657	25,337	.....	124,219
567	Madison.....	13,092	41,030	11,036	.....	65,158
568	Manitowoc.....	.....	.....	.....	.....	.....
569	Marinette.....	4,612	34,148	11,905	.....	50,665
570	Merrill.....	1,446	17,853	3,869	.....	23,168
571	Milwaukee.....	.....	633,407	126,070	.....	759,477
572	Oshkosh.....	10,000	59,919	14,417	\$450	84,786
573	Racine.....	1,502	70,653	18,671	.....	90,826
574	Sheboygan.....	10,950	54,565	26,272	.....	91,787
575	Stevens Point*.....	818	21,049	6,593	.....	28,460
576	Superior.....	30,399	85,617	42,050	.....	158,066
577	Watertown*.....	1,932	13,740	3,287	.....	18,959
578	Wausau.....	15,571	31,017	11,903	.....	58,491
	WYOMING.					
579	Cheyenne.....	6,241	22,313	1,901	.....	30,455
580	Laramie.....	.....	.....	.....	.....	.....

* Statistics of 1900-1901.

TABLE 11.—School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1901-2.

City.	1	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.
		School-census age.	Children of school-census age.		Male.	Female.	Total.					Male.	Female.	Total.					
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ALABAMA.																			
1 Besemer	6,358	7-21	2,340	31	585	684	1,269	176	162,800	925	1	2	16	18	3	960	\$25,000	\$6,330	\$8,830
2 Builaia	4,332	7-21	1,733	50	255	255	510	180	88,700	465	1	2	11	13	3	600	15,000	5,190	5,847
3 Florence	6,478	7-21	2,231	150	470	561	1,031	153	89,856	587	1	4	13	17	3	775	25,000	5,535	6,224
4 New Decatur	4,437	7-21	1,630	125	166	200	366	175	36,560	210	1	1	10	11	2	656	20,000	3,200	3,200
5 Phenix	4,163	7-21	1,352	100	166	200	366	175	36,560	210	1	1	5	6	2	400	3,500	2,000	2,100
ARIZONA.																			
6 Phenix	5,514	6-21	2,200	300	.....	.....	1,200	175	170,975	977	1	6	24	30	6	1,100	100,000	32,000	56,000
ARKANSAS.																			
7 Fayetteville	4,061	6-21	1,876	75	576	628	1,204	160	140,160	876	1	4	13	17	4	1,300	25,000	7,000	8,300
8 Helena	5,550	6-21	1,000	200	336	469	805	179	111,636	624	2	3	16	19	3	925	.....	.....	.....
9 Jonesboro	4,638	6-21	1,178	150	567	611	1,178	180	.....	.....	2	4	11	15	3	1,000	22,500	.....	.....
10 Texarkana	4,914	6-21	2,360	.....	.....	.....	1,200	160	.....	.....	4	4	19	23	5	1,000	.....	10,000	12,000
CALIFORNIA.																			
11 Bakersfield	4,836	5-17	1,180	8	427	435	862	170	102,931	606	3	3	11	17	3	800	44,000	10,995	14,461
12 Eureka	7,327	5-17	2,177	44	878	931	1,809	190	259,202	1,364	1	2	31	33	15	1,639	74,000	23,344	23,973
13 Napa	5,036	5-17	1,235	15	539	485	1,024	190	161,500	890	3	3	20	23	5	1,200	60,415	17,025	19,425
14 Pomona	5,626	5-17	1,584	95	700	750	1,450	171	186,737	1,092	3	4	39	43	13	1,600	95,000	31,000	36,000
15 Redlands school district	4,797	5-17	817	43	344	368	712	169	90,913	538	1	0	16	16	4	800	43,750	12,420	13,580
16 Laguna district	6,150	5-17	512	53	773	709	1,482	171	206,481	1,211	1	0	9	9	2	.....	.....	.....	.....
17 San Bernardino	4,933	5-17	1,457	40	711	725	1,436	180	210,060	1,167	1	5	42	47	11	1,376	92,400	23,689	43,791
18 Santa Ana	6,587	5-17	1,813	224	791	811	1,602	189	204,298	1,081	3	6	36	42	10	1,145	100,000	20,000	25,418
19 Santa Barbara	6,673	5-17	1,847	100	766	843	1,609	189	217,516	1,163	1	5	27	32	4	1,450	137,000	32,500	41,750
20 Santa Rosa .....	.....	5-17	.....	100	.....	.....	1,609	189	217,516	1,163	1	5	27	32	4	1,450	50,000	25,350	31,000

COLORADO.		6,150	6-21	2,337	863	863	1,726	174	222,291	1,277	3	1	31	32	5	1,024	200,000	19,950	25,313
21	Boulder.....	5,345	6-21	1,979	450	688	744	1,432	173	191,197	2	5	27	32	5	1,220	100,000		
22	Trinidad.....																		
CONNECTICUT.		7,930	4-16	1,880	689	358	362	720	188	115,244	4	0	20	20	4	800	110,000	11,840	15,584
23	Derby.....	5,572	4-16	1,352	68	570	535	1,105	185	144,500	1	1	29	30	12	1,090	66,700	11,965	16,055
24	Huntington.....	6,835	4-16	1,518	135			1,296	185	157,127	3	5	29	34	12	1,450	62,565	14,715	21,155
25	Killingly.....	6,067	4-16	1,459	590			640	180			4	18	22	9	1,952	70,000	10,925	14,715
26	Putnam.....	5,890	4-16	1,272	19	550	601	1,151	182	162,323	2	1	32	33	12	1,480	85,000	16,445	21,953
27	Southington.....	7,763	4-16	1,722	852	475	473	948				0	26	26	7	980	74,000	13,538	16,944
28	Winchester.....																		
GEORGIA.		4,006	6-18	1,500	350			705	180	88,560	2	4	14	18	3	750	10,500	5,500	5,750
29	Albany.....	7,674			75	500	706	1,296	180	197,100	1	3	30	33	3	1,500	25,000	14,930	16,081
30	Americus.....	4,315				350	726	726	177	73,570	2	1	12	13	3		6,000	5,000	
31	Dalton.....	4,446	6-18	1,113		437	492		183	108,885	5	5	13	18	2	900	19,000	7,526	8,912
32	Marbleta.....	7,291	6-18	2,400	100	762	793	1,555	180	198,000	2	3	25	28	5	1,200	25,000	13,300	14,500
33	Rome.....	5,822	6-18	1,209		298	295	593	168	73,438	1	6	8	14	3	650	15,000	8,500	10,000
34	Thomasville.....	5,919	6-18	1,231	50	329	365	694	175	80,500	2	0	14	14	2		40,000	7,300	9,100
35	Waycross.....																		
IDAHO.		5,957	6-21	2,600	300	1,003	1,110	2,113	200	126,317		7	35	42		920	200,000	40,000	105,000
36	Boise.....	4,046	6-21	1,362	200	501	488	989	175		1	1	16	17	2		49,786	9,786	
37	Pocatello.....																		
ILLINOIS.		4,827	6-21	1,453	80	552	598	1,150	183	161,223	1	2	24	26	6	1,050	52,300	11,875	13,220
38	Beardstown.....	6,937	6-21	812	50	326	367	693	194	102,166	1	0	15	15	2	575	105,000	17,563	24,588
39	Belvidere.....	6,564	6-21	2,301	176	797	924	1,721	175	236,983	1	3	37	39	7	1,677	41,000	12,398	18,419
40	Centralia.....	5,488	6-21	2,256		773	864	1,637	162	223,793	1	5	31	36	7	1,476	41,000	12,398	18,419
41	Charleston.....	4,452	6-21	1,350	500	440	417	887	184	108,744	2	1	24	25	3	1,275	100,000	12,000	15,000
42	Clinton.....	5,901	6-21	1,200	200	500	600	1,100	175	181,754	4	5	14	19	4	1,337	25,000	15,665	23,500
43	Collinsville.....	4,021	6-21	1,200	200	500	600	1,100	175	181,754	4	5	14	19	4	1,337	25,000	15,665	23,500
44	Dekalb.....	5,901	6-21	1,200	200	500	600	1,100	175	181,754	4	5	14	19	4	1,337	25,000	15,665	23,500
45	Duquoin.....	4,353	6-21	1,200	200	500	600	1,100	175	181,754	4	5	14	19	4	1,337	25,000	15,665	23,500
46	Gallena.....	5,005	6-21	1,200	200	500	600	1,100	175	181,754	4	5	14	19	4	1,337	25,000	15,665	23,500
47	Gallatin.....	4,085	6-21	1,200	200	500	600	1,100	175	181,754	4	5	14	19	4	1,337	25,000	15,665	23,500
48	Harlem.....	5,203	6-21	1,219	150	589	650	1,239	180	161,927	2	2	24	26	4	1,250	60,000	10,930	14,174
49	Harvey.....	5,918	6-21	1,877	150	589	650	1,239	180	161,927	2	2	24	26	4	1,250	60,000	10,930	14,174
50	Litchfield.....	5,375	6-21	1,693	219	657	703	1,300	194	192,448	2	4	23	27	6	1,158	80,800	13,270	20,196
51	Macomb.....	4,522	6-21	3,221	219	657	703	1,300	194	192,448	2	4	23	27	6	1,158	80,800	13,270	20,196
52	Maywood.....	7,400	6-21	2,015	0	897	927	1,821	186	235,750	3	2	37	39	5	1,730	135,000	17,984	23,679
53	Monmouth.....	4,273	6-21	2,045	100	400	420	820	194	193,680	2	1	20	21	5	850	105,000	9,200	10,300
54	Morris.....	4,311	6-21	1,190	135	475	525	4,000	180	162,000	1	1	20	21	5	1,000	105,000	9,200	10,300
55	Mount Carmel.....	5,215	6-21	1,900	0	790	676	1,466	165	182,600	1	1	21	22	5	1,400	40,000	11,040	20,000
56	Mount Vernon.....	6,463	6-21	1,779	136	953	952	1,935	171	165,692	4	4	21	25	3	1,100	40,000	7,650	10,000
57	Murphysboro.....																		

^a Includes statistics of Melrose Park. Population given is of Maywood only.

^a Does not include statistics of the high school.

^b The high school was in session 188 days.

TABLE 11.—School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1901-2—Continued.

City.	School population.			Pupils in private and parochial schools.	Different pupils enrolled in day schools.				Number of days the schools were actually in session.	Aggregate number of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.					Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.			
	Children of school-census age.		5		6	7	8	9					10	11	12	Male.							Total.		
	3	4																							
ILLINOIS—continued.																									
Pana.....	5,530	6-21	1,412	285	481	490	971	170	118,224	695	1	6	20	26	5	980	\$43,700	\$11,068	\$15,555						
Paris.....	6,105	6-21	1,490	100	597	701	1,298	180	174,049	966	1	4	25	29	3	1,200	55,000	13,000	19,340						
Pontiac.....	4,263	6-21	986	0	309	334	1,050	192	144,415	730	1	1	23	21	4	1,000	85,000	12,202	19,340						
Princeton.....	6,611	6-21	2,986	.....	309	325	631	180	86,708	482	2	1	15	16	3	800	50,000	7,095	15,000						
Spring Valley.....	6,214	6-21	2,324	400	531	537	1,091	196	138,368	808	1	0	19	19	4	900	33,300	10,100	14,266						
Sterling, district No. 3.....	6,309	6-21	1,121	40	445	422	867	184	128,800	698	3	0	20	20	3	900	73,000	9,648	14,276						
Urbana.....	5,728	6-21	1,720	50	680	676	1,356	184	135,901	1,065	4	9	22	31	7	1,400	80,000	15,000	17,856						
INDIANA.																									
Alexandria.....	7,221	6-21	2,137	.....	940	883	1,823	180	258,000	1,600	1	9	22	31	4	1,650	59,000	15,000	21,857						
Bloomington.....	6,460	6-21	1,801	0	905	896	1,801	180	225,900	1,255	6	5	31	36	4	1,600	60,000	16,116	19,166						
Bluffton.....	4,479	6-21	1,265	.....	526	536	1,062	190	166,619	877	2	6	17	23	5	1,100	52,000	13,769	18,997						
Connerville.....	6,836	6-21	1,789	155	582	589	1,171	175	133,125	875	3	4	19	23	3	1,100	57,500	14,261	19,308						
Crawfordsville.....	6,649	6-21	1,811	75	715	739	1,454	178	138,470	1,115	6	6	26	32	5	1,500	204,350	17,588	23,064						
Decatur.....	4,142	6-21	1,272	422	380	420	892	177	131,987	704	1	8	13	21	4	820	45,000	10,146	17,156						
Frankfort.....	7,100	6-21	1,946	0	829	825	1,654	178	231,984	1,303	3	7	34	41	6	.....	100,030	24,438	38,438						
Franklin.....	4,005	6-21	1,372	0	419	543	962	180	124,740	683	4	5	20	25	3	1,180	40,000	13,500	15,500						
Greensburg.....	5,034	6-21	1,383	334	536	493	1,031	170	144,560	850	3	7	18	25	4	1,100	110,000	12,864	16,624						
Hartsville.....	4,834	6-21	1,963	.....	753	831	1,589	178	139,624	788	3	5	25	30	2	1,050	16,000	12,300	.....					
Lafayette.....	5,912	6-21	2,486	450	634	633	1,287	186	182,388	980	1	5	34	39	6	1,600	59,000	15,811	20,012						
Lebanon.....	4,465	6-21	1,193	0	612	593	1,205	160	144,560	903	1	4	22	26	4	1,160	74,800	11,736	17,290						
Martinsville.....	4,088	6-21	1,156	0	455	475	930	176	137,700	783	1	5	18	23	3	875	40,000	11,905	20,000						
Mishawaka.....	5,560	6-21	1,918	350	450	432	902	178	.....	.....	2	0	22	22	4	980	53,500	11,130	.....					
Mount Vernon.....	5,132	6-21	1,872	150	572	528	1,110	180	173,520	964	2	8	18	26	5	1,085	78,000	13,200	.....					
Noblesville.....	4,792	6-21	1,399	0	610	635	1,275	158	169,534	1,073	2	6	23	29	4	1,208	105,000	18,698	29,007						
Portland.....	4,781	7-14	1,306	.....	541	623	1,164	170	155,438	913	2	11	16	27	5	1,150	70,500	13,014	22,138						
Princeton.....	6,041	6-21	1,835	70	736	751	1,490	175	208,900	1,193	2	8	24	32	5	1,500	70,000	16,741	.....					
Rushville.....	4,541	6-21	.....	.....	430	408	898	175	122,861	702	2	3	19	22	3	1,010	40,600	12,550	.....					

85	Seymour.....	6,445	0-21	1,623	300	570	586	1,156	176	159,327	905	1	2	25	28	5	1,300	80,000	.....
86	Shelbyville.....	7,169	0-21	1,827	150	703	723	1,426	172	.....	.....	1	8	32	40	0	1,200	125,000	26,238
87	Valparaiso.....	6,280	0-21	1,139	176	531	507	1,128	180	196,127	1,089	5	5	25	31	3	1,409	120,000	17,922
IOWA.																			
88	Atlantic.....	5,046	5-21	2,002	35	561	650	1,211	173	161,236	982	1	1	25	27	4	1,250	60,000	14,245
89	Cedar Falls.....	5,319	5-21	1,406	60	530	650	1,180	175	.....	.....	3	0	23	28	5	.....	.....	.....
90	Centerville.....	5,256	5-21	2,219	.....	717	753	1,475	180	206,575	1,147	3	4	25	29	3	1,386	83,375	14,128
91	Chariton.....	3,989	5-21	1,340	0	518	531	1,052	173	147,906	852	1	1	24	25	3	.....	85,000	9,438
92	Cherokee.....	7,752	5-21	2,442	205	909	959	1,808	175	211,907	1,379	1	1	37	42	9	1,660	125,000	20,405
93	Fairfield.....	4,688	5-21	1,298	.....	.....	.....	1,041	178	139,760	785	2	3	17	20	2	.....	.....	29,128
94	Grinnell.....	3,860	5-21	1,225	.....	475	578	1,054	174	150,733	785	2	6	22	28	4	1,050	60,000	13,020
95	Lemars.....	4,146	5-21	1,498	.....	483	533	1,036	176	140,425	774	3	0	24	23	3	1,070	52,000	12,427
96	Marion.....	4,102	5-21	1,285	60	460	500	960	175	135,815	774	3	2	24	23	3	1,000	55,600	18,393
97	Mason City.....	6,746	5-21	2,185	200	708	788	1,497	177	224,259	1,267	4	2	38	40	5	1,572	160,000	37,057
98	Missouri Valley.....	4,010	5-21	1,262	0	532	549	1,081	169	138,411	819	1	2	20	22	4	900	60,000	10,892
99	Mount Pleasant.....	4,109	5-21	1,104	.....	.....	.....	827	176	.....	.....	1	1	23	24	4	1,000	40,000	9,765
100	Oelwein.....	5,142	5-21	1,285	.....	547	523	1,070	177	155,925	768	1	0	21	21	4	975	35,000	8,660
101	Red Oak.....	4,355	5-21	1,543	.....	610	617	1,257	176	177,760	1,010	4	2	29	31	6	1,200	150,000	15,500
102	Washington.....	4,255	5-21	1,208	100	475	515	990	187	154,275	825	1	2	22	24	6	1,000	62,000	15,100
103	Webster City.....	4,613	5-21	1,548	.....	557	678	1,235	176	147,840	840	1	2	28	30	4	1,001	67,000	13,075
KANSAS.																			
104	Argentine.....	5,878	5-21	2,015	250	638	713	1,351	150	162,396	1,014	1	6	19	25	5	1,263	59,000	10,492
105	Arkansas City.....	6,140	5-21	2,265	25	765	814	1,579	140	169,540	1,211	1	3	24	27	6	1,750	110,000	12,851
106	Coffeyville.....	4,933	5-21	1,741	.....	670	705	1,375	158	160,054	1,013	.....	.....	.....	.....	.....	.....	43,600	8,890
107	Iola.....	5,791	5-21	2,504	0	885	1,056	1,941	157	223,997	1,400	2	2	28	35	4	1,085	108,000	14,915
108	Junetta City.....	4,695	5-21	1,969	40	486	603	1,179	178	167,520	932	2	2	19	21	4	.....	55,000	9,745
109	Newton.....	6,208	5-21	2,400	150	670	700	1,370	180	180,000	1,000	1	3	25	30	3	1,500	50,000	13,081
110	Ottawa.....	6,931	5-21	2,200	50	700	900	1,600	170	238,000	1,400	1	3	31	35	4	1,800	100,000	14,788
111	Parsons.....	7,682	5-21	2,633	125	882	994	1,876	168	237,086	1,471	2	2	32	35	5	1,750	146,000	17,500
112	Sallina.....	6,074	5-21	2,117	85	625	775	1,400	177	195,068	1,101	2	6	24	30	5	1,385	98,000	13,380
113	Winfield.....	4,554	5-21	2,227	62	673	720	1,333	158	168,012	1,063	1	3	23	26	5	.....	98,000	11,040
KENTUCKY.																			
114	Ashland.....	6,800	6-20	1,971	299	654	677	1,331	180	180,000	1,000	1	2	27	29	7	1,300	66,321	11,570
115	Danville.....	4,285	6-20	730	350	151	182	306	170	38,760	228	1	2	4	6	1	400	17,000	3,150
116	Dayton.....	6,104	6-20	1,915	300	452	496	918	190	139,460	734	1	1	21	22	4	871	32,000	9,890
117	Hopkinsville.....	7,280	6-20	1,654	100	402	477	879	193	122,633	635	1	0	21	21	2	837	50,000	11,350
118	Maysville.....	6,423	6-20	1,400	280	328	340	668	195	107,290	550	6	5	14	19	5	675	25,000	14,000
119	Paris.....	4,603	6-20	1,229	500	385	400	785	186	.....	.....	1	3	16	13	2	830	40,000	9,750
LOUISIANA.																			
120	Crowley.....	4,214	6-13	1,000	300	175	200	375	120	.....	.....	0	1	3	4	1	375	4,000	2,500
121	Lake Charles.....	6,680	6-13	2,981	100	635	783	1,418	160	135,120	1,126	6	4	20	21	5	730	23,000	11,631
122	Monroe.....	5,428	6-13	1,000	250	375	400	895	189	132,203	700	3	2	16	18	2	530	75,000	12,000

White schools only.

Does not include statistics of the high school.

TABLE II.—School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1901-2—Continued.

City.	Population, census of 1900.		School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.				Number of days the schools were actually in session.	Aggregate number of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.	
	School-census age.	Children of school-census age.	T	5		6	7	8	Total.													
MAINE.																						
123 Belfast.....	4,615	4-21	1,190	0	.....	.....	714	175	175	.....	140,640	702	1	4	21	25	11	.....	\$20,000	\$10,087	\$14,766
124 Brewer.....	4,825	4-21	1,424	.....	448	431	879	160	160	.....	178,949	1,201	6	2	23	25	12	940	35,800	7,497	10,732
125 Calais.....	7,635	4-21	2,689	100	786	881	1,667	149	149	.....	172,935	884	4	5	37	42	11	.....	40,000	14,777	18,324
126 Eastport.....	5,311	4-21	1,793	0	436	642	1,078	183	183	.....	172,935	884	1	2	25	27	7	1,200	40,000	10,084	13,815
127 Gardiner.....	5,301	4-21	1,519	0	541	486	1,027	176	176	.....	155,584	884	1	3	21	24	13	1,100	40,000	11,250	21,422
128 Oldtown.....	5,723	4-21	1,662	306	.....	.....	882	165	165	.....	126,390	736	2	2	25	28	12	1,075	32,500	9,553	12,922
129 Saco.....	6,122	4-21	2,324	150	.....	.....	.....	185	185	.....	168,535	911	1	3	21	24	13	1,350	85,000	11,651	15,961
130 South Portland.....	6,287	4-21	1,879	6	.....	.....	1,380	168	168	.....	211,848	1,261	1	3	36	39	.....	.....	110,000	11,440	27,005
131 Westbrook.....	7,283	4-21	2,580	413	642	637	1,339	168	168	.....	169,176	1,007	1	5	23	33	11	.....	100,000	15,277	21,979
MARYLAND.																						
132 Cambridge.....	5,747	6-21	1,200	.....	.....	.....	1,152	155	155	.....	134,075	805	1	8	16	24	7	.....	.....	8,578	10,187
133 Salisbury.....	4,277	6-21	.....	.....	375	405	775	149	149	.....	78,584	527	1	4	9	13	3	.....	10,000	4,081	8,754
MASSACHUSETTS.																						
134 Amherst.....	5,028	5-15	692	40	443	461	904	180	180	.....	124,380	631	4	2	24	26	8	899	100,000	13,013	13,260
135 Andover.....	6,813	5-15	947	20	551	582	1,202	190	190	.....	194,940	1,025	4	1	33	40	12	1,359	110,000	23,101	30,039
136 Athol.....	7,061	7-14	760	.....	370	362	732	183	183	.....	171,105	935	3	2	26	28	10	1,500	300,000	15,321	24,180
137 Barnstable.....	4,364	5-15	636	0	370	362	732	165	165	.....	105,600	640	2	8	20	28	13	.....	75,000	13,978	21,127
138 Blackstone.....	5,721	5-15	1,039	.....	502	537	1,039	200	200	.....	107,200	536	1	1	33	34	11	1,100	40,000	15,749	18,022
139 Canton.....	4,584	7-14	788	262	347	356	703	200	190	.....	163,630	877	3	2	21	23	8	1,750	50,000	13,314	18,022
140 Concord.....	5,652	7-14	601	40	530	511	1,041	190	163	.....	163,630	877	1	4	29	33	4	1,225	105,000	19,990	27,000
141 Dedham.....	7,457	5-15	1,265	20	607	576	1,185	186	186	.....	239,754	1,289	5	3	43	46	8	1,575	250,000	31,611	43,924
142 Easthampton.....	5,603	7-14	859	125	578	607	1,185	176	176	.....	172,119	975	3	1	36	37	12	1,200	85,000	13,410	18,119
143 Easton.....	4,837	5-15	923	.....	523	547	1,070	185	184	.....	184,075	995	.....	.....	.....	.....	.....	175,000	19,413	29,451	
144 Franklin.....	5,017	7-14	616	225	.....	.....	784	188	188	.....	117,812	625	3	3	19	22	8	900	.....	10,473	16,303
145 Grafton.....	4,869	5-15	904	.....	399	567	966	172	172	.....	124,012	721	2	1	25	26	.....	80,000	12,731	21,069	
146 Great Barrington.....	5,851	5-15	982	40	510	576	1,086	182	182	.....	172,864	842	2	2	30	32	12	1,160	200,000	15,015	27,291
147 Hingham.....	5,059	5-15	742	40	455	478	933	180	180	.....	175,000	882	3	4	20	24	6	948	75,000	14,750	24,496
148 Hudson.....	5,454	7-14	692	.....	.....	.....	1,093	181	181	.....	172,855	955	3	2	24	26	8	1,269	60,000	13,925	20,347

149	Ipswich	4,658	7-11	523	0	837	195	127,920	656	3	1	2	21	22	9	75,000	10,203	
150	Mansfield	4,006	7-14	.....	.....	.....	769	.....	.....	611	1	2	18	20	9	.....	48,000	9,422
151	Mathen	7,512	7-14	1,035	131	710	737	178	265,612	1,135	1	3	40	43	10	1,400	82,000	21,098		
152	Middleboro	6,885	7-14	735	13	.....	1,417	.....	.....	1,038	1	3	33	36	12	16,972	27,195	27,195
153	Milbury	4,165	7-14	821	31	415	424	6,176	122,016	632	3	3	19	22	6	833	63,200	16,972		
154	Milton	6,578	7-14	866	.....	.....	1,384	175	200,025	1,143	7	4	45	49	8	.....	16,837	16,835
155	Montague	6,150	7-14	1,337	219	574	549	1,123	.....	988	1	1	38	39	10	1,337	300,000	42,189	
156	Needham	4,016	7-14	519	10	308	356	189	117,111	618	3	2	20	22	7	940	13,463	29,934		
157	Needham Heights	4,213	7-14	519	10	308	356	189	117,111	618	3	2	20	22	7	940	13,463	29,934		
158	North Andover	4,213	5-15	782	0	656	682	e 190	207,888	1,136	3	1	37	38	13	1,390	57,000	12,752		
159	North Attleboro	7,253	5-15	1,230	0	656	682	1,136	207,888	1,136	3	1	37	38	13	1,390	57,000	12,752		
160	North Attleboro	7,253	5-15	1,220	0	719	702	1,421	190	233,788	1	1	33	34	9	1,574	141,760	17,668		
161	North Attleboro	7,253	5-15	1,220	0	719	702	1,421	190	233,788	1	1	33	34	9	1,574	141,760	17,668		
162	North Brookfield	4,587	5-15	1,890	250	330	325	655	.....	592	1	1	18	19	4	800	13,500	8,722	
163	North Brookfield	4,587	5-15	1,890	250	330	325	655	.....	592	1	1	18	19	4	800	13,500	8,722	
164	Norwood	5,480	5-15	.....	.....	.....	1,306	189	226,800	1,200	5	1	33	34	7	1,500	21,000	29,800
165	Orange	5,520	7-14	730	0	555	601	e 190	173,237	977	3	1	28	29	9	1,320	170,000	15,001		
166	Palmer	7,801	7-14	872	335	617	680	1,297	.....	1,000	1	1	32	33	9	1,320	170,000	15,001	
167	Reading	4,969	5-15	986	.....	.....	1,025	187	158,950	850	3	2	28	30	7	1,050	16,680	25,289
168	Rockland	5,327	5-15	981	0	547	556	1,108	177,282	937	3	1	27	28	12	1,481	80,000	14,882		
169	Rockport	4,592	7-14	632	466	404	449	533	181,005	4,430	3	1	21	22	9	1,081	27,800	16,248		
170	Saugus	5,084	5-15	1,080	0	574	650	1,224	183	188,440	1	2	20	22	11	1,360	133,000	16,404		
171	South Hadley	4,326	7-14	921	0	451	494	1,270	135,588	976	3	2	27	28	6	1,000	58,400	12,992		
172	Spencer	7,627	7-14	971	.....	.....	945	184	179,588	976	3	2	27	28	6	1,000	58,400	12,992
173	Stonham	6,197	5-15	950	0	589	501	1,093	175	166,250	3	1	28	29	7	1,275	140,000	16,400		
174	Stoughton	5,442	7-14	.....	250	.....	813	175	166,250	692	1	1	22	23	9	.....	50,000	11,000
175	Swampscott	4,518	5-15	605	.....	.....	778	190	117,400	620	1	1	20	21	6	822	82,200	13,916
176	Warren	4,417	7-11	532	0	495	411	300	142,600	753	3	5	23	28	7	500	12,200	19,380		
177	Wellesley	5,072	5-15	532	319	378	413	180	122,129	673	6	1	23	24	6	940	123,500	20,526		
178	Westboro	5,400	7-14	471	0	336	339	735	174,221	619	4	1	20	21	6	781	70,000	10,008		
179	West Springfield	7,105	7-14	1,412	15	838	861	1,697	154,670	1,359	2	4	39	43	12	1,770	125,000	22,764		
180	Whitman	6,155	7-14	809	0	590	635	1,215	188	133,847	1	632	3	26	28	5	1,280	75,130	13,872	
181	Williamstown	5,013	5-15	867	80	.....	905	183	126,087	689	1	4	27	31	9	1,000	85,000	11,713	
182	Winchester	5,001	7-14	700	0	492	509	1,001	180	137,340	763	3	3	27	31	1,200	290,000	44,978		
183	Winchester	7,248	7-14	987	.....	853	880	1,720	311,320	1,852	6	4	40	44	9	.....	24,707	22,826
184	Winthrop	6,658	7-14	724	0	572	585	183	108,726	922	1	2	27	29	4	1,200	65,000	19,905		
MICHIGAN.																				
182	Albion	4,519	5-20	.....	.....	788	787	190	142,016	754	1	3	25	28	5	1,076	65,000	12,063
183	Benton Harbor	6,362	5-20	1,736	300	517	549	1,575	180	120,120	1,034	2	4	28	32	4	600	60,000	14,000	
184	Big Rapids	4,686	5-20	1,515	200	517	549	1,061	192	146,085	764	1	2	25	26	4	1,400	80,000	16,977	
185	Charlotte	4,692	5-21	939	17	446	433	889	188	124,832	664	2	2	21	23	6	876	45,000	12,750	
186	Cadwater	6,216	5-20	1,681	13	561	607	1,168	193	173,435	909	1	3	21	25	26	4	1,000	100,000	12,576
187	Delray	4,573	5-20	1,546	140	404	646	1,140	192	179,864	946	3	1	25	26	3	1,210	125,000	10,235	
188	Dowagiac	4,743	5-20	1,223	0	579	554	1,133	190	140,421	845	3	2	20	22	4	1,083	21,000	11,332	
189	Grand Haven	4,743	5-20	1,639	125	629	609	1,238	197	207,461	1,002	2	27	28	15	1,231	85,000	12,080		
190	Hancock	4,650	5-20	1,843	676	582	1,258	191	183,585	990	1	2	25	27	5	1,250	100,000	14,884	
191	Hillsdale	4,151	5-20	1,537	0	464	464	928	190	136,230	717	3	1	21	22	4	500	50,000	9,993	
192	Ionia	5,209	5-20	200	650	623	1,323	196	156,212	737	2	3	27	30	5	1,855	65,000	14,046	
193	Ladysburg	7,166	5-20	1,265	902	932	938	1,895	186	282,174	1,513	2	2	40	42	5	1,000	100,000	19,105	
194	Manistiquette	4,126	5-20	1,091	93	575	638	1,138	192	166,776	868	1	1	24	25	3	1,142	10,000	13,185	
195	Marshall	4,270	5-20	1,091	93	575	638	1,138	191	166,776	868	1	1	24	25	3	1,142	10,000	13,185	
196	Marshall	4,270	5-20	1,091	93	575	638	1,138	191	166,776	868	1	1	24	25	3	1,142	10,000	13,185	
197	Marshall	4,270	5-20	1,091	93	575	638	1,138	191	166,776	868	1	1	24	25	3	1,142	10,000	13,185	
198	Marshall	4,270	5-20	1,091	93	575	638	1,138	191	166,776	868	1	1	24	25	3	1,142	10,000	13,185	
199	Marshall	4,270	5-20	1,091	93	575	638	1,138	191	166,776	868	1	1	24	25	3	1,142	10,000	13,185	
200	Marshall	4,270	5-20	1,091	93	575	638	1,138	191	166,776	868	1	1	24	25	3	1,142	10,000	13,185	

The high school was in session 200 days.

^bThe high school was in session 196 days.

a The high school was in session 192 days.

TABLE 11.—School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1901-2—Continued.

City.	Population, census of 1900.		School population.		Tupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days attendance of all pupils.	Average daily attendance.	Regular teachers.				Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.
	C.	F.	School-census age.	Children of school-census age.		M.	F.	Total.												
MICHIGAN—continued.																				
196	5,013	5-20	2,302	500	401	411	815	189	102,627	543	16	3	3	3	4	800	\$88,600	\$8,855	\$12,557	
197	6,576	5-20	2,409	250	585	665	1,250	196	179,141	914	29	3	2	2	5	1,452	90,000	13,918	22,899	
198	6,935	5-20	2,469	250	603	639	1,259	192	225,218	1,194	34	2	2	2	6	1,400	60,000	18,500	30,000	
199	4,287	5-20	1,261	0	519	522	1,041	187	158,202	846	22	1	1	1	7	370	50,000	11,001	14,713	
200	4,170	5-21	1,700	200	520	550	1,070	175	168,000	900	16	1	2	2	3	1,000	35,000	9,500	12,000	
201	5,285	5-21	1,563	125	561	624	1,185	186	164,866	881	27	2	2	2	4	892	50,000	12,939	14,611	
202	5,155	5-20	1,424	200	509	547	1,056	180	157,320	874	27	2	2	2	3	1,107	70,000	13,213	18,382	
203	4,009	5-20	1,100	30	417	439	846	186	130,944	704	19	0	0	0	2	900	30,000	8,000	11,000	
204	5,183	5-20	1,967	1,000	647	692	1,339	193	178,893	901	20	2	2	2	3	1,050	76,500	13,000	16,500	
205	7,378	5-20	1,838	300	548	613	1,161	191	.....	.....	27	2	2	2	4	1,100	80,000	14,621	20,737
MINNESOTA.																				
206	4,500	5-21	1,400	200	600	700	1,300	180	198,000	1,100	28	1	2	2	4	1,400	150,000	20,000	30,000	
207	5,474	5-21	1,400	.....	591	715	1,309	180	183,309	1,074	30	2	2	2	6	1,390	105,000	14,649	.....
208	5,474	6-21	2,007	0	591	715	1,309	180	183,309	1,074	47	2	2	2	7	1,390	105,000	23,400	.....
209	5,359	5-21	1,400	.....	590	700	1,290	180	168,852	932	30	1	3	2	5	1,400	75,000	15,265	25,904
210	6,072	5-21	1,500	.....	590	700	1,290	180	191,599	1,064	32	3	3	2	6	1,399	80,000	26,951	30,904
211	5,774	6-20	1,400	250	595	712	1,250	178	175,184	984	25	1	2	2	5	1,290	40,000	6,200	.....
212	5,403	5-21	1,200	500	595	617	1,212	195	199,465	510	17	1	3	1	5	825	60,000	9,600	15,000	
213	5,561	5-21	1,500	200	521	615	1,135	176	157,696	896	27	1	3	1	5	1,100	80,000	13,500	18,000	
214	7,525	6-21	1,900	175	500	827	1,327	180	248,000	1,378	40	3	1	3	5	1,900	80,000	20,000	30,000	
215	6,843	5-21	1,400	250	500	562	1,062	180	155,815	865	28	2	2	2	6	1,500	110,000	15,000	22,000	
216	4,302	.....	.....	100	.....	.....	704	177	107,814	609	17	2	2	2	3	753	50,000	10,000	12,500
MISSISSIPPI.																				
217	5,467	5-21	2,825	175	476	503	979	180	141,540	803	17	2	2	2	6	950	35,000	7,200	7,500	
218	6,481	5-21	2,400	50	639	778	1,417	180	166,069	923	23	1	2	2	2	1,200	22,000	10,273	10,561	
219	7,642	5-21	2,774	150	639	795	1,434	178	135,488	850	21	3	3	3	7	1,250	40,000	13,500	19,633	

		4,175	5-21	5-21	510	610	1,200	160	107,118	605	1	2	12	14	2	700	15,000	6,000	7,000
220	Hattiesburg.....	4,477	5-21	5-21	225	468	1,200	160	107,118	605	1	2	12	14	2	700	15,000	6,000	7,000
221	McComb.....						942	177			4						15,000	6,461	
MISSOURI.																			
222	Anona.....	6,191	6-20	1,434	0	565	1,241	160	132,664	829	1	3	18	21	3	1,200	25,000	6,580	11,000
223	Boonville.....	4,377	6-20	1,266	200	420	844	178	99,818	555	1	2	16	18	2	1,021	40,000	8,325	10,991
224	Brookfield.....	5,484	6-20	1,550	620	610	1,260	179	107,320	940	2	2	16	25	6	1,480	90,000	11,059	20,565
225	Cartersville.....	4,445	6-20	1,438	0	458	988	180	109,988		1	2	13	15	3	915	25,000	6,040	
226	Chillicothe.....	6,905	6-20	1,693	75	692	1,486	180	178,560	992	1	8	20	28	6	1,593	56,000	12,984	
227	Clinton.....	5,051	6-20	1,683	15	668	1,414	173	173,620	986	1	5	24	26	5	1,200	71,000	12,823	17,282
228	Columbus.....	5,651	6-20	1,883	15	689	1,266	173	146,810	848	1	5	24	26	4	1,182	45,000	14,356	17,869
229	Fulton.....	4,883	6-20	1,120	15	390	895	150	90,750	600	1	6	15	21	3	850	35,000	9,985	9,985
230	Independence.....	6,974	6-20	2,166	100	867	1,769	180	223,355	1,241	2	7	22	29	5	1,500	222,640	18,804	26,280
231	Kirksville.....	5,995	6-20	1,542	638	515	1,153	156	136,000	815	2	2	21	23	5	1,350	60,000	10,000	12,932
232	Lexington.....	4,190	6-21	1,631	275	609	1,249	162	129,435	802	1	3	16	19	3	928	30,000	9,310	16,682
233	Louisiana.....	5,131	6-21	1,356	40	473	911	180	129,330	718	3	3	23	25	4	1,300	75,000	14,720	17,850
234	Macon.....	4,088	6-20	1,112	50	437	1,200	180	152,463	847	1	3	22	25	4	1,109	90,000	11,185	
235	Marshall.....	5,577	6-20	1,482	63	688	731	180	133,145	740	1	4	18	22	5	1,200	60,000	10,000	13,120
236	Maryville.....	4,321	6-20	1,667	0	588	1,419	180	133,145	740	1	4	18	22	5	1,200	60,000	10,000	13,120
237	Poplarbluff.....	4,083	6-20	1,401	0	584	692	180	131,617	736	1	3	19	22	4	1,392	92,000	8,351	10,734
238	Rehmlil.....	5,363	6-20	1,681	0	621	759	180	168,710	1,053	2	5	23	28	4	1,447	50,000	11,894	13,000
239	Trenton.....	4,724	6-20	1,314	200	477	951	178	115,956	652	1	6	21	27	7	1,170	40,000	10,435	14,657
240	Warrensburg.....																		
MONTANA.																			
241	Missoula.....	4,366	6-21	1,859	640	680	1,320	170	149,893	876	2	1	22	23	5	975		16,266	24,310
NEBRASKA.																			
242	Beatrice.....	7,875	5-21	2,750	100	1,109	1,221	177	299,484	1,692	4	4	41	45	9	1,800	85,000	25,564	33,177
243	Fremont.....	7,241	5-21	2,750	1,006	1,067	2,073	177	265,570	1,512	1	1	42	43	10	1,920	125,500	22,200	
244	Grand Island.....	7,554	5-21	3,763	191	837	942	177	253,827	1,431	3	5	35	40	5	1,805	130,000	20,780	29,000
245	Hastings.....	7,188	5-21	2,515	440	929	1,114	177	313,290	1,770	3	3	34	36	8	2,040	120,000	22,500	35,900
246	Kearney.....	5,634	5-21	2,173	805	907	1,171	180	189,720	1,054	3	3	28	31	6	1,200	200,000	15,746	27,941
247	Nebraska City.....	7,380	5-21	2,173	805	907	1,171	175	215,576	1,214	1	4	31	35	8		86,000	17,000	30,000
248	Plattsmouth.....	4,964	5-21	1,809	614	708	1,392	176	186,384	1,059	1	0	27	27	10	1,400	59,500	12,068	15,000
249	York.....	5,132	5-21	1,429	578	605	1,183	177	155,203	876	1	2	17	19	4	920	30,000	8,291	11,585
NEVADA.																			
250	Reno.....	4,530	6-18	1,291	87	628	603	200	164,200	821	2	2	20	22	3		52,000	15,525	18,706
NEW HAMPSHIRE.																			
251	Franklin.....	5,846	6-16	1,173	449	421	839	167	81,774	621	3	2	24	26	7		67,500	12,083	16,029
252	Somersworth.....	7,023	5-16	1,639	327	615	1,232	184	197,800	1,075	3	2	24	26	5	1,700	135,000	13,900	18,000

^a Average number belonging.

^b The negro schools were in session 160 days.

TABLE 11.—School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1901-2.—Continued.

City.	1	School population.			2	Pupils in private and parochial schools.			Different pupils enrolled in public day schools.			3	4	5	Average daily attendance.			Supervising officers.	Regular teachers.			16	17	18	19	20
		School-census	Children of age.	Total.		Male.	Female.	Total.	Male.	Female.	Total.				Male.	Female.										
NEW JERSEY.																										
253	Asbury Park	4,148	.....	.....	367	386	753	174	89,395	509	4	0	21	21	2	717	\$106,000	\$16,355	16,355	2	2	717	106,000	16,355	16,355	\$25,485
254	Bordentown	4,110	.....	.....	318	282	600	190	77,710	409	1	2	12	14	2	642	25,000	9,652	9,652	2	2	642	25,000	9,652	9,652	21,000
255	Dover	5,938	.....	.....	670	692	1,362	188	191,997	1,021	1	2	26	28	3	1,266	57,000	15,700	15,700	3	3	1,266	57,000	15,700	15,700	21,000
256	Englewood	6,253	.....	.....	487	490	977	186	133,896	714	2	1	28	29	5	1,130	63,400	21,300	21,300	5	5	1,130	63,400	21,300	21,300	23,000
257	Gloucester City	6,840	.....	.....	532	520	1,051	196	109,586	553	2	0	17	17	5	1,026	34,000	9,500	9,500	5	5	1,026	34,000	9,500	9,500	13,710
258	Irvine	5,255	.....	.....	576	605	1,181	191	178,585	935	1	1	24	25	1	1,000	90,850	16,160	16,160	1	1	1,000	90,850	16,160	16,160	40,277
259	Newton	4,376	.....	.....	389	447	836	189	103,779	518	1	1	16	17	1	1,055	80,000	19,900	19,900	1	1	1,055	80,000	19,900	19,900	37,312
260	North Plainfield	5,069	.....	.....	625	568	1,193	181	153,748	849	1	3	22	25	4	1,200	125,000	15,375	15,375	4	4	1,200	125,000	15,375	15,375	25,000
261	Redbank	5,428	.....	.....	517	488	1,005	188	120,092	635	3	1	24	26	3	1,200	100,000	17,670	17,670	3	3	1,200	100,000	17,670	17,670	27,881
262	Rutherford	4,411	.....	.....	526	577	1,103	187	143,251	765	1	2	24	26	3	1,330	55,450	12,905	12,905	3	3	1,330	55,450	12,905	12,905	18,210
263	Salem	5,811	.....	.....	693	606	1,302	189	170,493	902	3	2	28	30	7	870	25,000	13,000	13,000	7	7	870	25,000	13,000	13,000	16,800
264	Somerville	4,843	.....	.....	480	506	986	188	122,583	674	1	1	21	22	5	720	9,500	9,860	9,860	5	5	720	9,500	9,860	9,860	12,500
265	South Amboy	6,349	.....	.....	313	344	657	187	111,906	481	3	2	15	17	2	600	75,000	21,298	21,298	2	2	600	75,000	21,298	21,298	30,381
266	South Orange	4,098	.....	.....	417	382	800	187	90,164	490	4	3	18	21	2	600	90,000	16,364	16,364	2	2	600	90,000	16,364	16,364	.....
267	Summit	5,892	.....	.....	400	347	747	184	90,164	490	4	3	18	21	2	600	90,000	16,364	16,364	2	2	600	90,000	16,364	16,364	.....
268	Vineland	4,370	.....	.....	971	978	1,949	169	221,897	1,313	1	3	38	41	19	900	50,000	10,070	10,070	19	19	900	50,000	10,070	10,070	18,467
269	West New York	5,267	.....	.....	590	582	1,172	195	181,184	822	1	2	19	21	5	900	210,000	24,000	24,000	5	5	900	210,000	24,000	24,000	38,770
270	West Orange	6,889	.....	.....	665	666	1,331	192	211,200	1,100	5	3	35	38	7	1,035	45,000	9,900	9,900	7	7	1,035	45,000	9,900	9,900	20,000
271	Woodbury	4,687	.....	.....	471	433	907	185	106,530	578	1	1	19	20	4	800	45,000	9,900	9,900	4	4	800	45,000	9,900	9,900	20,000
NEW MEXICO.																										
272	Albuquerque	6,238	5-21	2,967	638	683	1,321	172	.....	.....	1	3	22	25	5	986	80,000	16,393	16,393	5	5	986	80,000	16,393	16,393	28,293
273	Santa Fe	5,603	5-20	1,775	340	350	690	170	63,750	375	1	3	10	13	6	543	10,000	3,738	3,738	6	6	543	10,000	3,738	3,738	7,890
NEW YORK.																										
274	Albion	4,477	5-18	1,180	361	362	723	188	105,656	562	3	2	21	23	5	800	45,000	12,822	12,822	5	5	800	45,000	12,822	12,822	16,705
275	Catskill	5,484	5-18	1,190	457	465	922	193	138,541	716	1	4	23	27	3	900	68,750	15,085	15,085	3	3	900	68,750	15,085	15,085	22,000
276	Fredonia	4,127	5-18	921	358	333	691	178	71,912	401	0	0	16	16	2	486	20,000	6,861	6,861	2	2	486	20,000	6,861	6,861	9,296

277	Fulton.....	5,281	0	4483	467	950	200	249,200	1,246	1	15	16	3	850	100,000	15,000	25,000
278	Green Island.....	4,770	25	5683	467	950	189	122,679	648	1	2	24	26	2	45,000	9,180	13,435
279	Herkimer.....	5,555	0	5683	467	950	191	152,683	796	1	2	24	26	2	45,000	14,064	19,640
280	Hoosick Falls.....	5,671	450	619	493	1,112	186	143,371	770	1	3	24	27	4	67,830	14,500	21,000
281	Lyons.....	4,900	0	457	402	919	191	168,897	884	1	0	30	30	3	67,830	15,398	22,232
282	Madison.....	4,900	0	457	402	919	191	168,897	884	1	0	30	30	3	67,830	15,398	22,232
283	Malone.....	5,935	168	724	701	1,425	184	179,768	977	3	1	17	18	1	93,419	11,026	16,581
284	Mamouree.....	4,722	200	570	493	1,000	192	163,160	329	1	2	34	36	11	69,000	18,496	38,507
285	Medanaw.....	4,907	383	702	271	1,000	192	163,160	329	1	2	34	36	11	69,000	10,100	16,822
286	Mechanicville.....	4,895	383	702	271	1,000	192	163,160	329	1	2	34	36	11	69,000	10,100	16,822
287	Medina.....	4,476	200	395	378	773	184	106,922	522	1	0	15	15	1	73,000	9,450	13,116
288	Newark.....	4,578	200	395	378	773	184	106,922	522	1	0	15	15	1	73,000	9,450	13,116
289	North Tarrytown.....	4,241	130	215	240	435	182	125,781	622	2	1	25	25	5	69,750	11,518	19,125
290	Norwich.....	5,706	130	215	240	435	182	125,781	622	2	1	25	25	5	69,750	11,518	19,125
291	Nyack.....	4,275	122	500	384	1,134	180	182,420	535	1	0	12	13	1	40,100	8,820	15,026
292	Oneida.....	6,364	28	630	700	1,352	184	191,921	832	0	1	12	13	1	40,100	8,820	15,026
293	Ontario.....	7,147	250	943	582	1,125	182	157,811	808	1	1	23	24	3	65,000	7,125	24,435
294	Ossining.....	7,933	1,423	337	525	1,062	188	152,223	817	3	0	26	26	4	74,000	13,589	28,543
295	Owego.....	5,039	79	440	480	920	188	152,223	817	3	0	26	26	4	74,000	13,589	28,543
296	Port Chester.....	7,440	1,918	727	402	1,629	182	152,223	817	3	0	26	26	4	74,000	13,589	28,543
297	Rensselaer Falls.....	7,466	4	433	950	2,040	181	258,081	1,194	3	4	51	51	3	135,000	34,165	51,200
298	Salamanca.....	4,251	153	446	480	889	189	126,230	670	3	1	23	24	4	101,330	12,303	15,630
299	Sandwich.....	4,473	6	498	545	1,013	184	140,428	766	1	1	26	27	5	105,610	13,376	21,257
300	Seneca Falls.....	6,519	379	480	435	924	192	143,922	749	2	0	23	23	4	100,736	11,240	15,635
301	Tarrytown.....	4,770	84	340	365	705	195	110,429	566	1	2	18	20	2	69,000	14,000	21,000
302	Tonawanda.....	7,421	2,433	855	1,701	1,701	194	250,471	1,304	3	1	37	38	5	1,600	122,000	21,014
303	Watertown.....	4,256	30	320	328	618	193	105,348	546	2	2	17	19	4	700	9,280	12,000
304	Waverly.....	4,465	4	434	552	986	186	142,501	766	2	1	21	22	5	1,100	54,200	11,680
305	Whitball.....	4,377	0	423	537	960	188	125,594	668	1	0	24	24	4	54,200	11,680	17,454
306	Elizabeth City.....	6,348	300	450	419	869	160	83,360	521	1	2	9	11	2	8,500	4,510	7,010
307	Gastonia.....	4,610	0	574	561	1,135	168	97,776	582	1	3	12	15	7	16,222	4,586	5,220
308	Highpoint.....	4,163	0	427	419	746	170	93,500	550	2	1	13	13	1	30,000	6,292	6,998
309	Salisbury.....	6,277	250	457	484	941	180	107,280	596	1	6	14	20	2	25,000	8,200	9,200
310	Washington.....	4,842	90	413	465	878	158	96,556	611	1	3	13	16	3	15,000	5,225	6,355
311	Grand Forks.....	7,652	862	906	1,768	1,768	184	256,658	1,351	1	0	39	39	3	125,000	24,000	43,600
312	Ashland.....	4,087	1,073	415	428	843	176	103,190	615	1	3	17	20	6	50,000	9,330	12,250
313	Barborton.....	4,354	1,416	516	528	1,044	173	137,708	796	2	1	22	23	6	45,000	9,963	12,250
314	Bellefontaine.....	6,619	1,980	723	719	1,412	180	208,800	1,180	1	7	22	23	5	55,000	16,000	22,000
315	Bellefonte.....	4,101	1,100	338	378	776	180	186,720	604	1	3	18	21	4	850	68,000	8,671
316	Bowling Green.....	5,067	600	550	560	1,110	175	189,000	980	1	1	26	27	4	1,200	60,000	12,000
317	Bucyrus.....	6,560	1,884	670	694	1,364	173	171,523	1,091	1	1	6	22	28	100,000	12,464	21,380
318	Canal Dover.....	5,422	2,114	175	562	527	180	174,400	980	2	5	23	28	3	96,000	11,350	20,000
319	Cireleville.....	6,991	6,221	100	703	695	170	177,480	1,044	1	3	36	39	4	1,600	136,000	19,350
320	Conneaut.....	7,133	1,650	691	671	1,302	130	177,480	1,044	1	3	36	39	4	1,600	136,000	19,350

NORTH CAROLINA.

NORTH DAKOTA.

OHIO.

TABLE 11.—School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1901-2—Continued.

City.	Population, census of 1900.	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Regular teachers.				Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.
		School-census age.	Children of school-census age.		Male.	Female.	Total.				Male.	Female.	Total.						
Ohio—continued.																			
321 Coshocton.....	4,473	6-21	2,034	0	181	788	1,469	176	190,960	1,085	8	25	33	4	1,500	\$31,000	\$16,130	\$22,000	
322 Defiance.....	7,579	6-21	2,456	437	657	732	1,389	185	205,165	1,109	2	30	32	4	---	100,000	13,635	20,375	
323 Delaware.....	7,940	6-21	2,400	165	765	817	1,582	186	225,618	1,213	2	35	37	7	1,700	165,000	8,361	27,900	
324 Delphos.....	4,517	6-21	1,621	300	446	382	828	175	106,225	607	9	22	17	22	---	42,000	9,695	---	
325 Fostoria.....	7,730	6-21	2,600	188	---	---	---	1,638	188,209	1,075	4	30	38	6	1,500	75,000	28,925	---	
326 Gallon.....	7,282	6-21	2,096	300	656	721	1,377	182	216,762	1,191	8	26	33	4	---	75,000	14,915	---	
327 Gallipolis.....	5,432	6-21	2,152	50	578	642	1,220	180	---	---	4	4	28	34	7	1,035	32,500	15,450	17,500
328 Greenville.....	5,358	6-21	1,823	100	760	735	1,495	190	217,550	1,145	6	2	34	36	3	1,350	110,000	17,400	22,000
329 Hillsboro.....	5,501	6-21	1,103	0	569	554	1,123	176	131,174	909	3	21	27	32	3	1,500	75,000	14,000	---
330 Jackson.....	4,672	6-21	1,523	0	465	482	947	176	183,984	743	8	6	19	22	3	1,000	77,000	12,414	20,592
331 Kent.....	4,541	6-21	1,237	0	559	599	1,158	180	168,800	935	1	2	22	24	4	1,200	60,000	11,375	---
332 Kenton.....	6,582	6-21	2,104	300	664	658	1,322	176	186,912	1,062	1	5	26	31	6	1,400	125,000	13,575	18,600
333 Mount Vernon.....	6,633	6-21	1,817	15	723	687	1,410	185	239,000	1,292	1	3	29	32	7	1,470	125,000	17,000	23,000
334 Nelsonville.....	5,421	6-21	1,908	250	649	679	1,328	174	183,918	1,057	1	3	22	25	4	1,600	75,000	10,416	---
335 New Philadelphia.....	6,213	6-21	2,375	250	782	684	1,523	176	218,592	1,242	2	4	30	34	1	1,400	100,000	14,000	22,600
336 Niles.....	7,468	6-21	2,375	250	666	684	1,350	175	172,375	985	3	2	26	28	9	1,700	85,000	14,187	17,500
337 Norwalk.....	7,074	6-21	2,101	300	579	607	1,186	186	182,306	986	3	28	28	31	5	1,400	130,000	16,650	23,861
338 Norwood.....	4,682	6-21	1,866	300	560	585	1,145	194	170,526	879	1	2	30	32	5	1,400	130,000	16,650	23,861
339 Oberlin.....	5,024	6-21	1,837	135	381	487	878	183	132,851	724	4	21	23	3	1,200	100,000	17,910	25,000	
340 Painesville.....	5,359	6-21	1,685	0	538	567	1,105	185	172,650	930	1	3	21	23	3	1,235	110,000	11,579	15,151
341 St. Marys.....	7,582	6-21	1,997	70	617	630	1,247	180	175,140	973	1	2	24	26	4	1,250	125,000	18,000	---
342 Salem.....	4,685	6-21	1,350	235	760	814	1,574	176	---	---	3	2	31	33	4	---	125,000	18,000	---
343 Shelby.....	5,688	6-21	1,935	235	497	477	974	180	175,320	816	1	4	20	24	4	---	11,592	---	---
344 Sidney.....	5,882	6-21	1,486	120	615	598	1,213	180	178,380	991	1	3	30	33	5	1,300	56,530	17,325	24,016
345 Troy.....	4,582	6-21	1,509	250	566	497	1,063	185	162,683	877	3	3	25	28	3	1,200	30,000	17,437	---
346 Urichsville.....	6,808	6-21	1,874	250	467	496	963	175	123,727	705	3	4	21	25	3	1,100	90,000	9,775	11,750
347 Urbana.....	6,422	6-21	2,035	0	471	531	1,002	178	146,316	822	1	6	22	28	4	1,200	105,000	17,255	---
348 Vanwert.....	---	6-21	---	---	710	847	1,557	180	---	---	1	6	30	36	4	1,800	75,000	15,300	20,214

OREGON.																				
350	Baker City.....	6,633	4,258	1,852	2,100	705	685	1,330	1,535	177	200,010	1,130	1,146	3	29	4	1,350	87,800	16,820	41,985
351	Salem.....	4,258		2,100	400	620	915	1,535		175	200,550	1,146		1	31	6	1,600	120,000	18,000	23,000
PENNSYLVANIA.																				
352	Archbald.....	5,396			0	521	578	1,099		180	160,380	891			16	6	924	27,800	8,623	13,753
353	Ashland.....	6,438		6-21	105	621	691	1,315		180	176,220	979			25	4	1,633	60,500	11,250	18,061
354	Bangor.....	4,106		6-21	1,200	421	485	906		180	120,780	971			17	4	1,000	56,000	7,500	14,000
355	Bethlehem.....	7,283		6-21	1,750	572	571	1,143		200	177,000	885			29	4	1,237	188,251	17,771	22,751
356	Bristol.....	7,104		6-16	1,282	225	462	501		200	123,000	618			0	20	1,000	58,000	10,120	14,457
357	Carnegie.....	6,380		6-21	2,350	400	655	1,360		180	178,980	981			32	3	1,800	140,030	18,501	23,300
358	Charlottesville.....	5,930		6-21	1,500	608	716	1,324		180	184,500	1,025			24	2	1,200	61,500	13,665	19,876
359	Conestoga.....	5,762		6-16	200	367	375	1,312		180	110,400	552			1	26	1,400	35,000	9,516	14,309
360	Conshohocken.....	5,702		6-21	200	365	400	900		190	109,440	608			13	3	750	35,000	6,000	
361	Dickson City.....	4,948		6-16	200	387	357	722		180	184,500	1,025			1	26	1,400	35,000	6,000	
362	Edwardsville.....	5,165		6-21	200	385	512	897		180	109,440	608			1	3	650	30,000	6,795	11,000
363	Franklin.....	7,317		6-21	1,300	428	585	1,009		180	221,940	1,233			2	28	1,700	115,000	16,651	28,694
364	Greenville.....	4,814		6-14	1,300	428	585	1,009		180	170,100	945			3	2	1,458	125,000	13,000	18,616
365	Hanover.....	5,303		6-21	200	430	460	890		180	144,000	800			4	15	1,400	80,000	10,000	14,000
366	Huntingdon.....	4,063		6-21	1,500	570	630	1,200		180	144,000	800			7	21	850	75,000	12,800	14,000
367	Indiana.....	5,142		8-16	800	425	375	1,800		160					15	3		20,000	6,300	
368	Jennette.....	5,865		8-16	200	517	519	1,036		180	139,140	773			1	20	1,100	70,000	11,516	18,243
369	Kane.....	4,293		6-21	1,025	200	500	1,000		160	142,800	893			2	2	1,050	40,000	10,080	12,315
370	Lansford.....	4,888		6-18	1,260			1,146		180	145,000	809			4	21	1,200	32,000	9,404	12,631
371	Laurens.....	4,614		6-16	750			787		177	172,064	632			1	2	1,100	35,000	9,900	
372	Lehigh Valley.....	4,629		6-16	910	70	472	1,002		180	140,920	783			1	14	1,050	60,000	7,227	11,269
373	Lehigh Twp.....	7,210		6-21	1,800	703	706	1,409		160	176,320	1,102			1	5	1,600	120,000	11,900	18,159
374	McKees Rocks.....	6,352			600	570	595	1,165		200	138,200	691			2	0	950	91,000	10,604	30,630
375	Mauch Chunk.....	4,029			200	333	298	631		200					19	3	700	50,000		
376	Middletown.....	5,608		6-16	1,400	661	640	1,304		180	114,660	937			1	6	1,400	60,000	13,000	20,000
377	Milton.....	6,175		6-21	1,600			1,256		180	165,960	922			1	20	1,450	65,000	11,190	16,000
378	Minersville.....	4,815		6-21	1,200	75	475	928		180	134,460	747			1	4	1,000	60,000	8,842	13,333
379	New Brighton.....	6,820		6-21	1,500	125	583	631		180	211,680	1,176			1	16	1,000	100,000	15,783	33,619
380	New Kensington.....	4,665		6-21	1,000	43	435	1,132		180	135,000	750			1	0	875	40,000	7,100	17,000
381	Pennsawney.....	4,375		6-16	1,050	120		940		160					3	16	900	40,000	7,100	17,000
382	Renovo.....	4,082		6-16	1,050	280		372		180	112,800	627			1	3	900	40,000	7,100	17,000
383	Rochester.....	4,688		6-16	835	442	519	961		180	236,720	701			3	0	1,000	46,000	7,913	14,128
384	St. Marys.....	4,263		6-16	1,000	600	150	310		160	40,000	250			1	2	340	15,090	4,030	6,000
385	Sayre.....	5,213		6-21	1,400	594	645	1,239		180	155,160	862			2	28	1,300	60,000	10,918	15,915
386	Scottsdale.....	4,261				399	457	856		170	112,540	662			1	3	900	45,000	9,213	13,299
387	Tamawka.....	4,267		6-21	1,900	822	800	1,622		200					2	25	1,300	120,000	14,000	21,350
388	Towanda.....	4,663		6-14	800	396	436	832		180					2	18	900	51,000	9,907	14,140
389	Tyrone.....	5,847		6-21	1,612	104	720	1,433		180	219,143	1,181			1	7	1,400	81,000	13,897	19,801
390	Uniontown.....	7,344		6-21	1,700	150	721	1,605		180	234,000	1,300			1	5	1,350	45,000	11,033	22,929
391	Waynesboro.....	5,386		6-21	1,375	613	608	1,221		170	167,620	986			3	1	1,256	72,500	11,237	
392	West Pittston.....	5,816		6-15	1,500	50	547	939		180	165,600	1,091			2	0				
393	Winmerding.....	4,173		8-16	780	471	475	946		200	133,000	665			1	18				

α The high school was in session 200 days.

TABLE 11.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1901-2*—Continued.

City.	Population, census of 1900.	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.
		School-census age.	Children of school-census age.		Male.	Female.	Total.					Male.	Female.	Total.					
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
RHODE ISLAND.																			
394 Bristol.....	6,901	5-15	1,378	50	537	515	1,052	200	169,200	846	3	2	25	27	6	1,120	\$102,000	\$13,308	\$18,525
395 Burrillville.....	6,317	7-15	1,290	0	.....	.....	1,238	190	164,540	866	1	1	25	26	12	1,205	58,500	11,418	16,476
396 Coventry.....	5,279	5-15	1,235	222	357	378	765	160	.....	.....	3	5	20	25	18	956	41,428	8,914	16,439
397 Johnston.....	4,305	7-15	1,048	3	515	481	993	199	117,800	620	3	0	23	23	12	956	30,048	8,918	12,053
398 North Kingstown.....	4,194	5-15	849	23	330	380	740	180	.....	.....	4	5	26	31	8	689	24,000	8,245	13,102
399 Warren.....	5,108	5-15	910	173	432	478	910	200	109,000	545	1	1	18	19	4	1,560	100,000	20,000	30,000
400 Westerly.....	7,541	7-15	1,500	100	750	700	1,450	200	240,000	1,200	2	4	28	32	4	.....	.....	.....	.....
SOUTH CAROLINA.																			
401 Anderson.....	5,498	6-21	2,000	0	740	830	1,570	190	263,470	1,413	5	4	21	28	4	1,300	36,000	9,586	11,451
402 Chester.....	4,075	.....	.....	.....	445	515	960	180	.....	.....	1	3	13	16	4	1,000	20,000	20,000	7,000
403 Florence.....	4,617	.....	.....	50	365	475	841	172	.....	.....	1	2	13	15	2	660	13,000	5,454	6,883
404 Greenwood.....	4,824	6-21	1,618	125	423	433	856	166	89,308	538	1	2	13	15	4	660	9,300	5,233	6,096
405 Laurens.....	4,029	.....	.....	0	233	322	555	177	68,499	387	2	2	10	12	2	.....	12,000	4,050	.....
406 Orangeburg.....	4,435	6-21	1,500	200	500	576	1,076	190	126,000	700	1	2	13	15	2	1,200	25,000	5,700	6,320
407 Rock Hill.....	5,435	6-21	1,500	100	511	602	1,113	180	129,600	720	1	6	10	16	8	1,113	10,000	7,000	7,000
408 Sumter.....	5,673	.....	.....	150	646	724	1,330	175	162,575	923	1	5	19	24	4	.....	23,800	7,137	8,314
SOUTH DAKOTA.																			
409 Aberdeen.....	4,087	6-21	1,200	100	400	500	900	180	.....	.....	2	4	21	25	4	900	50,000	20,000	.....
410 Mitchell.....	4,099	6-21	1,000	125	300	400	700	175	100,659	571	1	2	14	16	4	850	50,000	10,000	12,000
TENNESSEE.																			
411 Bristol.....	5,271	6-21	.....	.....	374	347	721	176	101,376	576	.....	2	12	11	3	721	15,000	5,095	.....
412 Columbia.....	6,952	6-21	1,881	.....	469	575	1,044	192	136,864	817	2	1	14	15	3	900	25,000	6,850	8,000

TEXAS.																				
413	Bonham	5,042	8-17	1,203	25	546	606	1,152	180	137,503	764	1	5	15	20	5	1,050	21,010	11,990	14,000
414	Brenham	5,968	8-17	1,202	250	438	534	972	168	111,747	665	1	5	15	20	5	1,050	22,225	12,041	13,400
415	Brownwood	3,965	8-17	832	100	437	538	955	180	.....	.....	1	2	17	19	4	867	13,200	9,785	.....
416	Denton	4,187	8-17	863	150	473	536	1,009	178	111,250	625	1	5	16	21	3	1,100	40,000	9,810	12,000
417	Ennis	4,919	8-17	1,132	0	563	636	1,205	160	140,311	877	1	5	17	22	5	900	33,000	11,120	11,920
418	Hillsboro	5,346	8-17	1,255	100	607	667	1,274	153	129,575	819	1*	4	20	24	8	885	33,000	8,370	11,500
419	McKinney	4,312	8-17	835	.....	320	357	677	177	.....	.....	1	5	11	12	2	.....	40,000	5,000	6,500
420	Marshall	7,855	8-17	2,710	700	608	719	1,327	160	106,495	665	1	6	14	20	5	690	31,400	8,820	12,500
421	Taylor	4,211	8-17	.....	150	489	501	940	180	91,534	525	1	2	18	20	5	900	50,000	10,192	12,919
422	Temple	7,065	7-18	.....	754	570	724	1,724	175	215,243	1,230	1	6	20	26	5	1,570	83,000	8,307	9,855
423	Terrill	6,330	8-17	1,048	150	512	607	1,119	183	133,436	729	1	4	16	20	4	1,168	45,000	9,610	12,000
424	Texasarkana	5,256	7-17	1,288	155	607	681	1,288	160	103,945	629	1	3	16	19	4	681	19,200	9,610	12,000
425	Victoria	4,010	8-17	1,383	150	472	497	969	185	92,509	596	2	3	22	25	4	1,200	50,000	10,620	15,000
426	Waxahachie	4,215	8-17	1,009	.....	.....	.....	.....	185	122,932	665	.....	7	10	17	3	970	31,225	9,645	12,000
427	Weatherford	4,786	8-17	1,090	150	460	580	1,040	180	.....	.....	1	3	18	21	5	.....	.....	10,850	11,680
UTAH.																				
428	Logan	5,451	6-18	2,008	300	710	699	1,409	175	178,821	1,018	2	3	20	23	8	1,380	74,100	13,178	16,812
429	Park City	3,759	6-18	1,147	110	489	500	989	180	183,740	743	3	3	19	22	4	1,029	.....	11,200	19,720
430	Provo City	6,185	6-18	2,155	313	.....	.....	.....	155	175,773	1,127	2	8	19	27	4	1,200	77,000	14,704	23,201
VERMONT.																				
431	Bennington	5,656	5-18	1,437	350	465	452	917	187	121,924	652	1	1	22	23	2	922	85,000	11,885	21,083
432	Brattleboro	5,297	5-18	988	165	363	370	733	174	116,039	667	1	1	27	28	6	929	100,000	15,450	21,936
433	Montpelier	6,266	5-18	1,450	450	462	446	908	180	.....	.....	1	1	25	26	2	850	.....	12,918	19,009
434	St. Johnsbury	5,606	5-21	1,955	532	471	432	903	181	143,768	794	2	0	31	31	13	1,120	77,000	12,888	26,432
VIRGINIA.																				
435	Charlottesville	6,449	5-21	2,400	.....	738	900	1,638	185	223,110	1,206	.....	8	21	29	2	.....	50,000	8,750	11,423
436	Fredericksburg	5,068	5-21	1,675	194	400	433	833	184	124,200	690	1	3	10	13	4	761	11,882	4,390	5,950
437	Staunton	7,289	5-21	1,726	200	440	508	918	178	130,952	734	1	5	21	26	3	1,500	60,000	9,876	11,610
WASHINGTON.																				
438	Ballard	4,568	6-21	.....	.....	820	843	1,673	183	242,841	1,327	.....	.....	.....	.....	.....	.....	50,000	27,000	44,000
439	Fairhaven	4,228	5-21	1,361	0	529	593	1,122	173	133,992	772	4	2	18	20	3	900	51,121	12,687	16,473
440	Vanover	4,005	5-21	1,200	200	454	437	891	178	112,115	630	1	5	11	16	4	825	23,000	8,985	11,000
441	Whateon	6,834	5-21	2,352	.....	1,127	1,223	2,355	173	233,062	1,694	3	5	44	43	8	2,035	140,000	31,872	43,972
WEST VIRGINIA.																				
442	Beaumont	4,511	6-21	1,462	200	408	433	851	188	121,205	642	2	0	13	13	3	.....	50,000	12,500	.....
443	Bluefield	4,644	6-21	1,100	100	376	401	777	136	56,108	413	1	4	13	17	4	.....	30,000	5,189	8,000
444	Clarksburg	4,050	6-21	1,813	209	506	508	1,014	180	125,000	700	1	6	18	24	5	850	80,000	10,360	25,000
445	Martinsburg	7,564	6-21	2,303	135	618	571	1,192	183	137,831	857	1	9	20	29	6	1,541	41,990	11,337	16,307
446	Moundsville	5,362	6-21	1,821	0	609	637	1,246	168	139,719	884	1	2	19	21	3	1,320	.....	6,560	14,477

TABLE 11.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants, 1901-2*—Continued.

City.	Population, census of 1900.	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditures.
		School-census age.	Children of school-census age.		Male.	Female.	Total.												
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
WISCONSIN.																			
Baraboo	5,751	4-20	1,512	0	178	766	1,450	216,612	1,220	1	0	36	36	36	6	1,500	\$80,000	\$17,211	\$22,766
Beaver Dam	5,128	4-20	1,791	298	135	453	941	130,650	670		1	22	22	23	5	1,200	85,000	10,815	15,118
Berlin	4,489	4-20	1,583	415	188	824	824	113,176	602	2	2	19	19	21	3	858	88,000	9,421	37,320
Depere district No. 1	4,038	4-20	782		186	142	260	43,338	223										
Grand Rapids	4,493	4-20	1,500	150	180	512	1,200			4	7	25	22	32	6	1,250	150,000	15,680	21,680
Marshfield	5,210	4-20	2,329	600	176	463	1,034			2	1	22	22	23	4	1,500	67,500	11,000	17,000
Menasha	5,589	4-20	2,329	839	173	359	743	95,744	514	1	1	18	18	19	3	1,500	140,000	6,981	11,952
Menomonie	5,535	4-20	2,052	156	173	775	1,507	224,159	1,289	2	2	49	49	57	10	1,467	85,000	22,893	31,925
Neenah	5,954	7-14	988		179	732	1,231	171,892	965	1	0	29	29	29	8	1,375	75,000	14,475	19,812
Portage	5,450	4-20	1,790	288	190	600	1,019	144,761	763	1	1	22	22	23	5	1,300	75,000	11,709	15,617
Rhinelander	4,998	4-20	1,551	300	180	527	1,091	170,620	715	1	1	23	23	24	5	1,300	40,000	11,709	18,011
Washburn	6,814	4-20	1,700	300	191	573	1,218	198,862	950	1	5	32	32	37	17	1,300	100,000	15,655	21,000
Waukesha	7,419	4-20	2,091	183	191	675	1,398		1,014	1	7	25	22	32	6	1,500	100,000	17,408	27,000
WYOMING.																			
Rock Springs	4,363	6-21	1,300	50	191	562	1,016	122,024	637	2	1	15	15	16	4	800	25,000	10,000	14,000

a Population of city.

CHAPTER XXXV.

UNIVERSITIES, COLLEGES, AND TECHNOLOGICAL SCHOOLS.

CONTENTS.—Number of institutions—Changes in courses of study—Division of college year—Students—Degrees—Property—Income—Benefactions—Governing boards of State institutions—Appointment and admission of cadets to the United States Military Academy and of midshipmen to the United States Naval Academy—Statistical tables.

The total number of institutions included in the tables in this chapter is 638, of which number 131 admit women only. Of the 464 universities and colleges included in Table 30, men only are admitted to the undergraduate departments of 134 institutions, while 330 are open to both men and women. Of the 43 schools of technology included in Table 37, women are reported in the undergraduate departments of 27 institutions.

The following-named institutions have been discontinued : Lineville College, Lineville, Ala.; East Lake Atheneum, East Lake, Ala.; Florida Conference College, Leesburg, Fla.; Young Female College, Thomasville, Ga.; Bordentown Female College, Bordentown, N. J.; Calvin College, Cleveland, Ohio; Henry College, Campbell, Tex., and Parkersburg Seminary, Parkersburg, W. Va. Central Pennsylvania College, at New Berlin, Pa., was consolidated in June, 1902, with Albright College, at Myers-town, Pa., under the name of Albright College.

CHANGES IN COURSES OF STUDY.

University of Arizona.—A one-year course in agriculture has been introduced in the subcollegiate department.

University of Colorado.—Added departments of geology, mechanical engineering, and economics and sociology.

John B. Stetson University, De Land, Fla.—School of technology, with courses in civil, electrical, and mechanical engineering, opened in October, 1902.

Florida Agricultural College.—Added courses in chemistry, civil engineering, and general science, and a two-year course in mechanic arts.

Florida State College.—Two-year courses in Spanish and Italian have been introduced into the curriculum.

Mercer University, Macon, Ga.—Curriculum has been put on elective basis, beginning with the junior year.

Clark University, South Atlanta, Ga.—Inaugurated a new course in scientific agriculture for both college students and others.

Lombard College, Galesburg, Ill.—Group system added to elective system.

Coe College, Cedar Rapids, Iowa.—Established a psychological laboratory.

Drake University, Des Moines, Iowa.—Adopted the group system.

University of Iowa.—There has been a general revision of collegiate courses, allowing larger election.

Midland College, Atchison, Kans.—Dropped Greek as a requirement for admission to freshman class, but still require four years of Greek in college for the A. B. degree.

Central University, Danville, Ky.—Two new courses have been added, namely: Chemical-biological and physical-mathematical. The former provides three years of instruction in chemistry and two years each of biology and physics as principal subjects. The latter provides three years of instruction in physics and mathematics and two years of chemistry as principal subjects.

Bowdoin College, Brunswick, Me.—The A. B. degree will be given without Greek. Four new courses added.

University of Maine.—Added courses in mining and marine engineering.

Colby College, Waterville, Me.—Greek for admission is made optional, together with French, German, physics, chemistry, and history. The A. B. degree is granted to students who have not studied Greek.

Loyola College, Baltimore, Md.—A course of experimental physiological psychology was introduced in senior year.

Harvard University.—Without reduction in quantity of work required for the degree and with a slight raising of grades required, the obtaining of the A. B. degree in three years has been formally sanctioned on terms applicable to all, instead of limiting that privilege, as hitherto, to students of honor rank.

Boston University.—Added courses in Greek, English, and pedagogy.

University of Missouri.—Added a course in chemical engineering.

Washington University, St. Louis, Mo.—Added departments of architecture, zoology, and philosophy.

Tarkio College, Tarkio, Mo.—The course in general science has been lengthened to four years. A course in literature extending through three years has been established.

University of Nebraska.—Established a four-year course in forestry.

Dartmouth College, Hanover, N. H.—Adopted the group system of studies after freshman year.

Rutgers College, New Brunswick, N. J.—Established a Latin-scientific course extending through four years and leading to the degree of Litt. B.; also a course in ceramics.

Hobart College, Geneva, N. Y.—Established a course of study leading to the B. S. degree.

University of North Dakota.—Established courses in electrical, mechanical, and mining engineering, in pharmacy, and in commerce.

University of Cincinnati.—Added a course in electrical engineering.

Otterbein University, Westerville, Ohio.—The philosophical and classical courses will hereafter lead to the A. B. degree. Greater privilege of election will be given after the end of the freshman year.

Lebanon Valley College, Annville, Pa.—Adopted the group system of studies.

Bucknell University, Lewisburg, Pa.—Added a course in civil engineering.

Lehigh University, South Bethlehem, Pa.—Established courses of four years each in electrometallurgy and chemical engineering.

University of South Dakota.—Established courses in civil and mechanical engineering.

University of Tennessee.—Added a department of education to be opened in 1902-3.

Maryville College, Maryville, Tenn.—Adopted the group system of studies.

University of Texas.—The A. B. degree will hereafter be awarded without the study of Latin and Greek.

Lawrence University, Appleton, Wis.—Introduced a four-year college course in commerce.

Beloit College, Beloit, Wis.—Adopted the group system of studies.

Ripon College, Ripon, Wis.—Adopted the group system of studies and added a chair of history and economics.

DIVISION OF COLLEGE YEAR.

The following-named institutions have changed from the three-term to the semester plan: Illinois Wesleyan University, Bloomington, Ill.; University of Iowa, Iowa City, Iowa; Cooper College, Sterling, Kans.; Amherst College, Amherst, Mass., and Purdue University, Lafayette, Ind.

STUDENTS.

The total number of undergraduate and resident graduate students in universities and colleges for men and for both sexes, colleges for women (Division A) and in schools of technology for the year 1901-2 is reported as 107,391, an increase of 4,040 students over the number for the preceding year. The number of such students for each year from 1889-90 to 1901-2 is as follows:

Number of undergraduate and resident graduate students in universities, colleges, and schools of technology from 1889-90 to 1901-2.

Year.	Universities and colleges for men and for both sexes.		Colleges for women, Division A.	Schools of technology.		Total number.	
	Men.	Women.	Women.	Men.	Women.	Men.	Women.
1889-90.....	38,056	8,075	1,979	6,870	707	44,926	10,761
1890-91.....	40,089	9,439	2,265	6,131	481	46,220	12,185
1891-92.....	45,032	10,390	2,636	6,131	481	51,163	13,567
1892-93.....	46,689	11,489	3,193	8,616	843	55,305	15,520
1893-94.....	50,297	13,144	3,578	9,517	1,376	59,814	18,098
1894-95.....	52,586	14,298	3,667	9,467	1,106	62,053	19,071
1895-96.....	56,556	16,746	3,910	8,587	1,065	65,143	21,721
1896-97.....	55,755	16,536	3,913	8,907	1,094	64,662	21,543
1897-98.....	58,407	17,765	4,416	8,611	1,289	67,018	23,470
1898-99.....	58,467	18,948	4,503	9,038	1,339	67,505	24,880
1899-1900.....	61,812	20,452	4,872	10,347	1,440	72,159	26,764
1900-1901.....	65,069	21,468	5,260	10,403	1,151	75,472	27,879
1901-2.....	66,325	22,507	5,549	11,808	1,202	78,133	29,258

The number of undergraduate students pursuing the various courses of study, so far as reported, is as follows:

Classical courses.....	49,982
Other general culture courses.....	14,287
General science courses.....	7,363
Agriculture.....	3,472
Mechanical engineering.....	6,363
Civil engineering.....	4,754
Electrical engineering.....	3,203
Chemical engineering.....	858
Mining engineering.....	1,837
Textile engineering.....	86
Sanitary engineering.....	30
Architecture.....	351

The classification by courses of study of students pursuing liberal studies is becoming a difficult matter, as the elective and group systems have to a great extent and are still superseding the old system of prescribed courses of study. Thus, the number of students given above under classical courses includes 23,324 students not classified by a number of institutions under the several courses, but who are known to be pursuing liberal studies. The number of students enrolled in technical courses is increasing very rapidly.

DEGREES.

The movement inaugurated several years ago for the granting of the A. B. degree on the completion of all courses of study except technical and professional courses still continues. During the past year information has been received from the following-named institutions of the adoption of the A. B. as the only degree to be granted for the completion of a liberal course: Wheaton (Ill.) College; Walsh College, Crawfordsville, Ind.; Bowdoin College, Brunswick, Me.; Amherst (Mass.) College; Tufts College (Mass.); Albion (Mich.) College; University of Minnesota; Gustavus Adolphus College, St. Peter, Minn.; Lenoir College, Hickory, N. C.; Miami University, Oxford, Ohio; Lebanon Valley College, Annville, Pa.; Swarthmore (Pa.) College; University of Texas. The institutions conferring the degrees of bachelor of arts, bachelor of science, bachelor of philosophy, and bachelor of letters are given in Table 28.

The total number of degrees and the number of each kind conferred on men and on women are as follows:

Degrees conferred in 1901-2.

Degree.	On men.	On women.	Degree.	On men.	On women.
A. B.	5,455	3,002	M. E. L.	0	340
B. S.	2,641	581	A. L. B.	0	2
Ph. B.	774	407	L. A.	0	1
B. L.	248	424	B. Paint.	0	16
B. C. E.	23	0	A. M.	1,149	340
B. M. E.	32	0	M. S.	172	26
B. E. E.	1	0	M. L.	16	10
B. E. M.	4	0	Ph. M.	19	9
B. E.	38	0	C. E.	192	0
Met. E.	3	0	M. E.	260	0
A. C.	4	0	E. E.	76	0
B. Arch.	11	1	E. M.	79	0
B. Agr.	21	4	M. M. E.	4	0
B. S. A.	22	0	M. Ped.	11	9
B. Mus.	9	178	M. Acc's	81	0
B. Pcd.	29	45	M. Dip.	5	0
B. S. D.	2	0	D. C. L.	16	0
L. I.	29	90	Se. D.	5	0
B. O.	1	15	Ph. D.	240	26
F. E.	2	0	Ped. D.	8	3
B. F. A.	3	0	M. C. S.	7	0
B. C. S.	26	0			
B. Acc's	36	8	Total.....	11,755	5,502
B. L. S.	1	15			

The degree of doctor of philosophy was conferred on examination by 37 institutions on 240 men and 26 women, and as an honorary degree on 9 persons by 7 different institutions. The institutions granting the degree are as follows:

Institutions conferring Ph. D. degree in 1901-2.

Institution.	On examination.		Honorary.
	On men.	On women.	
1. University of California	2	1	0
2. Leland Stanford Junior University	2	0	0
3. University of Denver	3	0	0
4. Yale University	30	9	0
5. Catholic University of America	1	0	0
6. Columbian University	2	0	0
7. Bowdon (Ga.) College	0	0	1
8. Blackburn University	0	0	1
9. University of Chicago	26	1	0
10. Ewing (Ill.) College	2	0	0
11. Hanover (Ind.) College	0	0	1
12. Johns Hopkins University	17	0	0
13. Washington College (Maryland)	0	0	1
14. New Windsor (Md.) College	1	0	0
15. Massachusetts Agricultural College	1	0	0
16. Boston University	2	0	0
17. Harvard University	28	0	0

UNIVERSITIES, COLLEGES, AND TECHNOLOGICAL SCHOOLS. 1351

Institutions conferring Ph. D. degree in 1901-2—Continued.

Institution.	On examination.		Hon. orary.
	On men.	On wo- men.	
18. Radcliffe College (Massachusetts).....	0	2	0
19. University of Michigan.....	7	1	0
20. University of Minnesota.....	3	0	0
21. Bellevue (Nebr.) College.....	1	0	0
22. University of Nebraska.....	2	0	0
23. Princeton University.....	1	0	0
24. Cornell University.....	18	5	3
25. Columbia University.....	30	3	0
26. New York University.....	3	1	0
27. St. John's College (New York City).....	1	0	0
28. Syracuse (N. Y.) University.....	1	0	0
29. Capital University (Ohio).....	1	0	0
30. Ohio State University.....	1	0	0
31. University of Wooster (Ohio).....	12	0	0
32. Grove City (Pa.) College.....	5	0	0
33. University of Pennsylvania.....	13	1	0
34. Villanova (Pa.) College.....	0	0	3
35. Washington and Jefferson College (Pennsylvania).....	0	0	1
36. Bryn Mawr (Pa.) College.....	0	2	0
37. Waynesburg (Pa.) College.....	1	0	0
38. Huron (S. Dak.) College.....	1	0	0
39. American University of Harriman (Tennessee).....	8	0	0
40. University of Virginia.....	6	0	0
41. Washington and Lee University (Virginia).....	1	0	0
42. Virginia Union University.....	0	0	1
43. West Virginia University.....	1	0	0
44. University of Wisconsin.....	6	0	0
Total.....	240	26	9

PROPERTY.

The total value of property possessed by the institutions for higher education amounts to \$417,205,234, a gain of \$25,974,450 over the amount for the preceding year. The endowment funds amount to \$185,944,668, and the remainder represents the value of the material equipment. Of the 464 institutions for men and for both sexes (Table 30), 147 have no endowment funds, 141 others have less than \$100,000 each, 124 have from \$100,000 to \$500,000 each, 20 have from \$500,000 to \$1,000,000 each, 17 have from \$1,000,000 to \$2,000,000 each, 8 have from \$2,000,000 to \$5,000,000 each, and 7 have more than \$5,000,000 each.

The continued increase in the number of students at the higher institutions renders necessary the erection of additional buildings for their accommodation. The purpose and cost of buildings erected during the year by the several institutions, so far as reported, are as follows:

Institution.	Purpose.	Cost.
Alabama Polytechnic Institute.....	Machine shop.....	\$1,275
University of Arizona.....	Dining hall.....	7,000
University of Arkansas.....	Dormitory.....	19,218
	Shops.....	3,500
Mills College (California).....	Laundry.....	5,000
Leland Stanford Junior University.....	Science.....	
	Church.....	
	Psychology and physics.....	
	History, economics, and English.....	
	Engineering.....	
	Chemistry.....	
Colorado College.....	Science.....	250,000
Colorado State School of Mines.....	Metallurgy, etc.....	35,000
Columbian University (District of Columbia).....	Medicine.....	150,000
Florida Agricultural College.....	Science.....	50,000
	Gymnasium.....	20,000
Emory College (Georgia).....	Science.....	30,000
Young Harris College (Georgia).....	Recitations and library.....	10,000
University of Idaho.....	Mining.....	25,000
St. Viator's College (Illinois).....	Gymnasium.....	40,000
Armour Institute of Technology (Chicago).....	Machinery hall.....	150,000
Illinois Woman's College.....	General.....	30,000

Institution.	Purpose.	Cost.
St. Mary's School (Illinois)	Recreation hall	\$9,000
Lake Forest University	Recitation and laboratory	50,000
Indiana University	Science	100,000
Purdue University (Indiana)	Agriculture	60,000
	Auditorium	70,000
	Locomotive house	850
Taylor University (Indiana)	Dormitory	5,000
Iowa College of Agriculture and Mechanic Arts	Barn	18,000
	Engineering	205,000
St. Joseph's College (Iowa)	General	75,000
Simpson College (Iowa)	Heating plant	11,500
University of Iowa	Power and heating plant	47,000
Iowa Wesleyan University	Chapel	8,000
Central University of Iowa	Chapel and library .....	.....
	Observatory .....	.....
Baker University (Kansas)	Gymnasium	28,000
University of Kansas	Museum	75,000
Ottawa University (Kansas)	General	25,000
Kansas Wesleyan University	Observatory	600
Washburn College (Kansas)	Physics and astronomy	56,000
Union College (Kentucky)	Boarding hall	8,700
Berea College (Kentucky)	Administration	10,000
	Dormitories (2)	8,000
Louisiana State University	Dormitory	28,000
Jefferson College (Louisiana) .....	..... do	15,000
Notre Dame of Maryland	Power plant, etc.	56,000
Maryland Agricultural College	Sanitarium	6,000
Maryland College for Women	Dormitory	15,000
Radcliffe College (Massachusetts) .....	..... do	65,000
Mount Holyoke College (Massachusetts)	Art	66,500
	Dormitory	56,000
Tufts College (Massachusetts)	Medicine	290,000
Michigan Agricultural College	Bacteriology	30,000
University of Michigan	Medicine	150,000
	Engineering	200,000
	Psychopathic ward	50,000
	Boiler house	30,000
	Hospital ward	25,000
Michigan College of Mines	Mining	42,500
	Chemistry	35,000
	Blacksmith shop	5,000
University of Minnesota	Physics	75,000
	Engineering	60,000
	Veterinary	25,000
	Blacksmith shop	3,000
	Slaughterhouse	7,500
St. Olaf College (Minnesota)	Library	13,000
Mississippi Agricultural and Mechanical College	Residence	1,500
Mississippi College (Mississippi)	Dormitory .....	.....
East Mississippi Female College	General	8,000
Stanton College for Young Ladies (Mississippi) .....	..... do	7,500
Port Gibson Female College (Mississippi)	Dormitory .....	.....
University of Missouri	Dairy	26,000
	Agriculture	10,000
	Horticulture	35,000
	Medicine	35,000
	Dormitory	34,000
	Engineering	17,000
Westminster College (Missouri)	Heating plant	5,500
University of Montana	Dormitory	30,000
	Gymnasium	10,000
Nevada State University	Chemistry	12,000
	Hospital	3,500
New Hampshire College of Agriculture and Mechanic Arts	Agriculture	30,000
St. Lawrence University (New York)	Reading room	16,000
Hamilton College (New York)	Dining hall	30,000
Columbia University (New York)	Religious and ethical .....	.....
University of North Carolina	Dormitory	15,000
Trinity College (North Carolina) .....	..... do	25,000
	Pavilion	2,000
Lenoir College (North Carolina)	Dormitory	5,000
University of North Dakota	Mechanic arts	20,000
	President's residence	19,000
University of Cincinnati	Engineering	25,000
Western Reserve University	Chapel	80,000
	Dormitory	70,000
Ohio State University	Law	50,027
	Heat and light plant	12,706
Kenyon College (Ohio)	Dormitory	60,000
Hiram College (Ohio)	Library and observatory	10,000
Wittenberg College (Ohio)	Theology	15,000
Oklahoma Agricultural and Mechanical College	Library (addition)	17,683
	Engineering	10,958
	Barn	6,500
	Boiler house	4,596

Institution.	Purpose.	Cost.
Albany College (Oregon).....	Dormitory.....	\$8,000
Beaver College (Pennsylvania).....	President's residence.....	8,000
Blairsville College (Pennsylvania).....	Dormitory.....	8,000
Bryn Mawr College (Pennsylvania).....	Heat and light plant.....	153,000
	Dormitory.....	400,000
	Library.....	
Pennsylvania Military College.....	Hospital.....	2,000
Lafayette College (Pennsylvania).....	Y. M. C. A.....	35,000
	Biology.....	6,000
	Dormitory.....	12,000
	do.....	12,000
	Residence.....	3,000
Haverford College (Pennsylvania).....	Assembly hall, etc.....	50,000
Franklin and Marshall College (Pennsylvania).....	Science.....	62,000
Susquehanna University (Pennsylvania).....	Dormitory.....	15,000
Lehigh University (Pennsylvania).....	Engineering.....	40,000
Villanova College (Pennsylvania).....	General.....	350,000
Clemson Agricultural College (South Carolina).....	Barracks.....	30,682
	Chemistry.....	17,457
	Cottages (5).....	4,342
	Hotel (addition).....	1,388
South Carolina College.....	Steward's hall.....	6,000
Limestone College (South Carolina).....	History.....	12,000
Furman University (South Carolina).....	Dormitory.....	12,500
Clafin University (South Carolina).....	Manual training.....	20,000
South Dakota Agricultural College.....	Engineering.....	40,000
	Plant breeding.....	10,000
South Dakota School of Mines.....	Laboratory.....	20,000
University of the South (Tennessee).....	Dormitory.....	65,000
University of Texas.....	do.....	75,000
Howard Payne College (Texas).....	do.....	2,000
Agricultural and Mechanical College of Texas.....	Chemistry and veterinary.....	31,000
San Antonio Female College (Texas).....	General.....	12,000
Paul Quinn College (Texas).....	Dormitory.....	18,000
Agricultural College of Utah.....	Administration, etc.....	50,000
	Barn.....	11,620
	Vegetation house.....	1,500
Norwich University (Vermont).....	Administration.....	25,000
Martha Washington College (Virginia).....	Dormitory.....	10,000
Virginia Union University.....	Residence.....	4,250
Vashon College (Washington).....	Music.....	8,500
University of Washington.....	Science.....	70,030
	Power plant.....	40,000
Whitman College (Washington).....	Dormitory.....	25,000
University of Wisconsin.....	Agriculture.....	150,000
University of Wyoming.....	Heating plant.....	15,000

INCOME.

The total income for the year, excluding benefactions, is reported as \$33,863,244. The proportion derived from the various sources by the several classes of institutions is as follows:

	Tuition fees.	Endow-ment.	State or municipal aid.	Federal aid.	Other sources.
	Per cent.	Per cent.	Per cent.	Per cent.	Per cent.
All institutions.....	38.7	24.3	19.0	8.7	9.3
Universities and colleges for men and for both sexes.....	37.1	29.1	20.3	4.0	9.5
Colleges for women, Division A.....	72.0	17.2	0	0	10.8
Colleges for women, Division B.....	86.1	1.9	3.1	0	8.9
Schools of technology.....	12.8	12.3	26.4	40.8	7.7

Of the total amount, \$6,437,493, appropriated for higher education by the several States and a few cities, the following amounts were furnished by the different geographical divisions of the country:

North Atlantic Division.....	\$614,634
South Atlantic Division.....	724,382
South Central Division.....	639,210
North Central Division.....	3,381,850
Western Division.....	1,077,417

BENEFACTIONS.

The total amount of benefactions reported by the several institutions for higher education as having been received during the year is \$17,039,967, of which amount \$12,506,538 was received by the following-named 31 institutions reporting gifts amounting to \$100,000 or over:

University of Southern California.....	\$134, 000
Yale University.....	595, 028
University of Chicago.....	2, 983, 355
De Pauw University (Indiana).....	175, 450
Coe College (Iowa).....	170, 000
Des Moines College (Iowa).....	125, 000
Massachusetts Institute of Technology.....	147, 808
Harvard University.....	1, 095, 737
Smith College (Massachusetts).....	211, 000
Washington University (Missouri).....	157, 098
Stevens Institute of Technology (New Jersey).....	160, 000
Adelphi College (New York).....	250, 000
Cornell University.....	365, 935
Barnard College (New York City).....	403, 290
Columbia University (New York City).....	501, 131
New York University.....	174, 345
Vassar College (New York).....	117, 626
Syracuse University (New York).....	567, 993
Trinity College (North Carolina).....	130, 000
Western Reserve University (Ohio).....	304, 000
Oberlin College (Ohio).....	403, 434
University of Wooster (Ohio).....	300, 000
Bryn Mawr College (Pennsylvania).....	572, 149
Haverford College (Pennsylvania).....	125, 000
Allegheny College (Pennsylvania).....	200, 000
University of Pennsylvania.....	936, 852
Pennsylvania State College.....	245, 000
Brown University (Rhode Island).....	395, 307
Baylor University (Texas).....	100, 000
Washington and Lee University (Virginia).....	102, 000
Beloit College (Wisconsin).....	358, 000

Of the total amount of benefactions received during the year, 47.7 per cent was reported by the institutions in the North Atlantic Division, 5.9 per cent by those in the South Atlantic Division, 3.6 per cent by those in the South Central Division, 40.5 per cent by those in the North Central Division, and 2.3 per cent by those in the Western Division. The total amount received by colleges for women was \$1,772,555.

GOVERNING BOARDS OF STATE INSTITUTIONS.

University of Alabama.—Board of trustees consists of the governor and the State superintendent of education ex officio; one member appointed by the governor and confirmed by the senate for a term of six years from each Congressional district, except that the district in which the institution is located is entitled to two members. One-third of the members are appointed biennially.

Alabama Polytechnic Institute.—Board of trustees composed like that of the University of Alabama (see above).

Agricultural and Mechanical College for Negroes (Alabama).—Board of commissioners consists of three members named in the act establishing the institution, who may fill all vacancies arising in their number.

University of Arizona.—Board of regents consists of the governor and the superintendent of public instruction ex officio; four members appointed by the governor and confirmed by the council for terms of four years.

University of Arkansas.—Board of trustees consists of the governor ex officio and six members appointed by the governor and confirmed by the senate for terms of six years, the terms of two members expiring every two years.

University of California.—Board of regents consists of the governor, the lieutenant-governor, the speaker of the assembly, the State superintendent of public instruction, the president of the State Agricultural Society, the president of Mechanics' Institute, and the president of the university, ex officio; sixteen members appointed by the governor and confirmed by the senate for terms of sixteen years, two members being appointed biennially.

University of Colorado.—Board of regents consists of six members, elected by popular vote, two every two years, for terms of six years. The president of the university is ex officio president of the board, with the privilege of speaking but not of voting except in case of a tie.

Colorado Agricultural College.—The governing body is the State board of agriculture which consists of the governor and the president of the agricultural college ex officio, and eight members appointed by the governor and confirmed by the senate for terms of eight years, the terms of two members expiring every two years.

Connecticut Agricultural College.—Board of trustees consists of the governor and the director of the Connecticut Experiment Station ex officio; six members elected by the state senate for terms of four years; one member elected by the alumni for the term of two years; one member elected annually by the State board of agriculture.

Delaware College.—Board of trustees consists of the governor and the president of Delaware College ex officio; fifteen members representing the original board, who have power to fill all vacancies occurring in their number; fifteen members appointed by the governor.

State College for Colored Students (Delaware).—Board of trustees consists of the president of the college ex officio, and six members, two from each county in the State, appointed by the governor for terms of four years or until their successors are appointed.

Florida State Agricultural College.—Board of trustees consists of seven members appointed by the governor and confirmed by the senate for terms of four years. Not more than two may be appointed from the county in which the college is located.

University of Georgia.—Board of trustees consists of the governor, the president of board of trustees of State School of Technology, the president of board of commissioners of Georgia Normal and Industrial College, the president of board of commissioners of Georgia Industrial College for Colored Youths, ex officio; one member from each Congressional district, four from the State at large, and two from the city of Athens, appointed by the governor and confirmed by the senate for terms of eight years.

University of Idaho.—Board of regents consists of five members from the State at large appointed by the governor and confirmed by the senate for terms of six years. Not more than three members may be of the same political party.

University of Illinois.—Board of trustees consists of the governor, the president of State board of agriculture, State superintendent of public instruction, ex officio; nine members elected by popular vote, three at each biennial election, for terms of six years.

Indiana University.—Board of trustees consists of three members elected by the alumni residing in the State for terms of three years, and five members elected by the State board of education for terms of three years.

Purdue University (Indiana).—Board of trustees consists of nine members appointed by the governor for terms of six years. Two of the number shall be nominated by the State board of agriculture, one by the State board of horticulture, and six selected by the governor.

State University of Iowa.—Board of regents consists of the governor and the State superintendent of public instruction ex officio; one member from each Congressional district elected by the general assembly for a term of six years.

Iowa State College of Agriculture and Mechanic Arts.—Board of trustees consists of the governor and the State superintendent of public instruction ex officio; one member from each Congressional district elected by the general assembly for a term of six years.

University of Kansas.—Board of regents consists of the chancellor ex officio, and six members appointed by the governor and confirmed by the senate for terms of four years.

Kansas State Agricultural College.—Board of regents consists of the president of the college ex officio, and six members appointed by the governor and confirmed by the senate for terms of four years.

Agricultural and Mechanical College of Kentucky.—Board of trustees consists of the governor and the president of the college ex officio, and fifteen members appointed by the governor and confirmed by the senate, one-third every two years for terms of six years. One appointment shall be made from each Congressional district outside of the Congressional district in which Lexington (the seat of the college) is situated and the remainder from the latter district, but no more than three trustees may be appointed from the county of Fayette. The board has power to fill all vacancies occasioned by the death, resignation, or refusal to serve of any of the trustees appointed on behalf of the State.

Louisiana State University and Agricultural and Mechanical College.—Board of supervisors consists of the governor, the State superintendent of public education, and the president of the university, ex officio; twelve members appointed by the governor and confirmed by the senate for terms of four years. Six of the fifteen supervisors must be alumni, and one member must be appointed from the parish of East Baton Rouge.

Southern University (Louisiana).—Board of trustees consists of twelve members appointed by the governor and confirmed by the senate for terms of four years; at least four of the twelve must be appointed from the colored race.

University of Maine.—Board of trustees consists of seven members appointed by the governor and approved by the council for terms of seven years, and one member elected by the alumni for a term of three years.

Maryland Agricultural College.—Board of trustees consists of the governor, the comptroller of treasury, the attorney-general, the State treasurer, the president of the senate, and the speaker of the house of delegates, ex officio; one member appointed by the governor and confirmed by the senate from each congressional district for a term of six years; five members elected by the stockholders for one year or until their successors are elected.

Massachusetts Agricultural College.—The corporation consists of the governor, the president of the college, the secretary of the State board of education, the secretary of the State board of agriculture, ex officio; fourteen members appointed by the governor, two annually, for terms of seven years. The alumni exercise the right of recommendation of candidates.

Massachusetts Institute of Technology.—The corporation consists of the governor, the chief justice of supreme court, and the secretary of the State board of education, ex officio; not more than forty-seven other members to hold office for life and to be chosen by vote of the corporation by ballot.

University of Michigan.—Board of regents consists of eight members elected by popular vote, two every two years, for terms of eight years. The president of the university is ex officio president of the board, with the privilege of speaking, but not of voting.

Michigan State Agricultural College.—The governing body is the State board of agriculture, which consists of the governor and the president of the college ex officio, and six members appointed by the governor for terms of six years.

Michigan College of Mines.—Board of control consists of six members appointed by the governor, two every two years, for terms of six years.

University of Minnesota.—Board of regents consists of the governor, the State superintendent of public instruction, and the president of the university, ex officio; nine members appointed by the governor and confirmed by the senate for terms of six years.

University of Mississippi.—Board of trustees consists of the governor and the State superintendent of education ex officio; fifteen members, one from each congressional district and two from the State at large, appointed by the governor and confirmed by the senate for terms of six years.

Mississippi Agricultural and Mechanical College.—Board of trustees consists of the governor and the State superintendent of education ex officio; nine members, a majority of whom shall be practical agriculturists or mechanics, appointed by the governor and confirmed by the senate for terms of six years. Trustees shall be ineligible to succeed themselves more than once.

Alcorn Agricultural and Mechanical College (Mississippi).—Board of trustees constituted like that of the Mississippi Agricultural and Mechanical College. (See above.)

University of the State of Missouri.—Board of curators consists of nine members, appointed by the governor and confirmed by the senate for terms of six years, three being appointed every two years. Not more than one member may be appointed from the same Congressional district.

University of Montana.—The governing body is the State board of education, which consists of the governor, the attorney-general, and the State superintendent of public instruction, ex officio, and eight members appointed by the governor and confirmed by the senate, two each year, for terms of four years.

Montana College of Agriculture and Mechanic Arts.—The general control is in the hands of the State board of education. (See under University of Montana.) The direct supervision is vested in an executive board of five members, one of whom is appointed yearly by the governor, subject to the approval of the State board of education.

University of Nebraska.—Board of regents consists of six members elected by popular vote, two biennially, for terms of six years.

Nevada State University.—Board of regents consists of three members elected by popular vote, the terms of two members expiring every two years. At each election one member is chosen for a term of two years and the other for a term of four years.

New Hampshire College of Agriculture and Mechanic Arts.—Board of trustees consists of the governor and the president of the college, ex officio; one member elected by the alumni for a term of three years; ten members appointed by the governor, with the advice of the council, one at least from each councilor district, and so classified and commissioned that the terms of three trustees shall become vacant annually. Not more than five of the trustees appointed by the governor and council shall belong to the same political party, and at least seven of them shall be practical farmers.

Rutgers Scientific School (New Jersey College of Agriculture and Mechanic Arts).—Under control of board of trustees of Rutgers College, which consists of the governor, the chief justice, and the attorney-general, ex officio; thirty-six members, of whom two-thirds must be communicants in the Reformed (Dutch) Church. The school is

under the supervision of a board of visitors consisting of two members from each Congressional district, appointed by the governor for a term of two years.

University of New Mexico.—Board of regents consists of the governor and the superintendent of public instruction, ex officio; five members appointed by the governor and confirmed by the legislature for terms of five years, the term of one member expiring each year.

New Mexico College of Agriculture and Mechanic Arts.—Board of regents constituted like that of the University of New Mexico. (See above.)

New Mexico School of Mines.—Board of trustees constituted like that of the University of New Mexico. (See above.)

Cornell University (New York State College of Agriculture and Mechanic Arts).—Board of trustees consists of the eldest male lineal descendant of Ezra Cornell, the president of the university, the governor, the lieutenant-governor, the speaker of the assembly, the State superintendent of public instruction, the commissioner of agriculture, the president of the State Agricultural Society, the librarian of Cornell Library, ex officio; twenty members elected by the board, four each year, for terms of five years; ten members elected by the alumni, two each year, for terms of five years.

University of North Carolina.—Board of trustees consists of the governor, ex officio, and eighty members elected by joint vote of the general assembly, twenty every two years, for terms of eight years.

North Carolina College of Agriculture and Mechanic Arts.—The governing body is the State board of agriculture, consisting of the commissioner of agriculture, ex officio, and one member from each Congressional district appointed by the governor and confirmed by the senate for a term of six years. The board of visitors consists of the president of the college and the commissioner of agriculture ex officio, and eleven members appointed by the governor for terms of six years. Their duty is to visit and inspect the college and make such recommendations to the board of agriculture as they may deem wise and beneficial.

Agricultural and Mechanical College for the Colored Race (North Carolina).—Board of trustees consists of fifteen members, one from each Congressional district and five from the State at large, elected by the general assembly for terms of six years.

University of North Dakota.—Board of trustees consists of five members, appointed by the governor and confirmed by the senate, for terms of four years.

North Dakota Agricultural College.—Board of trustees consists of seven members, appointed by the governor and confirmed by the senate, for terms of six years.

Ohio State University.—Board of trustees consists of seven members, appointed by the governor and confirmed by the senate, for terms of seven years, the term of one member expiring each year.

Ohio University.—Board of trustees consists of the governor and the president of the university, ex officio, and nineteen members appointed by the governor and confirmed by the senate.

University of Oklahoma.—Board of regents consists of the governor, ex officio, and five members appointed by the governor.

Oklahoma Agricultural and Mechanical College.—Board of regents consists of the governor, ex officio, and five members appointed by the governor, with the approval of the council, for a term of two years or until their successors are appointed.

Colored Agricultural and Normal University (Oklahoma).—Board of regents consists of the Territorial superintendent of public instruction and the Territorial treasurer, ex officio, and three members appointed by the governor.

University of Oregon.—Board of regents consists of nine members, appointed by the governor and confirmed by the senate.

Oregon State Agricultural College.—Board of regents consists of the governor, the secretary of state, the State superintendent of public instruction, and the master of

the State Grange, ex officio; nine members appointed by the governor and confirmed by the senate for terms of nine years.

Pennsylvania State College.—Board of trustees consists of the governor, the secretary of state, the president of the college, the president of the State Agricultural Society, the secretary of internal affairs, the adjutant-general, the State superintendent of public instruction, the president of Franklin Institute, and the secretary of the State Board of Agriculture, ex officio; three members elected, one annually by the alumni; twelve members elected, four annually by a body of electors composed of the executive committee of the Pennsylvania State Agricultural Society, the members of the Franklin Institute of Pennsylvania, three representatives duly chosen by each county agricultural society which shall have been organized at least three months preceding the time of election, and three representatives duly chosen by each association, not exceeding one in each county, which shall have for its principal object the promotion and encouragement of the mining and manufacturing interests of the Commonwealth and the mechanical and useful arts, and which shall, in like manner, have been organized at least three months preceding the time of election.

Rhode Island College of Agriculture and Mechanic Arts.—Board of managers consists of five members, appointed by the governor and confirmed by the senate, one each year, for terms of five years.

South Carolina College.—Board of trustees consists of the governor, the State superintendent of education, the chairman of senate committee on education, and the chairman of house of representatives committee on education, ex officio, and seven members elected by the State legislature.

Clemson Agricultural College (South Carolina).—Board of trustees consists of seven life members, originally designated by will, who have the right to fill all vacancies happening in their number, and six members elected by the State legislature.

Colored Normal, Industrial, Agricultural, and Mechanical College of South Carolina.—Board of trustees consists of the governor, ex officio, and six members elected by the State legislature, two every two years, for terms of six years.

University of South Dakota.—The general control is vested in a board known as the regents of education, composed of five members, appointed by the governor and confirmed by the senate for terms of six years.

South Dakota Agricultural College.—Same board controlling the University of South Dakota.

South Dakota School of Mines.—Same board controlling the University of South Dakota.

University of Tennessee.—Board of trustees consists of the governor, the secretary of state, and the State superintendent of public instruction, ex officio; thirty members elected by the board for life from the different Congressional districts and approved by the legislature. The president of the university is ex officio president of the board.

University of Texas.—Board of regents consists of eight members from different portions of the State appointed by the governor and confirmed by the senate, two every two years, for terms of eight years.

Agricultural and Mechanical College of Texas.—Board of directors consists of eight members from different portions of the State appointed by the governor for terms of six years.

University of Utah.—Board of regents consists of the president of the university ex officio, and eight members appointed by the governor for terms of four years.

Agricultural College of Utah.—Board of trustees consists of seven members appointed by the governor and confirmed by the senate for terms of four years.

University of Vermont and State Agricultural College.—Board of trustees consists of the governor and the president of the university ex officio; nine members who have the right to fill all vacancies arising in their number; nine members elected by the State legislature, three every two years, for terms of six years.

University of Virginia.—Board of visitors consists of nine members appointed by the governor and confirmed by the senate for terms of four years.

Virginia Agricultural and Mechanical College and Polytechnic Institute.—Board of visitors consists of the State superintendent of public instruction ex officio, and eight members appointed by the governor and confirmed by the senate, four every two years, for terms of four years.

University of Washington.—Board of regents consists of seven members appointed by the governor and confirmed by the senate for terms of six years.

Washington Agricultural College and School of Science.—Board of regents consists of five members appointed by the governor and confirmed by the senate for terms of six years. The governor is ex officio an advisory member of the board without the privilege of voting, and the president of the college is ex officio the secretary of the board.

West Virginia University.—Board of regents consists of nine members appointed by the governor and confirmed by the senate for terms of four years. Not more than six of the regents shall belong to the same political party.

University of Wisconsin.—Board of regents consists of the president of the university and the State superintendent of public instruction ex officio; one member from each Congressional district and two from the State at large appointed by the governor for terms of three years. At least one of the members must be a woman. The president is ex officio a member of all standing committees, but has no vote except in case of a tie.

University of Wyoming.—Board of trustees consists of the State superintendent of public instruction and the president of the university ex officio; nine members appointed by the governor and confirmed by the senate, three every two years, for terms of six years.

APPOINTMENT AND ADMISSION OF CADETS TO THE UNITED STATES MILITARY ACADEMY.

Prior to the year 1902 only candidates were admitted to the United States Military Academy who had passed a certain prescribed examination, the scope of which was fixed by section 1319 of the Revised Statutes of the United States, which provided as follows:

SEC. 1319. Appointees shall be examined under regulations to be prescribed from time to time by the Secretary of War before they shall be admitted to the Academy, and shall be well versed in reading, writing, and arithmetic, and to have a knowledge of the elements of English grammar, of descriptive geography, particularly that of the United States, and of the history of the United States.

By an act of Congress approved March 2, 1901, this provision of law was amended to read as follows:

SEC. 1319. Appointees shall be examined under regulations to be framed by the Secretary of War before they shall be admitted to the Academy, and shall be required to be well versed in such subjects as he may from time to time prescribe.

In accordance with the authority conferred by section 1319 as amended the requirements for admission to the Academy have been raised very materially, and in addition the certificates of certain high schools and colleges are now accepted for admission in lieu of the entrance examination. The system of accepting certificates went into effect in 1902, and the following memorandum published by the Academy shows in detail the class standing at the semiannual examination of the members of the first class at the Academy containing cadets admitted on certificate, thus permitting the class standing attained by such cadets to be compared with that of cadets admitted on examination.

WEST POINT, N. Y., January 3, 1903.

MEMORANDUM SHOWING THE STANDING OF CADETS OF THE FOURTH CLASS, AT THE SEMIANNUAL EXAMINATION, AND ALSO WHETHER EACH CADET WAS ADMITTED BY A CERTIFICATE OR BY UNDERGOING THE PRELIMINARY EXAMINATION.

	Mathematics.	English.
Average standing of those admitted by certificate.....	48	53
Average standing of those not admitted by certificate.....	58	57

Standing in mathematics, fourth class, after examination, December, 1902.

No.	Name.	Admitted by certificate.		Remarks.	No.	Name.	Admitted by certificate.		Remarks.
		Yes.	No.				Yes.	No.	
1	Stcese.....	Yes.	.....	College.	56	Pennell.....	.....	No.	Preliminary ex-
2	Daley, E. L.....	Yes.	.....	High school.					amination.
3	Downing.....	Yes.	.....	College.	57	Horsfall.....	Yes.	.....	College.
4	Morrow.....	No.	.....	Preliminary ex-	58	Ganoe.....	Yes.	.....	Do.
				amination.	59	Turner.....	.....	No.	Preliminary ex-
5	Terry.....	No.	.....	Do.					amination.
6	Finch.....	Yes.	.....	High school.	60	Clagett.....	.....	No.	Do.
7	Frett.....	Yes.	.....	Do.	61	Mathews.....	.....	No.	Do.
8	Loving.....	Yes.	.....	Do.	62	Thorpe.....	Yes.	.....	High school.
9	Huntley.....	Yes.	.....	College.	63	Lane, W. E.....	Yes.	.....	Do.
10	De Armond.....	Yes.	.....	Do.	64	Hoyle.....	.....	No.	Preliminary ex-
11	Bradshaw.....	No.	.....	Preliminary ex-					amination.
12	Mettler.....	Yes.	.....	College.	65	Sands.....	.....	No.	Do.
13	Williford.....	No.	.....	Preliminary ex-	66	Manchester.....	.....	No.	Do.
				amination.	67	Pratt, J. S.....	.....	No.	Do.
14	Hetrick.....	Yes.	.....	College.	68	Madigan.....	Yes.	.....	College.
15	Covell.....	Yes.	.....	Do.	69	Strong, D. D.....	.....	No.	Preliminary ex-
16	McFarland, E.....	Yes.	.....	High school.					amination.
17	Donahue.....	Yes.	.....	Do.	70	Cook.....	.....	No.	Do.
18	Torney.....	Yes.	.....	College.	71	Homes, M. G.....	.....	No.	Do.
19	Rockwell.....	Yes.	.....	Do.	72	Dailley, G. F.....	.....	No.	Do.
20	Wainwright.....	Yes.	.....	Do.	73	Stevenson.....	.....	No.	Do.
21	Smith, E. De L.....	No.	.....	Preliminary ex-	74	Parr.....	.....	No.	Do.
				amination.	75	Zimmerman.....	.....	No.	Do.
22	Green, J. A.....	Yes.	.....	College.	76	Kennerly.....	.....	No.	Do.
23	Humphreys.....	No.	.....	Preliminary ex-	77	Jones, R. A.....	Yes.	.....	High school.
				amination.	78	Oates.....	.....	No.	Preliminary ex-
24	Calvo.....	(a)	(c)	Special act of	79	Davenport.....	Yes.	.....	High school.
25	Ardery.....	Yes.	.....	Congress.	80	Converse.....	Yes.	.....	College.
26	Sturgill.....	Yes.	.....	High school.	81	Thompson, M.....	Yes.	.....	Do.
27	Spurgin.....	Yes.	.....	College.					
28	Parker, C.....	No.	.....	Do.	82	Hyde.....	.....	No.	Preliminary ex-
				Preliminary ex-					amination.
29	Andrews.....	No.	.....	Do.	83	Bonner.....	Yes.	.....	High school.
30	Dickman.....	No.	.....	Do.	84	Wheeler, W. R.....	Yes.	.....	Competitive ex-
31	King.....	Yes.	.....	High school.					amination.
32	Wilhelm.....	Yes.	.....	Do.	85	Robinson.....	.....	No.	Preliminary ex-
33	Abraham.....	No.	.....	Preliminary ex-					amination.
				amination.	86	Paine.....	Yes.	.....	High school.
34	Byrd.....	No.	.....	Do.	87	Dalton.....	.....	No.	Preliminary ex-
35	Johnson, W. A.....	No.	.....	Do.					amination.
36	Burleson.....	No.	.....	Do.	88	Crafton.....	Yes.	.....	High school.
37	Schwabe.....	No.	.....	Do.	89	Wolfe.....	Yes.	.....	College.
38	Henderson.....	Yes.	.....	College.	90	Rose, W. W.....	.....	No.	Preliminary ex-
39	Drain.....	No.	.....	Preliminary ex-					amination.
				amination.	91	Wessells.....	Yes.	.....	College.
40	Quekemeyer.....	Yes.	.....	College.	92	Newbern.....	.....	No.	Preliminary ex-
41	Chaffee.....	No.	.....	Preliminary ex-					amination.
				amination.	93	Howard, W. A.....	.....	No.	Do.
42	Pelot.....	No.	.....	Do.	94	Boughton, R. L.....	Yes.	.....	High school.
43	Minick.....	Yes.	.....	High school.	95	Campbell, R. N.....	.....	No.	Preliminary ex-
44	Sneed.....	Yes.	.....	Do.					amination.
45	Olmstead.....	Yes.	.....	Do.	96	Kieffer.....	.....	No.	Do.
46	Westover.....	Yes.	.....	Do.	97	MacMillan.....	Yes.	.....	High school.
47	Wildrick.....	No.	.....	Preliminary ex-	98	Akin.....	.....	No.	Preliminary ex-
				amination.					amination.
48	Gillespie.....	No.	.....	Do.	99	Watson, E. M.....	.....	No.	Do.
49	Maul.....	No.	.....	Do.	100	Garrison.....	Yes.	.....	High school.
50	White, R. C.....	Yes.	.....	College.	101	Brooks.....	Yes.	.....	Do.
51	Riley, J. W.....	Yes.	.....	Do.	102	Macfarlane, M.....	.....	No.	Preliminary ex-
52	Gatewood.....	No.	.....	Preliminary ex-					amination.
				amination.	103	Layfield.....	Yes.	.....	High school.
53	Savage.....	Yes.	.....	High school.	104	Miller, D. P.....	Yes.	.....	College.
54	Waring.....	No.	.....	Preliminary ex-	Def.	Crosby.....	Yes.	.....	Do.
				amination.	Def.	Fredendall.....	.....	No.	Preliminary ex-
55	Fox.....	Yes.	.....	College.					amination.
					Def.	Griffith.....	Yes.	.....	College.

a Foreigner.

Standing in English, fourth class, after examination, December, 1902.

No.	Name.	Admitted by certificate.		Remarks.	No.	Name.	Admitted by certificate.		Remarks.
		Yes.	No.				Yes.	No.	
1	Steele	Yes.	.....	College.	54	Layfield	Yes.	.....	High school.
2	Smith, E. De L.	No.	.....	Preliminary examination.	55	Torney	Yes.	.....	College.
3	Hetrick	Yes.	.....	College.	56	Olmstead	Yes.	.....	High school.
4	Robinson	No.	.....	Preliminary examination.	57	Fox	Yes.	.....	College.
5	Riley, J. W.	Yes.	.....	College.	58	Thorpe	Yes.	.....	High school.
6	Terry	No.	.....	Preliminary examination.	59	Dickman	No.	.....	Preliminary examination.
7	Donahue	Yes.	.....	High school.	60	Sands	No.	.....	Do.
8	Loving	Yes.	.....	Do.	61	Fredendall	No.	.....	Do.
9	Daley, E. L.	Yes.	.....	Do.	62	MacMillan	Yes.	.....	High school.
10	Mettler	Yes.	.....	College.	63	Wessells	Yes.	.....	College.
11	Finch	Yes.	.....	High school.	64	Maul	No.	.....	Preliminary examination.
12	Henderson	Yes.	.....	College.	65	Clagett	No.	.....	Do.
13	Brett	Yes.	.....	High school.	66	Madigan	Yes.	.....	College.
14	Kennerly	No.	.....	Preliminary examination.	67	Manchester	No.	.....	Preliminary examination.
15	Rockwell	Yes.	.....	College.	68	Burleson	No.	.....	Do.
16	Ardery	Yes.	.....	High school.	69	Green, J. A.	Yes.	.....	College.
17	McFarland, E.	Yes.	.....	Do.	70	Boughton, R. L.	Yes.	.....	High school.
18	Johnson, W. A.	No.	.....	Preliminary examination.	71	Andrews	No.	.....	Preliminary examination.
19	Ganoe	Yes.	.....	College.	72	Sneed	Yes.	.....	High school.
20	Parr	No.	.....	Preliminary examination.	73	Huntley	Yes.	.....	College.
21	Bradshaw	No.	.....	Do.	74	King	Yes.	.....	High school.
22	Minick	Yes.	.....	High school.	75	Wainwright	Yes.	.....	College.
23	Sturgill	Yes.	.....	College.	76	Thompson, M. H.	Yes.	.....	Do.
24	Calvo	(a)	(a)	Special act of Congress.	77	Campbell, R. N.	No.	.....	Preliminary examination.
25	Zimmerman	No.	.....	Preliminary examination.	78	Brooks	Yes.	.....	High school.
26	Pelot	No.	.....	Do.	79	Spurgin	Yes.	.....	College.
27	Williford	No.	.....	Do.	80	Daley, G. F. N.	No.	.....	Preliminary examination.
28	Mathews	No.	.....	Do.	81	Cook	No.	.....	Do.
29	Waring	No.	.....	Do.	82	Davenport	Yes.	.....	High school.
30	Gatewood	No.	.....	Do.	83	Byrd	No.	.....	Preliminary examination.
31	Downing	Yes.	.....	College.	84	Akin	No.	.....	Do.
32	Howard, W. A.	No.	.....	Preliminary examination.	85	Kieffer	No.	.....	Do.
33	Converse	Yes.	.....	College.	86	Wolfe	Yes.	.....	College.
34	Chaffee	No.	.....	Preliminary examination.	87	Hoyle	No.	.....	Preliminary examination.
35	Wheeler, W. R.	Yes.	.....	Competitive examination.	88	Heyde	No.	.....	Do.
36	Morrow	No.	.....	Preliminary examination.	89	Covell	Yes.	.....	College.
37	Parker, C.	No.	.....	Do.	90	Strong, D. D.	No.	.....	Preliminary examination.
38	Savage	Yes.	.....	High school.	91	Homes, M. G.	No.	.....	Do.
39	Drain	No.	.....	Preliminary examination.	92	Stevenson	No.	.....	Do.
40	Horsfall	Yes.	.....	College.	93	Pennell	No.	.....	Do.
41	Quekemeyer	Yes.	.....	Do.	94	Pratt, J. S.	No.	.....	Do.
42	Oates	No.	.....	Preliminary examination.	95	Rose, W. W.	No.	.....	Do.
43	Wildrick	No.	.....	Do.	96	Miller, D. P.	Yes.	.....	College.
44	Crafton	Yes.	.....	High school.	97	Wilhelm	Yes.	.....	High school.
45	Bonner	Yes.	.....	Do.	98	Griffith	Yes.	.....	College.
46	Westover	Yes.	.....	Do.	99	Garrison	Yes.	.....	High school.
47	Humphreys	No.	.....	Preliminary examination.	100	Dalton	No.	.....	Preliminary examination.
48	Lane, W. E.	Yes.	.....	High school.	101	Jones, R. A.	Yes.	.....	High school.
49	Abraham	No.	.....	Preliminary examination.	102	Paine	Yes.	.....	Do.
50	Schwabe	No.	.....	Do.	103	Macfarlane, M.	No.	.....	Preliminary examination.
51	Turner	No.	.....	Do.	104	Watson, E. M.	No.	.....	Do.
52	Gillespie	No.	.....	Do.	105	White, R. C.	Yes.	.....	College.
53	De Armond	Yes.	.....	College.	106	Lockett	Yes.	.....	Do.
					107	Crosby	Yes.	.....	Do.
					108	Newbern	No.	.....	Preliminary examination.

α Foreigner.

Statistics relative to the fourth class at its first semiannual examination.

Year entered.	Number in fourth class Sept. 1.	Number resigning 30 days or less before semiannual examination.	Number left at examination.	Deficient in mathematics.		Deficient in English.		Total number deficient in both studies.
				Number.	Per cent.	Number.	Per cent.	
1898	99	0	98	6	6	1	1	7
1899	143	0	137	11	8	0	0	8
1900	169	3	166	15	9	5	3	12
1901	158	3	155	15	9½	10	6½	16
1902	112	4	107	3	3	0	0	3

Cadets who resigned from fourth class before examination.

Name.	Admitted by certificate.		Remarks.
	Yes.	No.	
Bell	Yes	.....	College.
Gill .....	.....	No	Preliminary examination.
Holmes, R. W.	Yes	.....	High school.
Hyatt	Yes	.....	College.
Lanigan .....	.....	No	Preliminary examination.
Lockett	Yes	.....	College.
Merrill	Yes	.....	Do.
Price .....	.....	No	Preliminary examination.
Watson, J. A. ....	.....	No	Do.

The following information concerning the appointment and admission of cadets is taken from the Official Register of the Officers and Cadets of the United States Military Academy, June, 1902.

APPOINTMENTS.

How made.—Each Congressional district and Territory, also the District of Columbia and Porto Rico, is entitled to have one cadet at the Academy. Each State is also entitled to have 2 cadets from the State at large, and 40 are appointed from the United States at large. The appointment from a Congressional district is made upon the recommendation of the Congressman from that district, and those from a State at large upon the recommendations of the Senators of the State. Similarly the appointment from a Territory is made upon the recommendation of the Delegate in Congress. Each person appointed must be an actual resident of the State, district, or Territory from which the appointment is made.

The appointments from the United States at large, from the District of Columbia, and from Porto Rico are made by the President of the United States upon his own selection.

Manner of making applications.—Applications may be made at any time, by letter to the Adjutant-General, U. S. Army, Washington, D. C., to have the name of the applicant placed upon the register that it may be furnished to the proper Senator, Representative, or Delegate, when a vacancy occurs. The application must exhibit the full name, date of birth, and permanent abode of the applicant, with the number of the Congressional district in which his residence is situated.

Date of appointments.—Appointments are required by law to be made one year in advance of the date of admission, except in cases where, by reason of death or other cause, a vacancy occurs which can not be provided for by such appointment in advance. These vacancies are filled in time for the next examination.

Alternates.—For each candidate appointed there may be nominated two alternates. Each of the alternates will receive from the War Department a letter of appointment, and must appear for examination at the time and place therein designated; those previously accepted by academic board on certificate or mentally qualified appearing for physical examination only.

The fitness for admission to the Academy of the principal and the alternates will be determined as prescribed in paragraphs 20, 21, and 21½, Regulations U. S. Military Academy, given below.

Should the principal and alternates not qualify for admission under the provisions of paragraph 21½, they will still be entitled to appear for the examination prescribed in paragraph 20; but if the principal fails to appear for that examination or, appearing, fails to qualify, then the qualifications of the alternates will be considered and if only one has met the requirements he will be admitted; if both alternates have met the requirements the better qualified will be admitted.

Alternates will not be permitted to submit papers or certificates except as prescribed in paragraph 21½ nor appear for examination except as prescribed in paragraph 20.

The alternates, like the principal, should be designated as nearly one year in advance of the date of admission as possible.

ADMISSION OF CANDIDATES.

The following are the regulations of the Military Academy relating to the examination of candidates for admission and will be strictly adhered to:

20. Candidates selected for appointment, unless accepted under the provisions of paragraph 21½, shall appear for mental and physical examination before boards of army officers to be convened at such places as the War Department may select, on the 1st of May, annually, except when that day comes on Sunday, in which case the examination shall commence on the following Tuesday. Candidates who pass successfully will be admitted to the Academy without further examination upon reporting in person to the superintendent at West Point before 12 o'clock noon on the 15th day of June of the same year.

No candidate shall be examined at any other time unless prevented from presenting himself at the May examination by sickness or other unavoidable cause, in which case he shall report to the superintendent at West Point before 12 o'clock noon on the 12th day of June of the same year.

21. Each candidate before he shall be admitted to the Academy as a cadet must show, by the examination provided for in paragraph 20 or by the methods prescribed in paragraph 21½, that he is well versed in the following prescribed subjects, viz, reading, writing, spelling, English grammar, English composition, English literature, arithmetic, algebra through quadratic equations, plane geometry, descriptive geography, and the elements of physical geography, especially the geography of the United States, United States history, the outlines of general history, and the general principles of physiology and hygiene.

Candidates may be examined either orally or in writing, and no rejected candidate may be reexamined except upon the recommendation of the academic board.

21½. The academic board will consider and may accept in lieu of the regular mental entrance examination:

First. The properly attested examination papers of a candidate who receives his appointment through a public competitive written examination covering the range of subjects prescribed in paragraph 21.

Second. The properly attested certificate of graduation from a public high school or a state normal school in which the course of study, together with the requirements for entrance, shall cover the range of subjects prescribed in paragraph 21.

Third. A properly attested certificate that the candidate is a regular student of any incorporated college or university, without condition as to any subject mentioned in paragraph 21.

Application for consideration of papers or certificates shall be made by each candidate and alternate immediately after he receives his appointment.^a No application will be received after March 15 preceding the regular examination prescribed in paragraph 20.

Candidates accepted as qualified mentally under the provisions of this paragraph shall appear for physical examination at the time and place designated in their letters of appointment.

Immediately after reporting to the superintendent for admission, and before receiving his warrant of appointment, the candidate is required to sign an engagement for service in the following form, and in the presence of the superintendent, or of some officer deputed by him:

"I, ———, of the State (or Territory) of ———, aged ——— years ——— months, do hereby engage (with the consent of my parent or guardian) that, from the date of my admission as a cadet of the United States Military Academy, I will serve in the Army of the United States for eight years, unless sooner discharged by competent authority."

In the presence of

^a Applications for blank forms for preparing the above certificates should be addressed to the Adjutant, U. S. Military Academy, West Point, N. Y.

The candidate is then required to take and subscribe an oath or affirmation in the following form:

"I, ———, do solemnly swear that I will support the Constitution of the United States, and bear true allegiance to the National Government; that I will maintain and defend the sovereignty of the United States, paramount to any and all allegiance, sovereignty, or fealty I may owe to any State or country whatsoever; and that I will at all times obey the legal orders of my superior officers, and the rules and articles governing the Armies of the United States."

Sworn and subscribed at ——— this ——— day of ———, nineteen hundred and ———, before me.

Qualifications.—No candidate shall be admitted who is under 17, or over 22 years of age, or who is deformed, or afflicted with any disease or infirmity which would render him unfit for the military service, or who has, at the time of presenting himself, any disorder of an infectious or immoral character. Accepted candidates if between 17 and 18 years of age should not fall below 5 feet 3 inches in height and 100 pounds in weight; if between 18 and 19 years, 5 feet 3½ inches in height and 105 pounds in weight; if over 19, 5 feet 4 inches in height and 110 pounds in weight. Candidates must be unmarried.

Each candidate must on reporting at West Point present a certificate showing successful vaccination within one year; or a certificate of two vaccinations, made at least a month apart, within three months.

NOTE.—Candidates are eligible for admission from the day they are 17 until the day they become 22 years of age, on which latter day they are not eligible.

There being no provision whatever for the payment of the traveling expenses of candidates who fail to enter, no candidate should fail to provide himself in advance with the means of returning to his home, in case he fails to enter.

It is suggested to all candidates for admission to the Military Academy that, before leaving their places of residence for the place of examination, they should cause themselves to be thoroughly examined by a competent physician, and by a teacher or instructor in good standing. By such an examination any serious physical disqualification or deficiency in mental preparation would be revealed.

It should be understood that the informal examination herein recommended is solely for the convenience and benefit of the candidate himself, and can in no manner affect the decision of the academic and medical examining boards.

The use of tobacco in any form by cadets is prohibited.

CHARACTER OF EXAMINATIONS.

PHYSICAL EXAMINATION.

Every candidate is subjected to a rigid physical examination, and if there is found to exist in him any of the following causes of disqualification to such a degree as would immediately or at no very distant period impair his efficiency he is rejected:

1. Feeble constitution; unsound health from whatever cause; indications of former disease, glandular swellings, or other symptoms of scrofula.
2. Chronic cutaneous affections, especially of the scalp.
3. Severe injuries of the bones of the head; convulsions.
4. Impaired vision, from whatever cause; inflammatory affections of the eyelids; immobility or irregularity of the iris; fistula lachrymalis, etc.
5. Deafness; copious discharge from the ears.
6. Loss of many teeth, or the teeth generally unsound.
7. Impediment of speech.
8. Want of due capacity of the chest, and any other indication of a liability to a pulmonary disease.
9. Impaired or inadequate efficiency of one or both of the superior extremities on account of fractures especially of the clavicle, contraction of a joint, deformity, etc.
10. An unusual excurvature or incurvature of the spine.
11. Hernia.
12. A varicose state of the veins of the scrotum or spermatic cord (when large), hydrocele, hemorrhoids, fistulas.
13. Impaired or inadequate efficiency of one or both of the inferior extremities on account of varicose veins, fractures, malformation (flat feet, etc.), lameness, contraction, unequal length, bunions, overlying or supernumerary toes, etc.
14. Ulcers, or unsound cicatrices of ulcers likely to break out afresh.

MENTAL EXAMINATION.

Reading.—In reading, candidates must be able to read understandingly, and with proper accent and emphasis. They will be required, if called upon, to define intelligently the leading words of the text read.

Writing and spelling.—In writing and spelling they must be able, from dictation, to write legibly, neatly, rapidly, and correctly, sentences from standard pieces of English literature, both prose and poetry, sufficient in number to test their qualifications both in handwriting and in spelling. In punctuation and capitals they must be familiar with the rules for punctuation and for the use of capitals. In order to test their knowledge, sentences will be given for correction, or for this purpose a theme may be required of the candidate.

The following specimens are from a recent examination in this subject:

There was no pursuit, though the sun was still high in the Heaven when William crossed the Gette. The conquerors were so much exhausted by marching and fighting that they could scarcely move; and the horses were in even worse condition than the men. Their general thought it necessary to allow some time for rest and refreshment. The French nobles unloaded their sumpter horses, supped gaily, and pledged one another in champagne amidst the heaps of dead; and, when night fell, whole brigades gladly lay down to sleep in their ranks on the field of battle. The inactivity of Luxemburg did not escape censure. None could deny that he had in the action shown great skill and energy. But some complained that he wanted patience and perseverance. Others whispered that he had no wish to bring to an end a war which made him necessary to a court where he had never, in time of peace, found favor or even justice. Lewis, who on this occasion was perhaps not altogether free from some emotions of jealousy, contrived, it was reported, to mingle with the praise which he bestowed on his lieutenant blame which, though delicately expressed, was perfectly intelligible.

And what is home and where, but with the loving?
Happy thou art, that so canst gaze on thine!
My spirit feels but, in its weary roving,
That with the dead, where'er they be, is mine.

Go to thy home, rejoicing son and brother!
Bear in fresh gladness to the household scene!
For me, too, watch the sister and the mother,
I will believe—but dark seas roll between.

- | | | | |
|-------------------|-----------------|-----------------|-------------------|
| 1. Abdicate. | 7. Bachelor. | 13. Imperative. | 19. Presbyterian. |
| 2. Abutted. | 8. Compass. | 14. Kerosene. | 20. Raisin. |
| 3. Accessibility. | 9. Derelict. | 15. Mnemonics. | 21. Salad. |
| 4. Acclivity. | 10. Despondent. | 16. Neuter. | 22. Tidiness. |
| 5. Accosted. | 11. Disperse. | 17. Orally. | 23. Triple. |
| 6. Acme. | 12. Erase. | 18. Preference. | 24. Villain. |

Arithmetic.—Candidates must possess such a complete knowledge of arithmetic as will enable them to pursue the study of such branches of mathematics as are taught at the U. S. Military Academy. They will be subject to examination only in that part of arithmetic which relates to denominate numbers, the processes of common and decimal fractions, the greatest common divisor of numbers and the least common multiple of numbers.

The following are typical questions:

Reduce $5\frac{7}{10} - 0.725$
to an equivalent decimal.

Multiply .6578 by .4.

Change .013 to an equivalent fraction whose denominator is 135.

Deduce a method for finding the greatest common divisor of any two integers which cannot readily be factored.

Find the greatest common divisor of $26\frac{1}{2}$, $28\frac{1}{2}$, and $29\frac{1}{2}$.

How many men would be required to cultivate a field of $2\frac{1}{2}$ acres in $5\frac{1}{2}$ days of 10 hours each, if each man completed 77 square yards in 9 hours.

5 cubic feet of gold weigh 95.20 times as much as a cubic foot of water; and 2 cubic feet of copper weigh 13 times as much as a cubic foot of water; how many cubic inches of copper will weigh as much as $\frac{1}{2}$ of a cubic inch of gold?

English shillings are coined from a metal which contains 37 parts of silver to 3 parts of alloy; 1 pound of this metal is coined into 63 shillings. The United States silver dollar weighs 412.5 grains, and consists of 9 parts silver to 1 part of alloy. What fraction of the United States dollar will contain the same amount of silver as 1 English shilling?

What is the difference in grains between 42½ pounds avoirdupois and 42.375 pounds troy?

Algebra.—Candidates will be required to pass a satisfactory examination in that portion of algebra which includes the following range of subjects: Definitions and notation; the fundamental laws; the fundamental operations, viz: Addition, subtraction, multiplication, and division; factoring; highest common factor; lowest common multiple; fractions simple and complex; simple, or linear, equations with one unknown quantity; simultaneous simple, or linear, equations with two or more unknown quantities; involution, including the formation of the squares and cubes of polynomials; evolution, including the extraction of the square and cube roots of polynomials and of numbers; theory of exponents; radicals, including reduction and fundamental operations, rationalization, square roots of binomial surds, equations involving radicals, and imaginary quantities; quadratic equations; equations of quadratic form; simultaneous quadratic equations; ratio and proportion; arithmetical and geometrical progressions. Candidates will be required to solve problems involving any of the principles or methods contained in the above subjects.

The following are typical questions:

Enunciate the Commutative Law, the Distributive Law, the Associative Law.
What is a homogenous algebraic expression? Give example.

Remove brackets from $a - [5b - \{a - (3c - 3b) + 2c - (a - 2b - 2c)\}]$.

Find $L. C. M.$ of $6(a^3-b^3)(a-b)^2$, $9(a^4-b^4)(a-b)^2$ and $12(a^2-b^2)^3$.

Deduce the condition that the roots of the quadratic equation $ax^2+bx+c=0$ shall be equal, equal numerically with opposite signs, real, imaginary, rational.

A hare is eighty of her own leaps before a grayhound; she takes three leaps for every two that he takes, but he covers as much ground in one leap as she does in two. How many leaps will the hare have taken before she is caught?

A and B run a race, their rates of running being as 17 to 18. A runs $2\frac{1}{2}$ miles in 16 minutes 48 seconds, and B runs the entire distance in 34 minutes. What was the entire distance?

A and B can do a piece of work in 4 hours, A and C in $3\frac{1}{2}$ hours, B and C in $5\frac{1}{4}$ hours. In what time can A do it alone?

A gun is fired 36 times before a second gun begins, after which the first is fired 8 times while the second is fired 7 times; but the second requires the same amount of powder for 3 shots that the first requires for 4. When both guns have used up the same amount of powder, how many shots have been fired from each?

A, B, C, and D, working one at a time do a certain work in 130 days. A gets 42 cents, B gets 45 cents, C gets 48 cents, and D gets 50 cents for each day's work. Each received the same amount. How many days did each work?

Having 300 barrels of flour worth \$7.50 per barrel, and 800 barrels worth \$7.80 per barrel, and 400 barrels worth \$7.65 per barrel, how many more barrels of flour at \$8.00 and \$8.50 per barrel will make 2000 barrels worth \$7.55 a barrel?

$$\begin{array}{rcl} & 3 & 7 \\ \text{Solve} & x + \frac{y}{2} & = \\ & y & 2 \\ & 3x - \frac{2}{y} & = \frac{26}{3} \end{array}$$

There is a number which consists of two digits, such that if we divide the number by the product of its digits we obtain a quotient 5 and a remainder 2, but if we invert the order of the digits and divide the resulting number by the product of its digits we obtain a quotient 2 and remainder 5. Required the number.

$$\begin{array}{l} \text{Solve} \quad \left. \begin{array}{l} 2y^2 - 4xy + 3x^2 = 17 \\ y^2 - x^2 = 16 \end{array} \right\} \end{array}$$

$$\text{Simplify} \quad \frac{(3+1^3)(3+1^5)(1^5-2^3)}{(5-1^5)(1+1^3)}$$

$$\text{Solve} \quad \sqrt{2x+7} + \sqrt{3x-18} = \sqrt{7x+1}$$

Find the geometrical progression whose sum to infinity is $4\frac{1}{2}$ and whose second term is -2 .

Plane geometry.—Candidates will be required to give accurate definitions of the terms used in plane geometry, to demonstrate any proposition of plane geometry as given in the ordinary text-books and to solve simple geometrical problems either by a construction or by an application of algebra.

The following are typical questions:

Name and define the different kinds of triangles; of quadrilaterals.

Prove that, if a perpendicular is drawn to a given straight line at its middle point: 1st. Any point of the perpendicular is equally distant from the extremities of the line; 2d. Any point without the perpendicular is unequally distant from the extremities.

Show that, if through the middle point of one of the sides of a triangle a line be drawn parallel to the base, it will bisect the second side and the part intercepted will be equal to one-half the base.

What number of sides has the polygon, the sum of whose angles is twenty-six right angles?

To draw a common tangent to two given circles.

Find the locus of the middle points of all chords of a circle equal in length to a given line.

Find the locus of the middle points of all chords of a circle passing through a given point within the circle.

Prove that, through three points not in the same straight line, one circumference may always be made to pass, and but one.

Prove that the square described on the hypotenuse of a right angled triangle is equivalent to the sum of the squares described on the other two sides.

Given the side of an equilateral triangle equal to 10 feet; find its area.

Define "limit of a variable." Illustrate by an example.

Prove that the area of a circle is equal to the product of its circumference by half the radius.

Angles at the centres of equal circles are proportional to what? Angles at the centres of unequal circles are proportional to what? Define the unit angle or radian.

The regular inscribed hexagon is double the equilateral triangle inscribed in the same circle, and one-half of the circumscribed equilateral triangle.

English grammar.—Candidates must have a good knowledge of English grammar; they must be able to define the terms used therein; to define the parts of speech; to give inflections, including declension, conjugation, and comparison; to give the corresponding masculine and feminine gender nouns; to give and apply the ordinary rules of syntax.

They must be able to parse correctly any ordinary sentence, giving the subject of each verb, the governing word of each objective case, the word for which each pronoun stands or to which it refers, the words between which each preposition shows the relation, precisely what each conjunction and each relative pronoun connects, what each adjective and adverb qualifies or limits, the construction of each infinitive, and generally to show a good knowledge of the function of each word in the sentence.

They must be able to correct in sentences or extracts any ordinary grammatical errors.

It is not required that any particular text-book shall be followed; but the definitions, parsing, and corrections must be in accordance with good usage and common sense.

The following questions were used at a recent examination:

- I. Give the principal parts (present tense, past tense, and past participle) of the following verbs: 1, choose; 2, crow; 3, freeze; 4, slay; 5, stick; 6, fly; 7, sit; 8 burst.
- II. Write the plurals of the following words: 1, motto; 2, fairy; 3, money; 4, belief; 5, axis; 6, synopsis; 7, man-of-war; 8, Norman; 9, M.
- III. Write the feminine forms of the following words: 1, hero; 2, mankind; 3, murderer; 4, testator; 5, priest; 6, ambassador; 7, Englishman; 8, poet; 9, emperor.
- IV. Write the possessive case of the following words: 1, men; 2, I; 3, it; 4, boys; 5, they; 6, prince; 7, King John; 8, King of Italy; 9, Henry the Fourth.
- Define the following: 1, personal pronoun; 2, preposition.
- Parse the words in italics in the following sentence:
Other things being equal, it is obvious that the writer who has most words to choose from is most likely to find in his assortment just the word which he needs at a given moment.
- Correct all the errors in the following sentences:
 1. It was not her that did it.
 2. Who do you take him to be?
 3. He surely don't expect me to do it.
 4. Neither by you nor he was it considered necessary.
 5. Each have their own faults.
 6. How do you know when its coming?
 7. I should not have asked like you did for twice the money.
 8. Are either of these places marked on the map?
 9. Two fatal errors underlaid his theory.
 10. Except you go with me, I shall stay at home.
 11. You or he is in the wrong.
 12. Here comes Smith and two other men.

In English composition and English literature.—Candidates must have a fair knowledge of the general principles and leading rules of composition. Their knowledge will be tested by the correction of errors in the selection and right use of words, of errors in the construction of sentences, by their proficiency in variety of expression, and by their ability to write a letter in the correct form.

They must have a fair knowledge of the names of the most prominent American and English authors and the names of their principal works.

Questions similar to the following are likely to be used:

Indicate the errors in the selection and use of words in the following sentences by underscoring the errors and writing the correct word above the incorrect:

1. He had exceptionable opportunities for learning the language.
2. A century transpired before it was revisited.
3. King Edward VII replaced Queen Victoria on the throne of England.
4. I was continually aggravated by his conduct.
5. There were not less than twenty persons present.

Correct the following errors in construction of sentences:

1. The teacher should repress the practice of throwing stones, as far as possible.
2. The French having nearly lost 5,000 men, became discouraged.
3. The picture of the king hung on the wall behind the door, covered with a cloth.
4. He made no petition, though he did not like the new representative quite as well as his colleagues.
5. He did not pretend to abolish French music but only to cultivate it.

For variety, change the following sentences into another correct form and still keep the same meaning:

1. If that be granted, the rest is easily proved.
2. We hope we shall have the pleasure of seeing you.
3. A man that has little sense is seldom aware of the fact.
4. He was the first that entered.
5. His disease was one that can not be cured.

Write the following letter in proper form to Charles Smith, at 2121 Mount Vernon avenue, Baltimore, Maryland, giving proper address and complimentary conclusion:

March 2 1900 Philadelphia pa 8131 Eighth street

by this mail I send you two copies of the book ordered by you the 13th ultimo hoping they will prove satisfactory
 hamlin and Co.

What author wrote: 1, Gulliver's Travels; 2, Maebeth; 3, Pilgrim's Progress; 4, Childe Harold?
 Name one work of each of the following authors: 1, Tennyson; 2, Hawthorne; 3, Milton; 4, Spenser.

Geography.—Candidates will be required to pass a satisfactory examination in descriptive geography and the elements of physical geography. A preponderance of weight is attached to a knowledge of the geography of the United States.

In descriptive geography of the United States, candidates should be thoroughly informed as to its general features and boundaries (both with respect to neighboring countries, and latitude and longitude); its adjacent oceans, seas, bays, gulfs, sounds, straits, and islands; its lakes, the location and extent of its mountain ranges; the sources, directions, and terminations of the important rivers, the names of their principal tributaries, and at what points, if any, these rivers break through highlands on their way to the ocean; the water routes of communication from one part of the country to another; the location and termination of important railroad lines; the

boundaries of the several States and Territories and their order along the coasts, frontiers, and principal rivers; the locations and boundaries of the island possessions; and the names and locations of the capitals and other important cities of the several States, Territories, and island possessions.

In short, the knowledge should be so complete that a clear mental picture of the whole of the United States is impressed on the mind of the candidate.

In descriptive geography of other countries, candidates should be familiar with the continental areas and grand divisions of the water of the earth's surface; the large bodies of water which in part or wholly surround the grand divisions of the land; the capes, from what parts they project and into what waters, the principal peninsulas, location, and by what waters embraced; the parts connected by an isthmus; the principal islands, location, and surrounding waters; the seas, gulfs, and bays, the coasts they indent, and the waters to which they are subordinate; the straits, the lands they separate, and the waters they connect; the location of the principal lakes; the locations, boundaries, capitals, and principal cities of the political divisions of the world.

In physical geography, candidates should be familiar with the relief of the earth's surface, the principal mountain systems, the river systems and watersheds; the coastal and lake plains; and the influence of climate, soil, mineral deposits, and other physical features on the resources, industries, commercial relations, and development of a country and its people, especially of the United States.

The following questions were used at a recent examination:

1. Name the bodies of water surrounding Europe.
2. Where is: 1. Cape St. Vincent; 2. Cape Corrientes; 3. Cape Matapan; 4. Cape Lopez; 5. Cape Comorin; 6. Cape York?
3. Name in order the political divisions of South America which border on the Pacific Ocean and the capital of each.
4. Locate definitely the following islands: 1, Mauritius; 2, Tasmania; 3, Formosa; 4, New Zealand; 5, Madeira; 6, Falkland; to what country does each belong?
5. Where are the gulfs of: 1, Bothnia; 2, Guinea; 3, Paria; 4, Salonica; 5, Pechili?
6. What lands are separated and what waters connected by: 1, Torres Strait; 2, Hudson Strait; 3, Strait of Malacca?
7. Bound Italy: name its capital, largest river, and principal mountain range.
8. Locate definitely the following cities: 1, Vienna; 2, Nankin; 3, Cork; 4, Tunis; 5, Montevideo; 6, Batavia; 7, Suez; 8, Pretoria.
9. Name in order the waters traversed in sailing from Liverpool, England, to Hongkong, China.
10. A considerable portion of the boundary line of the United States is along what parallel?
11. Locate definitely the following: 1, Flatland Lake; 2, Sabine Pass; 3, Black Hills; 4, Sebago Lake; 5, Cape Lookout; 6, Montauk Point; 7, Wichita Mountains; 8, Lingayen Bay.
12. The meridian of Minneapolis passes through what States?
13. Name the principal rivers that drain Pennsylvania; where do they rise, at what points do they leave the State, and at what points, if any, do they break through highlands?
14. Name all the waters traversed in going by the two commercial water routes from Duluth to the Atlantic Ocean.
15. Name the principal ranges of mountains crossed in going by rail from New York to San Francisco; state the rail route assumed to be traveled.
16. Bound precisely the following States and Territories: 1, Montana; 2, Arizona; 3, Arkansas; 4, Wisconsin; 5, Pennsylvania; 6, Georgia. (In bounding, all contiguous States must be mentioned as well as rivers, mountain ranges, etc.)
17. Name the States west of the Mississippi River drained wholly or in part by it or its tributaries, and give the capital of each.
18. Locate accurately the following cities: 1, Austin; 2, Pensacola; 3, Asheville; 4, Winchester; 5, Allegheny; 6, Iloilo; 7, Oswego; 8, Pasadena; 9, Guthrie; 10, Detroit.
19. Going by water from New Orleans, La., to Pittsburg, Pa., what States would you pass on the left?
20. How many large islands are there in the Hawaiian group? Which is the largest? Which is the most important?
21. Going westward on the thirty-fifth parallel of north latitude, from near Newberne, N. C., what States and large rivers would be crossed?
22. Describe the chief mountain system of the Eastern Hemisphere, and state what island chains of Asia abound in volcanoes.
23. What are the great river systems of South America? Where are the principal coastal plains?
24. What are the qualifications of a good harbor? Name three of the best harbors on the Atlantic coast; one on the Pacific coast.
25. What has made the Middle Atlantic States the principal commercial section of the United States?

History.—The candidate will be required to be familiar with so much of the history of the United States and the outlines of general history as is contained in the ordinary school histories.

In history of the United States, the examination will include questions concerning early discoveries and settlements; the forms of government in the colonies; the causes, leading events, and results of wars; and prominent events in the history of our Government since its foundation.

In general history, candidates must have a fair knowledge of the general outlines of the history of the following nations: Egyptian, Assyrian, Babylonian, Persian, Grecian, and Roman; and of the mediæval and modern history of the European nations.

The following questions show the character of the examination in United States history and in general history:

1. What explorations or discoveries did each of the following-named persons make? Give the date in each case. *a. De Narvaez. b. Coronado. c. Marquette. d. La Salle.*
2. Name three colonies that were founded for religious reasons and give the sect or denomination by which each was colonized.
3. Who were the Pilgrims?
4. When, and under what circumstances, was Delaware separated from Pennsylvania?
5. Give an account of Bacon's Rebellion.
6. When and where did each of the following events occur? *a. Meeting of the first Colonial Congress. b. Burgoyne's surrender. c. Arnold's treason.*
7. Name some important results of each of the following battles of the Revolutionary war: *a. Long Island. b. Trenton. c. Brandywine.*
8. Name four additions to the Territory of the United States since the Revolutionary war, and give the way each has been acquired.
9. Bound the territory of the United States at the close of the Revolutionary war.
10. What was the "Massacre of Wyoming?"
11. When, where, and for what purpose did the Constitutional Convention meet? What resulted from its deliberations?
12. What was the "Whiskey insurrection?"
13. What were the "Alien and sedition" laws? What was their effect?
14. When and where was the last battle of the war of 1812 fought? Name the commanders on each side.
15. What were the two principal political parties in 1860? Their candidates for the Presidency? Their leading doctrines on the slavery question? Parties. Candidates. Principles.
16. With what foreign nations had the United States unfriendly relations during and at the close of the civil war? Give the cause in each case.
17. Name, with date, three important military events of 1865.
18. What Vice-Presidents have become President? Name the predecessor in each case.
19. Give an account of the "Virginia affair."
20. In what war were the following battles fought? What were the opposing forces? Which side won? *a. Ticonderoga. b. Monterey. c. Saratoga. d. Stony Point. e. Spotsylvania. f. Lundy's Lane.*
1. Into what general periods is the history of Egypt divided?
2. Into what classes was Egyptian society divided?
3. Name one of the great Kings of Assyria.
4. In what region did the Assyrian Kingdom lie?
5. Name the greatest Babylonian King and describe some of his achievements.
6. Who was the founder of the Persian Empire?
7. State the principal events of the reign of Darius I.
8. Into what three general parts was ancient Greece divided, and what was the name of the principal state in each?
9. What was the character of the Spartan people and the nature of their government?
10. What was the character of the Athenian people and the nature of their government after the expulsion of the tyrants?
11. Name four great battles of the Græco-Persian war and give the date of any one of them.
12. What was the name of the great war between the Grecian States, and what States were the leaders in it?
13. Give an outline of the conquests of Alexander the Great. In what century did they occur?
14. What was the nature of the early government of Rome?
15. Give the title of the principal officers of the Roman Republic and describe their functions.
16. What were the Punic wars? How many in number? Name two great Carthaginian and two great Roman generals.
17. Who was Augustus Cæsar? State briefly the principal events of his career.
18. What was the feudal system, and how did it originate?
19. What is meant by the Renaissance?
20. Who was the leader of the Reformation? Describe briefly its nature and principal events.
21. Who was Oliver Cromwell, and what did he establish?
22. What was the cause of the French Revolution, and what did it effect?
23. Under what two forms of government did Napoleon rule France, and what was the "Code Napoleon?"
24. When and under what circumstances was the new German Empire founded?
25. Name some of the more important events of Queen Victoria's reign.

Physiology and hygiene.—Candidates must be able to pass a satisfactory examination in the general principles of physiology and hygiene with special reference to the nature and the effects of alcoholic drinks and other narcotics upon the human system.

They must be able to state the general effects of alcohol upon the cells and tissues of the body and upon the processes of digestion, its effects on the liver, lungs, and heart, on the blood, blood vessels, and on the nervous system, on the moral powers and the capacity for physical endurance; its hereditary effects; the origin and nature of alcoholic beverages; the general effects of tobacco on the cells and tissues of the young and on the digestive organs, its effects on the throat, on the heart, on the blood, on the nervous system; the effects of opium on the stomach and on the nervous system; the influence of tea and coffee on the system.

Questions similar to the following are likely to be used:

1. What are the two important offices of the bones? Describe the internal minute structure of the bone.
2. Name in order the different parts of the alimentary canal.
3. Indicate by diagram the shape of the human stomach; mark the left side when in position.
4. What is the mucous membrane—its structure; the serous membrane—its use?
5. What in general is the effect of alcohol and tobacco on the living cells; what is the only absolute safeguard against the narcotic appetite?

6. What chronic effect is often produced on the stomach by the habitual use of alcohol?
7. Name in order all the channels through which the air passes in respiration; in what part of the circuit does it aerate the blood?
8. What is the average amount of air taken in at one inspiration; what changes are observed in the expired air?
9. What is the usual effect on the stomach of the habitual use of alcohol?
10. Name two well-determined effects of alcohol upon the liver.
11. What is meant by the general circulation of the blood?
12. What are the two systems of channels for the circulation of the blood? Describe the structure of each.
13. Starting with the blood in the right auricle, describe its course through the body until it returns to the same receptacle?
14. What are the three agencies instrumental in returning the blood from the different parts of the system to the heart?
15. What are the effects of alcohol on the blood; of tobacco?
16. What are the effects of alcohol on the heart; what is the explanation of the fact that alcohol sometimes increases the rapidity of heart beats?
17. What is the effect of tobacco that produces the disease known as the "tobacco heart?"
18. Describe the structure of the skin; what are the functions of the skin?
19. What is the explanation of the disease "aneurism" when due to alcohol?
20. Under what two heads may we in general class the changes produced by alcohol on the structures of the organs; which of these is due to the stronger beverages?

ACADEMIC DUTIES.

The academic duties and exercises commence on the 1st of September and continue until the 1st of June. Examinations of the several classes are held in December and June, and at the former such of the new cadets as are found proficient in studies and have been correct in conduct are given the particular standing in their class to which their merits entitle them. After each examination cadets found deficient in conduct or studies are discharged from the Academy, unless the academic board, for special reasons in each case, should otherwise recommend. Similar examinations are held every January and June during the four years comprising the course of study.

Military instruction.—From the termination of the examination in June to the end of August the cadets live in camp, engaged only in military duties and exercises and receiving practical military instruction.

Except in extreme cases, cadets are allowed but one leave of absence during the four years' course; as a rule, the leave is granted at the end of the first two years' course of study.

PAY OF CADETS.

The pay of a cadet is \$500 per year and one ration per day, or commutation therefor at 30 cents per day. The total is \$609.50, to commence with his admission to the Academy. The actual and necessary traveling expenses of candidates from their homes to the Military Academy are credited to their accounts after their admission as cadets. There is no provision for paying the expenses of candidates who fail to enter, and they must be prepared to defray all their own expenses.

No cadet is permitted to receive money, or any other supplies, from his parents, or from any person whomsoever, without the sanction of the Superintendent. A most rigid observance of this regulation is urged upon all parents and guardians, as its violation would make distinctions between cadets which it is the especial desire to avoid; the pay of a cadet is sufficient, with proper economy, for his support.

Each cadet must keep himself supplied with the following mentioned articles, viz.: Two pairs of uniform shoes; 6 pairs of uniform white gloves; 2 sets of white belts; *8 white shirts; *4 nightshirts; 12 white linen collars; 12 pairs of white linen cuffs; *8 pairs of socks; *8 pairs of summer drawers; *6 pairs of winter drawers; *12 pocket handkerchiefs; *12 towels; 2 clothes bags, made of ticking; *1 clothes brush; *1 hairbrush; *1 toothbrush; *1 comb; 1 mattress; 1 pillow; 4 pillow-cases; 8 sheets; 2 blankets and 1 quilted bed cover; 1 chair; 1 tumbler; *1 trunk; 1 account book; 1 wash basin.

Candidates are authorized to bring with them the articles marked *.

Cadets are required to wear the prescribed uniform. All articles of their uniform are of a designated pattern and are sold to cadets at West Point at regulated prices.

DEPOSIT PRIOR TO ADMISSION.

Immediately after being admitted to the institution cadets must be provided with an outfit of uniform, the cost of which will be about \$100, which sum must be deposited with the treasurer of the Academy before the candidate is admitted. It is best for a candidate to take with him no more money than will defray his traveling expenses, and for the parent or guardian to send to "The Treasurer of the U. S. Military Academy," the required deposit of \$100. This amount is sufficient to equip a new cadet with uniform and to supply him with all articles and books.

ASSIGNMENT TO CORPS AFTER GRADUATION.

The attention of applicants and candidates is called to the following provisions of an act of Congress approved May 17, 1886, to regulate the promotion of graduates of the U. S. Military Academy:

"That when any cadet of the United States Military Academy has gone through all its classes and received a regular diploma from the academic staff, he may be promoted and commissioned as a second lieutenant in any arm or corps of the Army in which there may be a vacancy and the duties of which he may have been judged competent to perform; and in case there shall not at the time be a vacancy in such arm or corps he may, at the discretion of the President, be promoted and commissioned in it as an additional second lieutenant, with the usual pay and allowances of a second lieutenant, until a vacancy shall happen."

Course of study and books used at the U. S. Military Academy.

[Books marked thus * are for reference.]

FIRST YEAR—FOURTH CLASS.

Department.	Course of study, text-books, and books of reference.
Mathematics.	C. Smith's Treatise on Algebra; Phillips and Fisher's Elements of Geometry; Ludlow's Elements of Trigonometry; C. Smith's Conic Sections; J. B. Johnson's Theory and Practice of Surveying; *Ludlow's Logarithmic Tables.
Modern languages.	Williams's Composition and Rhetoric; Abbott's How to Write Clearly; Meiklejohn's English Language; *Smith's Synonyms Discriminated; Keetels's Analytical and Practical French Grammar; Castarède's Treatise on the Conjugation of French Verbs; Roemer's Cours de Lecture et de Traduction, Vol. I: Böcher's College Series of French Plays, Vol. II; *Spiers and Surenné's French Pronouncing Dictionary; De Peiffer's French Pronunciation; *Roget's Thesaurus of English Words; *Webster's Dictionary.
Drill regulations, U. S. Army.	Practical Instruction in the Schools of the Soldier, Company, and Battalion—Infantry; Theoretical Instruction in the School of the Soldier and Company; Practical and Theoretical Instruction in the School of the Cannoneer—Siege and Light Artillery; Theoretical and Practical Instruction in the Service of Security and Information; Exercises in Applied Tactics and Practice Marches—Infantry; Theoretical and Practical Instruction in Target Practice; U. S. Infantry and Light Artillery Drill Regulations; Firing Regulations for Small Arms; Manual of Security and Information, by the Department of Tactics.
Use of the sword, etc.	Instruction in Fencing with Rapier and Broadsword, and Bayonet Exercise, and Military Gymnastics.

SECOND YEAR—THIRD CLASS.

Mathematics.	C. Smith's Conic Sections and Solid Geometry; Church's Descriptive Geometry, with its Application to Spherical Projections, Shades, Shadows, and Perspective; Bas's Differential Calculus; Johnson's Text-Book on the Method of Least Squares; D. A. Murray's Integral Calculus.
Modern languages.	Borel's Grammaire Française; Hennequin's Lessons in Idiomatic French; Böcher's College Series of French Plays, Vol. II; Roemer's Cours de Lecture et de Traduction, Vol. II; Revue Militaire de l'Etranger; Le Figaro; Eco de Madrid; Edgren's Compendious French Grammar; *De Peiffer's French Pronunciation; *Willcox's Military Technical Dictionary; Monsanto and Langueiller's Spanish Grammar; Knapp's Spanish Grammar; Knapp's Spanish Reader; Traub's Spanish Verb and Spanish Pronunciation; Ramsey's Elementary Spanish Reader; *Spiers and Surenné's French Pronouncing Dictionary; *Seoane's Neuman and Baret's Spanish Dictionary.
Drawing.....	Constructive Problems in Plane Geometry; Point Paths; topography and plotting of surveys with lead pencil, pen and ink, and colors; construction of the various problems in Descriptive Geometry, Shades and Shadows, Linear Perspective, and Isometric Projections; Practical Surveying in the Field; Field Reconnaissance Counting, and Sketching with and without instruments; theory of color and laying of tints; History of Cartography and Topography; triangulation and large surveys; lectures on the foregoing; *Reed's Topographical Drawing and Sketching, including Photography applied to Surveying.
Drill regulations, U. S. Army.	Practical Instruction in the Schools of the Soldier, Company, and Battalion—Infantry; Practical Instruction in the School of the Cannoneer—Light Artillery, and School of the Trooper—Cavalry, and Equitation; Practical Instruction in Small Arms Target Practice; Practical Instruction in the Service of Security and Information; Exercises in Applied Tactics and Practice Marches—Infantry; *U. S. Army Drill Regulations; *Manual of Security and Information by the Department of Tactics; *Firing Regulations for Small Arms.
Practical military engineering.	Practical Instruction in Surveying; *J. B. Johnson's Theory and Practice of Surveying.

Course of study and books used at the U. S. Military Academy—Continued.

THIRD YEAR—SECOND CLASS.

Department.	Course of study, text-books, and books of reference.
Natural and experimental philosophy.	Michie's Analytical Mechanics; Michie and Harlow's Practical Astronomy; Young's General Astronomy; Michie's Elements of Wave Motion relating to Sound and Light; Practical Instruction in Astronomy.
Chemistry, mineralogy, and geology.	Tillman's Descriptive General Chemistry (3d edition); Tillman's Elementary Lessons in Heat (3d edition); Tracy's Anatomy, Physiology, and Hygiene; Thompson's Elementary Lessons in Electricity and Magnetism (new and revised edition); Tillman's Important Minerals and Rocks; Le Conte's Elements of Geology (4th edition); Practical Instruction in Chemistry, Electricity, and Mineralogy.
Drawing.....	Free Hand Drawing and Landscape in black and white; Mechanical and Architectural Drawing in ink and colors; Military Landscape, Sketching in the Field; Memory Drawing; Free-hand Mechanical Drawing without instruments; Building Construction, Working Drawings and Isometric Sections; Engineering and Ordnance Drawing; lectures on all the foregoing subjects with stereopticon; *Reed's Topographical Drawing and Sketching, including Photography applied to Surveying.
Drill regulations, U. S. Army.	Practical Instruction in the Schools of the Soldier, Company, and Battalion—Infantry; Theoretical Instruction in Drill Regulations—Infantry, Light Artillery, and Cavalry; Practical Instruction in the School of the Cannoneer—Seacoast Artillery; Practical Instruction in the Schools of the Troop and Squadron—Cavalry; and Equitation; *Dyer's Hand Book for Light Artillery.
Practical military engineering.	Practical Instruction in the Construction of Ponton Bridges; in laying Gun Platforms, and in the Construction of Revetments and Obstacles; *Official Publications of Signal Department, U. S. Army; *United States Bridge Equipage and Drill; *Beach's Manual of Military Engineering.
Military hygiene.	Lectures on Military Hygiene.

FOURTH YEAR—FIRST CLASS.

Civil and military engineering and science of war.	Wheeler's Civil Engineering; Fiebeger's Field Fortifications; Fiebeger's Pamphlet on Permanent Fortifications; Mercur's Attack of Fortified Places; Wagner's Organization and Tactics and the Service of Security and Information; Mahan's Stereotomy.
Law	Davis's Elements of Law; Davis's International Law (2d edition); Davis's Military Law; Flanders's Manual of the Constitution.
History and historical geography.	Duruy's General History; *Labberton's New Historical Atlas.
Practical military engineering.	Demolitions; Practical Instruction in the Construction of all kinds of Military Bridges; in Preparation and Application of Siege Material, and in Laying Out Siege and Field Works; Practical Instruction in Military Reconnaissance; *Professional Papers No. 29, Corps of Engineers; *Woolwich Text-Book of Military Engineering; *Chatham Text-Book of Military Engineering; *Beach's Manual of Military Engineering.
Drill regulations, U. S. Army.	Practical Instruction in the Schools of the Soldier, Company, and Battalion—Infantry; of the Troop and Squadron—Cavalry; Packing and Equitation; Theoretical Instruction U. S. Cavalry Drill Regulations; Practical Instruction in the School of the Battery—Light, Horse, and Mountain Artillery; Practical Instruction in the Service of Security and Information; Exercises in Applied Tactics; Practical Instruction in Small Arms Target Practice; Practice Marches—Infantry, Cavalry, and Artillery; Lectures on Customs of Service, Military Etiquette, and Equipment; Lectures on Hippology, Saddling and Harnessing, Horseshoeing, Stable Management, and Practical Work at Stables, etc.; United States Army Cavalry Drill Regulations; *Carter's Horses, Saddles, and Bridles; *Manual of Security and Information by the Department of Tactics; *Dyer's Hand Book for Light Artillery; *Firing Regulations for Small Arms.
Ordnance and gunnery.	Bruff's Ordnance and Gunnery; Practical Instruction in the Use of Ballistic Instruments and the Determination of Velocities and Pressures; *Ludlow's Logarithmic Tables; *Ingalls's Ballistic Tables.

REGULATIONS GOVERNING THE ADMISSION OF CANDIDATES INTO THE UNITED STATES NAVAL ACADEMY AS MIDSHIPMEN.^a

NOMINATION.

I. The students at the Naval Academy shall be styled midshipmen.—(*Act approved July 1, 1902.*)

II. There shall be allowed at said Academy one midshipman for every Member or Delegate of the House of Representatives, one for the District of Columbia, and ten at large.—(*Rev. Stat., sec. 1513, and act of Congress approved June 17, 1878.*) *Provided, however, That there shall not be at any time more in said Academy appointed at large than ten.*—(*Act of Congress approved August 5, 1882.*)

That until the year nineteen hundred and fourteen, in addition to the naval cadets now authorized by law (the title having been changed by this act to midshipmen), the President shall appoint five midshipmen, and there shall be appointed from the States at large, upon the recommendation of Senators, two midshipmen for each State.—(*Act of Congress approved July 1, 1902.*)

There shall be allowed at the Naval Academy two midshipmen for each Senator, Representative, and Delegate in Congress, two for the District of Columbia, and five each year at large: *Provided, That the additional Congressional appointments authorized by this act shall be made at such times as may be determined by the Secretary of the Navy, who shall equitably distribute the increase among the several States, districts, and Territories, so that ultimately, if practicable, each Senator, Representative, and Delegate may recommend for appointment during each Congress one midshipman.* *Provided further, That members of the Fifty-seventh Congress who will not be members of the Fifty-eighth Congress, and in whose districts or States appointments have not been made or vacancies filled in the Fifty-seventh Congress, may immediately upon the passage of this act make the additional appointments herein provided for.*—(*Act of March 3, 1903.*)

That the provisions of this act for the increase of appointments of midshipmen to the Naval Academy shall continue in force until the thirtieth day of June, nineteen hundred and thirteen; and thereafter one midshipman, as now provided by law, shall be appointed for each Senator, Representative, and Delegate in Congress.—(*Act of March 3, 1903.*)

That hereafter there shall be at the Naval Academy one midshipman from Porto Rico, who shall be a native of said island, and whose appointment shall be made by the President on the recommendation of the governor of Porto Rico.—(*Act of March 3, 1903.*)

III. The course of midshipmen is six years.—(*Rev. Stat., sec. 1520.*) Four years at the Naval Academy, when the district becomes vacant, and two years at sea, at the expiration of which time the midshipman returns to the Academy for final graduation.

IV. Appointments to fill all vacancies that may occur during a year in the lower grades of the line of the Navy and of the Marine Corps will be made from the midshipmen, graduates of the year, at the conclusion of their six years' course, in the order of merit as determined by the academic board of the Naval Academy. At least fifteen appointments from such graduates will be made each year. Surplus graduates who do not receive such appointments will be given a certificate of graduation, an honorable discharge, and one year's sea pay, as provided for midshipmen.—(*Act of Congress approved August 5, 1882.*)

V. The Secretary of the Navy shall as soon as practicable after the fifth day of March in each year notify in writing each Senator, Representative, and Delegate in Congress of any vacancy which may be regarded as existing in the State, district, or Territory which he represents, and the nomination of a candidate to fill such vacancy shall be made upon the recommendation of the Senator, Representative, or Delegate. Such recommendation shall be made by the first day of June of that year, and if not so made the Secretary of the Navy shall fill the vacancy by the appointment of an actual resident of the State, district, or Territory in which the vacancy exists, who shall have been for at least two years immediately preceding his appointment an actual bona fide resident of the State, district, or Territory in which the vacancy exists and shall have the qualifications otherwise prescribed by law: *And provided further, That the superintendent of the Naval Academy shall make such rules, to be approved by the Secretary of the Navy, as will effectually prevent the practice of hazing; and any cadet found guilty of participating in or encouraging or countenanc-*

^aFrom Annual Register of the United States Naval Academy for 1902-3, and an act of Congress approved March 3, 1903, making appropriations for the naval service for the year ending June 30, 1904.

ing such practice shall be summarily expelled from the Academy, and shall not thereafter be reappointed to the Corps of Cadets or be eligible for appointment as a commissioned officer in the Army or Navy or Marine Corps until two years after the graduation of the class of which he was a member.—(*Act of March 3, 1903.*)

VI. "Candidates allowed for Congressional districts, for Territories, and for the District of Columbia, must be actual residents of the districts or Territories, respectively, from which they are nominated. And all candidates must, at the time of their examination for admission, be between the ages of 16 and 20 years, and physically sound, well formed, and of robust constitution."—(*Rev. Stat., sec. 1517; act March 3, 1903.*)

VII. After October 1, 1901, all examinations for the admission of candidates are to be held, at various points throughout the United States, under the supervision of the Civil Service Commission, the first examination to be held on the third Tuesday in April, the second examination on August 31 of each year, at such places as may be designated by the Commission. A third examination will be held by the Civil Service Commission at Washington, D. C., on September 15 of each year, for the examination of all candidates who have, for any reason, failed to report for the examinations in April and August. When the 11th of August or the 15th of September falls on Sunday the examinations will be held on the Monday following.

Members and Delegates in Congress having the appointment of a midshipman to make are authorized to nominate one principal and five alternates. The alternates are to be numbered from one to five and appointment made in the same order, i. e., if the principal passes, he is to be appointed, but if the principal should fail, and the first alternate qualify, the first alternate is to be appointed. In case the principal and the first alternate should fail, and the second alternate qualify, the second alternate is to be appointed, and so on down the list, in regular numerical order, until the fifth alternate is reached and included.

The successful candidates will be ordered to report to the Superintendent of the Academy for physical examination.

Candidates will be required to enter the Academy immediately after passing the prescribed examination.

No leave of absence will be granted to midshipmen of the fourth class.

EXAMINATION.

VIII. "All candidates for admission into the Academy shall be examined according to such regulations and at such stated times as the Secretary of the Navy may prescribe. Candidates rejected at such examination shall not have the privilege of another examination for admission to the same class unless recommended by the board of examiners."—(*Rev. Stat., sec. 1515.*)

IX. "When any candidate who has been nominated upon the recommendation of a Member or Delegate of the House of Representatives is found, upon examination, to be physically or mentally disqualified for admission, the Member or Delegate shall be notified to recommend another candidate, who shall be examined according to the provisions of the preceding section."—(*Rev. Stat., sec. 1516.*)

X. Candidates will be examined physically at the Naval Academy, by a board composed of three medical officers of the Navy. Any one of the following conditions will be sufficient to cause the rejection of a candidate, viz:

- Feeble constitution, inherited or acquired;
- Retarded development;
- Impaired general health;
- Decided cachexia, diathesis, or predisposition;
- Any disease, deformity, or result of injury that would impair efficiency; such as—
- Weak or disordered intellect;
- Cutaneous or communicable disease;
- Unnatural curvature of the spine, torticollis, or other deformity;
- Inefficiency of either of the extremities or large articulations from any cause;
- Epilepsy or other convulsions within five years;
- Impaired vision, disease of the organs of vision, imperfect color sense; visual acuteness must be normal in both eyes;
- Impaired hearing or disease of the ear;
- Chronic nasal catarrh, ozæna, polypi, or great enlargement of the tonsils;
- Impediment of speech to such an extent as to impair efficiency in the performance of duty;
- Disease of heart or lungs or decided indications of liability to cardiac or pulmonary affections;
- Hernia, complete or incomplete, and undescended testis;

Varicocele, sarcocele, hydrocele, stricture, fistula, hemorrhoids, or varicose veins of lower limbs;

Disease of the genito-urinary organs;

Chronic ulcers, ingrowing nails, large bunions, or other deformity of the feet;

Loss of many teeth, or teeth generally unsound.

Attention will also be paid to the stature of the candidate, and no one manifestly under size for his age will be received at the Academy. In the case of doubt about the physical condition of the candidate, any marked deviation from the usual standard of height or weight will add materially to the consideration for rejection. Five feet will be the minimum height for the candidate.

XI. Candidates will be examined mentally in reading, writing, punctuation, spelling, arithmetic, geography, English grammar, United States history, world's history, algebra through quadratic equations, and plane geometry (five books of Chauvenet's Geometry, or an equivalent). Deficiency in any one of these subjects may be sufficient to insure the rejection of the candidate.

GENERAL CHARACTER OF THE EXAMINATION.

READING AND WRITING.

Candidates must be able to read understandingly, and with proper accent and emphasis, and to write legibly, neatly, and rapidly.

SPELLING.

They must be able to write, from dictation, paragraphs from standard pieces of English literature, both prose and poetry, sufficient in number to test fully their qualifications in this branch. The spelling throughout the examination will be considered in marking the papers. The academic board are instructed not to reject a candidate whose only deficiency is in spelling when the mark therefor is above a certain figure, to be fixed by the board, subject to the revision of the Department.

PUNCTUATION AND CAPITALS.

They must be familiar with the rules for punctuation and for the use of capitals. In order to test their knowledge, sentences will be given for correction.

GRAMMAR.

Candidates must exhibit thorough familiarity with English grammar; they must be able to analyze and parse any sentence given, showing clearly the relations between the different parts of speech, and giving the rules governing those relations. The subject and predicate in the sentence must be given, with modifiers (if any), and also the part of speech and kind, case, voice, mood, tense, number, person, degree of comparison, etc., as the case may be, of each word, and its relation to other words in the sentence.

They must be able to define the terms used in grammar, a number of which will be given as a test of their knowledge.

A composition on one of three subjects will be required.

Since the school grammars used in different parts of the country vary among themselves in their treatment of certain words, an answer approved by any grammar of good repute will be accepted.

GEOGRAPHY.

Candidates will be required to pass a satisfactory examination in descriptive geography, particularly of our own country. Questions will be given under the following heads: The definitions of latitude and longitude; the zones; the grand divisions of land and water; the character of coast lines; the climate of different parts of the United States; trade winds; the direction and position of important mountain chains and the locality of the higher peaks; the position and course of the principal rivers, their tributaries, and the bodies of water into which they flow; the position of important seas, bays, gulfs, and arms of the sea; the position of independent States, their boundaries and capital cities; the position and direction of great peninsulas and the situation of important and prominent capes, straits, sounds, channels, and the most important canals; great lakes and inland seas; position and political connection of important islands and colonial possessions; location of cities of historical, political,

or commercial importance, attention being especially called to the rivers and bodies of water on which cities are situated; the course of a vessel in making a voyage between well-known ports.

The candidate's knowledge of the geography of the United States can not be too full or specific on all the points referred to above. Accurate knowledge will also be required of the position of the country with reference to other States, and with reference to latitude and longitude, of the boundaries and relative position of the States and Territories, of the name and position of their capitals, and of other important cities and towns.

UNITED STATES HISTORY.

The examination in this branch will include questions concerning the early settlements in this country; the forms of government in the colonies; the causes, leading events, and results of wars; and prominent events in the history of our Government since its foundation.

WORLD'S HISTORY.

Candidates must be familiar with the general history of the world, including the rise and the fall of empires and of dynasties; changes in territory as the result of wars or from other causes; the most important treaties of peace; the relations between church and state in different countries; in brief, such information as may be found in the ordinary general histories.

ARITHMETIC.

The candidate will be required—

To express in figures any whole, decimal, or mixed number; to write in words any given number; to perform with facility and accuracy the various operations of addition, subtraction, multiplication, and division of whole numbers, whether abstract or compound, and to use with facility the tables of money, weights, and measures in common use, including English money.

To reduce compound numbers from one denomination to another, and to express them as decimals or fractions of a higher or lower denomination; to state the number of cubic inches in a gallon and the relation between the troy and avoirdupois pounds, and to reduce differences of time to differences of longitude, and vice versa.

To define prime and composite numbers; to give the tests of divisibility by 3, 5, 7, 9, 11, 25, and 125; to resolve numbers into their prime factors, and to find the least common multiple and the greatest common divisor of large as well as of small numbers.

To be familiar with all the processes of common and decimal fractions; to give clearly the reasons for such processes, and to be able to use the contracted methods of multiplication and division given in the ordinary text-books on arithmetic.

To define ratio and proportion, and to solve problems in simple and compound proportion.

To solve problems involving the measurement of rectangular surfaces and of solids; to find the square roots and the cube roots of numbers, and to solve simple problems under percentage, interest, and discount.

The candidates are required to possess such a thorough understanding of all the fundamental operations of arithmetic as will enable them to apply the various principles to the solution of any complex problem that can be solved by the methods of arithmetic; in other words, they must possess such a complete knowledge of arithmetic as will enable them to proceed at once to the higher branches of mathematics without further study of arithmetic.

ALGEBRA.

The examination in algebra will include questions and problems upon the fundamental rules, factoring, greatest common divisor, least common multiple, algebraic fractions, equations of the first degree with one or more unknown quantities, simplification of expressions involving surds, and the solution and theory of quadratic equations.

GEOMETRY.

In geometry candidates will be required to give accurate definitions of terms used in plane geometry, to demonstrate any proposition of plane geometry as given in the ordinary text-books, and to solve simple geometrical problems, either by a construction or by an application of algebra.

CHARACTER OF THE QUESTIONS AT EXAMINATION FOR ADMISSION.

PUNCTUATION AND CAPITALS.

Punctuate and capitalize the following:

to the last moment however he manifested a punctilious regard for the duties of his charge he accompanied us in our boat on a dark and gusty night to the packet which lay a little out at sea he saw us on board and then standing up for one moment he said is all right on deck all right sir sang out the ships steward have you lord westport got your clock with you yes sir then pull away boatmen we heard him say as his boat disappeared in the darkness.

GRAMMAR.

1. How are verbs classified according to their form? Give an example of each class. Write a sentence with an impersonal verb. What are diminutive nouns? Form diminutive nouns from the following words: Goose, lamb, hill, brook, boot. What are derivative adjectives? Classify the following adjectives: Harsh, despotic, roundish, giving, untrue, lifelike, low-toned, over-bold. Write a complex sentence containing a participial phrase and an adverbial clause.

2. Give the names of the words ending in "ing" derived from the verb *see*, and write simple sentences in which these words are used. Give a synopsis of the verb "to swim" in the first person singular number, *progressive* form, through all the modes and tenses (include the participles). Write the plural form of each of the following words: Alkali, elk, obloquy, tipstaff, tooth-brush, knight-baronet. What are conjunctive adverbs? Write five sentences using the verb "depart," in which the action will be affirmed (1) positively, (2) contingently, (3) conditionally, (4) imperatively, (5) unlimitedly.

3. Analyze the following sentence:

"Spake full well, in language quaint and olden,
One who dwelleth by the castled Rhine,
When he called the flowers so blue and golden
Stars that in earth's firmament do shine."

4. Parse the *italicized* words in the following sentence:

"Home they brought her warrior dead;
She nor swooned, nor uttered cry;
All her maidens watching, said,
'She must weep or she will die.'"

5. Write a composition of not fewer than 180 words and not more than 280 words on one of the following subjects:

The English-Boer war.
The chief industries of your native State.
The present status of Cuba.

GEOGRAPHY.

1. Fix the position of the following-named places: Halifax, Poona, Fall River, Palermo, Zamboanga, Petersburg.

2. Fix the position of (1) Hudson Strait, (2) Strait of Juan de Fuca, (3) Dismal Swamp, (4) Mount Hood. Describe (1) the Ganges River and (2) the St. Clair River.

3. Fix the position of (1) Penang, (2) Island of Panay, (3) Island of Martinique, (4) Cape Palmas. Describe trade winds, stating where they blow, why they blow, in what direction they blow, and why in these directions. Describe the Sargasso Sea. Why is the coast of Maine colder than the coast of Oregon?

4. What is meant by (1) the poles of the earth, (2) the equator, (3) latitude, (4) longitude? What is the longitude of a place where it is noon at the same moment that it is 6 p. m. at Greenwich? Which is longer, a degree of the equator or a degree of a meridian? Why?

5. Make a voyage from Duluth to Delagoa Bay, via the Suez Canal, naming the waters traveled through and the States and countries passed. Fix the position of six important seaports that could be visited on the voyage.

6. What city is the capital of the Dutch East Indies? In Africa what are the Portuguese possessions? the English? the German? Name four of the largest Hawaiian Islands. On what one is Honolulu?

UNITED STATES HISTORY.

1. Give some account of the following: Joliet, Robert Morris, Count de-Grasse, Admiral Farragut.
2. Give an account of the settlement of Pennsylvania and its subsequent history up to the Revolution. Give an account of Shay's rebellion. Name the leader of the victorious forces in the following battles: Trenton, Crown Point, Chippewa, Palo Alto, Chickamauga, Antietam. How and when did the United States acquire Florida?

3. What were the chief defects of the Articles of Confederation? Give the causes that led to the war of 1812. State what treaty ended the war and when and by whom it was signed. State what you understand by a protective tariff, and what political party stands for it. Explain the plan of "Reconstruction" after the civil war.

4. State what led to Clay's compromise measures and give their provisions. What is the Interstate Commerce Commission and what led to it? Give a brief account of the battle between the *Monitor* and the *Merrimac* and state why it was important.

WORLD'S HISTORY.

1. Give the dates, causes, and results of the three Punic wars.

2. Give a list of the Stuart rulers of England, with the date of the beginning and the ending of the reign of each.

3. Give some account of the following: Attila, Gustavus Adolphus, Robespierre, William of Orange.
4. State briefly the causes of the following: The Crimean war, the Franco-Prussian war (1870), the Russo-Turkish war (1877-78).

ARITHMETIC.

1. Divide 26.78508 by .072 (*not* by long division). What decimal part of 2718 is .0947565? Divide 1.51983 by 389.7 and 1838.72 by 7182500. Multiply 37.18753 by 2.78956565, contracting the work to two decimal places in the product. Divide 3.14159265 by 2.71825183 to three decimal places in the quotient.

2. Reduce $4\frac{1}{4}$ to the decimal of £1. Express 12 lbs. 7 oz. 6 dwt. 8 gr. in avoirdupois pounds and decimals. How many yards does a train moving 69 miles an hour pass over in one second? How many acres are required for a road 20 miles long and 4 rods wide? How many bushels of grain may be put in a barrel which will hold 40 gallons of water?

3. Simplify each of the fractions $\frac{10\frac{1}{2}-4\frac{1}{2}}{6\frac{1}{2}+7\frac{1}{2}}$ and $\frac{3\frac{1}{2}}{\frac{1}{2}}$ of $9\frac{1}{4}$ and multiply their product by 81. Reduce

$\frac{\frac{1}{2}-3\frac{1}{2}-2\frac{1}{2}+1\frac{1}{2}}{3\frac{1}{2}-2\frac{1}{2}+2\frac{1}{2}-1\frac{1}{2}}$ to a simple fraction. Reduce 0.0194 to a common fraction. Find the prime factors of 3553, 7429, and 20387, and express the least common multiple as a product of prime factors.

4. Find the square root of 229.8 to six decimal places and the cube root of 37.68 to five decimals.

5. Find the simple interest on \$595.87 for 3 years 3 months and 5 days at $5\frac{1}{2}$ per cent per annum. Find the simple interest on £757 17s. 6d. for 1 year 3 months and 10 days at $4\frac{1}{2}$ per cent per annum. What sum invested at 6 per cent will amount to \$2,750.00 in 2 years 9 months 15 days? At an election A received 67,356 votes, B 19,281, C 16,352, and D 10,281; what per cent of the total vote did each obtain?

6. A closed rectangular wooden box has the external dimensions 17 inches, 10 inches, and 6 inches; the wood is $\frac{1}{4}$ inch thick, the empty box weighs $7\frac{1}{2}$ lbs., and when filled with sand the box weighs 100 lbs. Find the weight of a cubic foot of wood and of a cubic foot of sand.

ALGEBRA.

1. Simplify $8x - \{16y - [3x - (12y - x) - 8y] + x\}$. Divide $p^2 + pq + 2pr - 2q^2 + 7qr - 3r^2$ by $p + 2q - r$. Multiply together $(x - a)$, $(x - b)$, $(x - c)$, and $(x - d)$, and arrange the result according to descending powers of x . Write the square of $(a + b + c + d)$, and the cube of $(a + b + c)$.

2. Find the greatest common divisor of $3x^3 - 13x^2 + 23x - 21$ and $6x^3 + x^2 - 44x + 21$. Separate into factors $x^2 - x - 12$, $6x^2 + x - 2$, $x^2 + (a + c)x + ac$, $x^2 + a^2$, $x^4 + 64$, and $a^3 + b^3 + c^3 - 3abc$. Simplify $\frac{ax^m - bx^m + 1}{a - bx - b^2x^2}$.

3. Solve the equations $\frac{x-8}{7} + \frac{x-3}{3} + \frac{5}{21} = 0$, $\frac{x}{4} - \frac{x+10}{5} + 4 = x - 1 - \frac{x-2}{3}$, $\frac{1}{2}(x-a) - \frac{1}{3}(2x-b) - \frac{1}{4}(a-x) = 10a + 11b$, and $\frac{1}{2}(x-13) + \frac{1}{3}(x+11) = 2$. Divide a quantity a into two parts proportional to b and c .

4. Multiply $2 + \frac{1}{3} - \frac{1}{6}$ by $2 - \frac{1}{3} + \frac{1}{6}$. Simplify $\frac{2 + \frac{1}{3}}{2 - \frac{1}{3}}$ and find the square root of $5 + \frac{1}{24}$. Solve the equations:

$$\left. \begin{array}{l} x + y + z = 6 \\ 3x - y + 2z = 7 \\ 4x + 3y - z = 7 \end{array} \right\}; \quad \left. \begin{array}{l} 3ax - 2by = c \\ a^2x + b^2y = 5bc \end{array} \right\}; \quad \left. \begin{array}{l} \frac{a}{x} + \frac{b}{y} = c \\ \frac{b}{x} - \frac{a}{y} = d \end{array} \right\}$$

5. Solve the equations $11x^2 - 19x - 6 = 0$, $(a-b)x^2 - (a+b)x + ab = 0$, and $\frac{x+22}{3} - \frac{4}{x} = \frac{9x-6}{2}$.

Given the equation $ax^2 + bx + c = 0$, find the sum and the product of its roots. Find the condition that the roots may be equal; under what circumstances will the roots be rational?

GEOMETRY.

1. Define Theorem, Postulate, Axiom, Corollary, Scholium. Prove that if a perpendicular be erected at the middle point of a straight line, every point in the perpendicular is equally distant from the extremities of the line and every point not in the perpendicular is unequally distant. What is meant by a geometric locus? Give three examples, and explain what the locus is in each case.

2. Name and define the classes into which quadrilaterals are divided; name and define the species into which parallelograms are divided. Prove that the three perpendiculars erected at the middle points of the sides of a triangle meet in a point; what is this point? Prove that an inscribed angle is measured by one-half the intercepted arc. Two chords are drawn in a circle meeting (1) within the circle, (2) outside the circle; how is the angle between the chords measured in each case (proof not required)?

3. What is meant by a *mean proportional* between two lines (or quantities)? When are quantities *reciprocally proportional*? Prove that when a perpendicular is let fall upon the hypotenuse of a right triangle from the vertex of the right angle, the two triangles so formed are similar, and the perpendicular is a mean proportional between the segments of the hypotenuse. Show how to construct a mean proportional between two lines.

4. Prove that the area of a triangle is one-half the product of its base and altitude. Prove geometrically that the square described upon the hypotenuse of a right triangle is equivalent to the sum of the squares described upon the other two sides.

5. What is meant by dividing a line in *extreme and mean ratio*? A line A B, length a , is divided in extreme and mean ratio; find the two segments, either by construction or by obtaining algebraic expressions for them. Prove that the area of a regular inscribed dodecagon is equal to three times the square of the radius. If the radius is R, what is the length of a side of the dodecagon?

ADMISSION.

XII. Candidates that pass the physical and mental examinations will receive appointments as midshipmen, and become students of the Academy. Each midshipman will be required to sign articles by which he binds himself to serve in the United States Navy eight years (including his time of probation at the Naval Academy), unless sooner discharged.

The pay of a midshipman is \$500 a year, commencing at the date of his admission.

Course of instruction, 1902-3.

[Reference books are marked *.]

FIRST YEAR—FOURTH CLASS.

FIRST TERM.

Department.	Period each week.	Subjects.	Text-books.
Marine engineering and naval construction.	2	Mechanical drawing	Bartlett's Mechanical Drawing.
Mathematics	6	Algebra	Hall and Knight's Elementary Algebra. Hall and Knight's Higher Algebra. Gauss's Tables of Logarithms.* Chauvenet's Geometry. Church's Descriptive Geometry.
English and law	4	English	Hill's Foundations of Rhetoric Hill's Principles of Rhetoric. Buehler's Practical Exercises in English. Webster's Dictionary.*
Modern languages	4	Spanish	Ramsey's Text-book of Modern Spanish. Marion and des Garennes's Introducción á la Lengua Castellana. Tauchnitz's Pocket Dictionary.* Fontaine's Doce Cuentos Escogidos.

SECOND TERM.

Marine engineering and naval construction.	2	Mechanical drawing	Bartlett's Mechanical Drawing.
Mathematics	5	Algebra	Hall and Knight's Higher Algebra. Church's Descriptive Geometry. Bowser's Trigonometry. Gauss's Tables of Logarithms.*
English and law	4	English	Abbott and Seeley's English Lessons for English People. Abbott's How to Write Clearly. Buehler's Practical Exercises in English. Andrews's Manual of the Constitution. Webster's Dictionary.*
Modern languages	4	French and Spanish	Bercy's La Langue Française, I. Bercy's Le Français Pratique. Marion's Le Verbe. Bellows's Dictionary.* Compendio de la Gramática de la Lengua Castellana. Marion and des Garennes's Introducción á la Lengua Castellana. Tauchnitz's Pocket Dictionary.* Fontaine's Doce Cuentos Escogidos. Ramsey's Text-book of Modern Spanish.
Physiology and hygiene...	1	Special instruction	Hewes's Anatomy, Physiology, and Hygiene.

SECOND YEAR—THIRD CLASS.

FIRST TERM.

Marine engineering and naval construction.	2	Mechanical drawing	Bartlett's Mechanical Drawing.
Physics and chemistry	3	Elementary physics	Daniell's Principles of Physics. Stewart and Gee's Practical Physics.
		Chemistry	Remsen's Introduction to the Study of Chemistry. Lecture Notes.

Course of instruction, 1902-3—Continued.

SECOND YEAR—THIRD CLASS—Continued.

FIRST TERM—continued.

Department.	Periods each week.	Subjects.	Text-books.
Mathematics	5	Trigonometry	Bowser's Trigonometry. Chauvenet's Trigonometry. Gauss's Table of Logarithms.* Bowditch's Useful Tables.* Church's Descriptive Geometry. Dresel's Stereographic Projections. Smith's Conic Sections.
		Descriptive geometry and conic sections.	
English and law	2	English and United States naval history.	Hill's Principles of Rhetoric. Buehler's Practical Exercises in English. Maclay's History of the U. S. Navy. Webster's Dictionary.* Abbott's How to Write Clearly. Themes.
Modern languages	3	French and Spanish	Bercy's La Langue Française, I, II. Bercy's Le Français Pratique. French Comedy. Marion's Le Verbe. Bellows's Dictionary.* Marion and des Garennes's Introducción á la Lengua Castellana. Ramsey's Text-book of Modern Spanish Spanish Comedy. Tauchnitz's Pocket Dictionary.* Fontaine's Doce Cuentos Escogidos. Matzke's Spanish Reader.

SECOND TERM.

Marine engineering and naval construction.	2	Mechanical drawing	Bartlett's Mechanical Drawing.
Physics and chemistry	3	Elementary physics	Daniell's Principles of Physics. Stewart and Gee's Practical Physics. Watson's Physics.
		Chemistry	Remsen's Introduction to the Study of Chemistry. Stoddard's Outline of Qualitative Analysis. Lecture Notes.
Mathematics	7	Conic sections	Smith's Conic Sections.
		Differential calculus	Rice and Johnson's Differential Calculus.
		Integral calculus	Johnson's Integral Calculus.
English and law	1	Naval history	Maclay's History of the U. S. Navy.
Modern languages	4	French and Spanish	Bercy's Le Français Pratique. Bercy's La Langue Française, I, II. Marion's Le Verbe. French Comedy. Bellows's Dictionary.* Marion and des Garennes's Introducción á la Lengua Castellana. Spanish Comedy. Matzke's Spanish Reader. Tauchnitz's Pocket Dictionary.* Ramsey's Text-book of Modern Spanish.

Course of instruction, 1902-3—Continued.

THIRD YEAR—SECOND CLASS.

FIRST TERM.

Department.	Periods each week.	Subjects.	Text-books.
Seamanship	1	Seamanship	Knight's Modern Seamanship.
Marine engineering and naval construction.	3	Principles of mechanism.	Goodeve's Elements of Mechanism.
	3	Mechanical processes	Gow's Notes and Problems.
	1	Mechanical drawing	Lineham's Mechanical Engineering.
			Detail Drawings, Tracing, and Blue Printing.
			Bartlett's Mechanical Drawing.
Mechanics	5	Theoretical mechanics ...	Johnson's Mechanics.
Physics and chemistry	3	Physics	Daniell's Principles of Physics.
			Watson's Physics.
			Stewart and Gee's Practical Physics.
			Lecture Notes.
		Chemistry	Stoddard's Outline of Qualitative Analysis.
Modern languages	1	Spanish	Ramsey's Text-book of Modern Spanish.
			Marion and des Garenn's Introducción á la Lengua Castellana.
			Spanish Comedy.
			Tauchnitz's Pocket Dictionary.*
			Fontaine's Doce Cuentos Escogidos.

SECOND TERM.

Seamanship	1	Seamanship	Knight's Modern Seamanship.
Ordnance and gunnery ...	1	Infantry and artillery instructions.	Drill Regulations.
Navigation	2	Astronomy	White's Astronomy.
			Nautical Almanac.*
			Bowditch's Navigator.*
Marine engineering and naval construction.	4	Marine engines and boilers.	Sennett and Oram's Marine Steam Engine.
			Marine Engines, Problems, Notes, and Sketches.
			Huntington and McMillan's Metals.
			Work of first term continued.
Mechanics	3	Mechanics	Cotterill and Slade's Lessons in Applied Mechanics.
			Alger's Hydro-Mechanics.
Physics and chemistry	4	Physics	Same as for first term.
		Electricity and magnetism.	Thompson's Electricity and Magnetism.
			Day's Exercises in Electrical Measurements.
			Lecture Notes.
Modern languages	1	Spanish	Ramsey's Text-book of Modern Spanish.
			Marion and des Garenn's Introducción á la Lengua Castellana.
			Spanish Comedy.
			Tauchnitz's Pocket Dictionary.*
			Fontaine's Doce Cuentos Escogidos.

Course of instruction, 1902-3—Continued.

FOURTH YEAR—FIRST CLASS.

FIRST TERM.

Department.	Periods each week.	Subjects.	Text-books.
Seamanship	2	Seamanship and naval tactics.	Knight's Modern Seamanship. Tactical Signal Book. Department Circulars.* Navy Regulations.* Hoff's Elementary Naval Tactics.
Ordnance and gunnery ...	3	Gunnery drill Guns and gun mounts....	Ingersoll's Text-book of Ordnance and Gunnery. Drill Regulations. Gun and Torpedo Drills. Clear Ship for Action. Naval Institute "Professional Notes."
Navigation	4	Navigation	Coffin's Navigation. Bowditch's Navigator.* Nautical Almanac.* Azimuth Tables.*
Marine engineering and naval construction.	2	Boilers	Bertin and Robertson's Boilers. Carpenter's Experimental Engineering.
	2	Naval construction.....	White's Manual of Naval Architecture. Atwood's Text-book of Theoretical Naval Architecture. Special Notes and Drawings. Navy Department Pamphlets. Notes and Problems.
Physics and chemistry	3	Physics	Same as for last term. Thompson's Dynamo Electric Machinery and Lecture Notes.

SECOND TERM.

Seamanship	2	Seamanship and naval tactics.	Same as for first term.
Ordnance and gunnery ...	4	Ordnance and gunnery ..	Ingersoll's Text-book of Ordnance and Gunnery. Elastic Strength of Guns. Exterior Ballistics. Probabilities of Hitting. The Whitehead Torpedo. Naval Institute "Professional Notes."
Navigation	3	Navigation; theory of compass deviations and surveying.	Coffin's Navigation. The Admiralty Manual. Diehl's Practical Problems. Bowditch's Navigator.* Nautical Almanac.* Azimuth Tables.* Phelps's Marine Surveying.
Marine engineering and naval construction.	2	Boilers	Bertin and Robertson's Boilers. Lectures.
	3	Engineering materials and designing.	Unwin's Elements of Machine Design. Notes and Problems.

PRACTICAL INSTRUCTION OF MIDSHIPMEN.

SEAMANSHIP.

Knotting and splicing; compass and lead line; ship nomenclature; cutting and fitting hemp rigging; cutting and fitting wire rigging; rowing, and the management of boats under oars and under sail; sailmaking; making up, bending, unbending, and handling sails; rigging ship; stripping ship; shifting spars; getting under way and anchoring; evolutions with vessels under sail and under steam; signaling, Army and Navy Code; management of steam launches; steam fleet tactics with steam launches.

ORDNANCE.

Infantry, schools of the squad, company, and battalion, in close and extended orders; artillery, schools of the battery and battalion; exercise and target practice with small arms and guns of main and secondary batteries; exercise with cane, smallsword, and broadsword; handling and firing torpedoes; use of Riehlé and Rodman testing machines; determinations of velocities; experimental determination of range tables, also of the jump and drift; the preparation, inspection, care, and preservation of ordnance material.

NAVIGATION.

Navigation: Observations, with sextant and artificial horizon, for time, longitude, chronometer, correction, latitude, azimuth.

Surveying: Surveying and constructing a chart of a portion of the Severn River.

Compass deviations: Swinging an iron ship, and observing the deviations and the times of vibration of horizontal and vertical needles on different courses; from these observations finding the approximate and the exact coefficients, and the horizontal and the vertical forces acting on the standard and steering compasses; also finding the heeling coefficients for the same compasses without heeling the ship; also correcting the deviations of a compass, using a navy compensating binnacle.

STEAM ENGINEERING.

Shopwork.—The pattern shop: Selection and treatment of different woods for different purposes. Elementary work of the carpenter shop, through mortising, joining, etc., to finished pattern work.

The foundry: Iron and brass casting; the making of bronzes, alloys, etc.

The blacksmith shop: Forging, welding, etc.; tempering, casehardening, etc.; bending and quenching tests of metals.

The boiler shop: Riveting, soft and hard patching, calking, annealing, tube expanding, etc.; testing.

The machine shop: Vise bench work, machine tool work—including the setting of work; turning; planing; boring; slotting, etc.; pipe fitting; preparation of working drawings and working from the same.

Ship work.—Management of main and auxiliary engines; fire-room and engine-room routine, firing, water tending, and oiling; management of engines while manœuvring at sea; determining the condition and locating defects in machinery while in motion; lying under banked fires; coming to anchor; overhauling machinery; cleaning boilers and condensers.

Miscellaneous.—Use of slide rule, averaging machine, apparatus for testing oils and smoke gases; standardizing steam gauges and indicators; preparing specification for purchase of machinery and stores; testing, inspection, and preservation of stores; selection of coals; making of watch, quarter, and stations bills.

PHYSICS AND CHEMISTRY.

Experimental work in the chemical and physical laboratories, illustrating and supplementing the class-room instruction. A large portion of the limited time is devoted to magnetic and electrical measurements, and to the management and uses of electric dynamos and motors.

PHYSICAL TRAINING.

Class drills in calisthenics, free movements and with apparatus.

Special exercises to promote symmetrical development when necessary. Athletic exercises, including boxing and swimming. Dancing.

Summary of practical instruction—Drill periods.

Kind of instruction.	During the academic year.			
	First class.	Second class.	Third class.	Fourth class.
Seamanship.....	23	28	27	47
Boats under oars or sail.....	3	3	15	16
Steam tactics.....	8	8		
Signals.....		5	5	
Battery drill.....	8	8	8	8
Target practice, great guns.....	12	12		
Torpedoes.....	5			
Practical ordnance.....	10	5		
Artillery.....	5	5		
Battalion, artillery.....	11	11	11	11
Target practice, small arms.....		5	7	
Company.....	9	13	10	13
Battalion, infantry.....	11	11	11	11
Sword exercise.....	5	15	15	5
Practical instruction in deviation of compass.....	4			
Practical instruction, navigation.....	14			
Practical surveying.....	10			
Steam.....	50	50	50	
Running steam launches.....				
Practical electricity.....	10			
Turrets.....	7			
General quarters.....	4	4	4	4
Clear ship for action.....	4	4	4	4
Collision drill.....	4	4	4	4
Practical instruction in rigging loft and in sail loft.....				
Bayonet exercise.....				3
Gymnastics and boxing.....				30
Swimming.....				
Dancing.....				18
Setting-up drill.....				2

The instructions in seamanship and gunnery on board of the practice steamers are also made instructions in running and managing the engines and boilers of those vessels. The instructions in naval tactics are also made instructions in running and managing the engines and boilers of the steam launches when practicable.

SUMMER ROUTINE.

(May 20 until October 1, 1902.)

FOURTH CLASS.

Monday, Tuesday, Wednesday, Thursday, Friday—8.30 to 10 a. m.: Infantry and practical ordnance
Monday, Tuesday, Thursday, Friday—10.15 a. m. to 12.15 p. m.: Modern languages.
Wednesday—10.15 a. m. to 12.15 p. m.: Boat sailing and sculling.
Saturday—8.30 a. m. to 12.15 p. m.: Boats.
Monday, Tuesday, Wednesday, Thursday—3 to 5 p. m.: Steam launches.
Friday—3 to 5 p. m.: Machine shop.
Monday, Tuesday, Wednesday, Thursday, Friday: Gymnastic exercises.

TABLE 1.—*Number of undergraduates and graduates in public universities, colleges, and schools of technology.*

State or Territory.	Collegiate departments.			Graduate departments.						Total number of undergraduate and graduate students.		
				Resident.			Nonresident.					
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
United States ..	29,205	8,559	37,764	972	501	1,473	199	51	250	30,376	9,111	39,487
N. Atlantic Division ..	5,258	163	5,421	31	5	36	12	1	13	5,301	169	5,470
S. Atlantic Division ..	4,382	198	4,580	116	7	123	6	1	7	4,504	206	4,710
S. Central Division...	3,081	567	3,648	75	28	103	19	2	21	3,175	597	3,772
N. Central Division...	13,034	5,454	18,488	595	317	912	155	46	201	13,784	5,817	19,601
Western Division	3,450	2,177	5,627	155	144	299	7	1	8	3,612	2,322	5,934
N. Atlantic Division:												
Maine	329	16	345	5	0	5	0	0	0	334	16	350
New Hampshire ..	127	4	131	0	0	0	0	0	0	127	4	131
Vermont	234	55	289	1	0	1	2	0	2	237	55	292
Massachusetts ..	1,557	52	1,609	19	4	23	7	0	7	1,583	56	1,639
Rhode Island	28	9	37	0	1	1	3	1	4	31	11	42
Connecticut	62	18	80	2	0	2	0	0	0	64	18	82
New York	1,292	0	1,292	0	0	0	0	0	0	1,292	0	1,292
New Jersey	0	0	0	0	0	0	0	0	0	0	0	0
Pennsylvania	1,629	9	1,638	4	0	4	0	0	0	1,633	9	1,642
S. Atlantic Division:												
Delaware	131	7	138	4	0	4	0	0	0	135	7	142
Maryland	456	0	456	0	0	0	0	0	0	456	0	456
Dist. of Columbia ..	92	34	126	3	2	5	0	0	0	95	36	131
Virginia	1,120	0	1,120	44	0	44	0	0	0	1,164	0	1,164
West Virginia	228	69	297	26	3	29	0	0	0	254	72	326
North Carolina	770	15	785	17	1	18	6	1	7	793	17	810
South Carolina	785	12	797	17	0	17	0	0	0	802	12	814
Georgia	723	22	745	5	0	5	0	0	0	728	22	750
Florida	77	39	116	0	1	1	0	0	0	77	40	117
S. Central Division:												
Kentucky	321	58	379	11	6	17	0	0	0	332	64	396
Tennessee	302	78	380	2	1	3	0	0	0	304	79	383
Alabama	458	35	493	24	5	29	0	0	0	482	40	522
Mississippi	515	26	541	9	1	10	18	2	20	542	29	571
Louisiana	257	0	257	1	0	1	0	0	0	258	0	258
Texas	881	248	1,129	22	14	36	0	0	0	903	262	1,165
Arkansas	187	45	232	2	1	3	1	0	1	190	46	236
Oklahoma	160	77	237	4	0	4	0	0	0	164	77	241
Indian Territory ..	0	0	0	0	0	0	0	0	0	0	0	0
N. Central Division:												
Ohio	1,655	631	2,286	20	16	36	32	17	49	1,707	664	2,371
Indiana	1,797	480	2,277	69	39	108	11	2	13	1,877	521	2,398
Illinois	907	580	1,287	33	2	35	34	5	39	974	387	1,361
Michigan	1,798	791	2,589	77	35	112	1	1	2	1,876	827	2,703
Wisconsin	1,721	458	2,179	92	34	126	0	0	0	1,813	492	2,305
Minnesota	998	666	1,664	127	49	176	0	0	0	1,125	715	1,840
Iowa	1,267	484	1,751	61	39	100	31	9	40	1,359	532	1,891
Missouri	815	233	1,048	6	7	13	28	9	37	849	249	1,098
North Dakota	86	53	139	4	1	5	7	1	8	97	55	152
South Dakota	236	106	342	1	2	3	2	0	2	239	108	347
Nebraska	726	592	1,318	59	49	108	0	0	0	785	641	1,426
Kansas	1,028	580	1,608	46	44	90	9	2	11	1,083	626	1,709
Western Division:												
Montana	135	55	190	0	3	3	1	1	2	136	59	195
Wyoming	37	40	77	1	1	2	2	0	2	40	41	81
Colorado	560	198	758	20	8	28	0	0	0	580	206	786
New Mexico	35	20	55	2	0	2	0	0	0	37	20	57
Arizona	48	21	69	2	2	4	0	0	0	50	23	73
Utah	262	193	455	2	0	2	0	0	0	264	193	457
Nevada	112	91	203	0	0	0	3	0	3	115	91	206
Idaho	77	69	146	1	2	3	0	0	0	78	71	149
Washington	399	145	535	7	9	15	0	0	0	397	154	551
Oregon	459	210	669	3	7	10	0	0	0	462	217	679
California	1,335	1,135	2,470	117	112	229	1	0	1	1,453	1,247	2,700

TABLE 2.—Number of undergraduate and graduate students in private universities, colleges, and schools of technology.

State or Territory.	Collegiate departments.			Graduate departments.						Total number of undergraduate and graduate students.		
				Resident.			Nonresident.					
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
United States ..	44,893	30,174	75,067	3,064	1,335	4,399	436	107	543	48,393	31,616	80,009
N. Atlantic Division...	20,667	7,933	28,600	1,687	601	2,288	222	40	262	22,576	8,574	31,150
S. Atlantic Division...	4,502	6,120	10,622	366	105	472	34	1	35	4,962	6,227	11,129
S. Central Division...	4,644	6,339	10,983	105	110	215	44	21	65	4,793	6,470	11,263
N. Central Division...	13,075	8,765	21,840	832	446	1,278	122	41	163	14,029	9,252	23,281
W. Division	2,005	1,017	3,022	74	72	146	14	4	18	2,093	1,093	3,186
N. Atlantic Division:												
Maine.....	530	235	765	1	5	6	3	3	6	534	243	777
New Hampshire ..	690	0	690	13	0	13	10	0	10	713	0	713
Vermont.....	140	43	183	0	0	0	0	0	0	140	43	183
Massachusetts ..	4,308	3,368	7,676	393	117	510	17	0	17	4,718	3,485	8,203
Rhode Island.....	650	176	826	44	34	78	13	3	16	707	213	920
Connecticut.....	2,305	42	2,347	277	43	320	37	0	37	2,619	85	2,704
New York.....	5,723	2,553	8,276	660	303	963	15	6	21	6,398	2,862	9,260
New Jersey.....	1,841	0	1,841	124	0	124	0	0	0	1,965	0	1,965
Pennsylvania.....	4,480	1,516	5,996	175	99	274	127	28	155	4,782	1,643	6,425
S. Atlantic Division:												
Delaware.....	0	0	0	0	0	0	0	0	0	0	0	0
Maryland.....	643	805	1,448	173	4	177	1	0	1	817	809	1,626
Dist. Columbia...	461	198	659	142	14	156	2	0	2	605	212	817
Virginia.....	891	1,070	1,961	24	3	27	0	0	0	915	1,073	1,988
West Virginia.....	100	102	202	0	2	2	0	0	0	100	104	204
North Carolina ..	1,067	1,055	2,122	9	21	30	13	0	13	1,089	1,076	2,165
South Carolina ..	586	1,225	1,812	4	23	27	16	1	17	606	1,250	1,856
Georgia.....	678	1,628	2,306	14	38	52	2	0	2	694	1,666	2,360
Florida.....	76	36	112	0	1	1	0	0	0	76	87	113
S. Central Division:												
Kentucky.....	666	1,040	1,706	11	5	16	0	0	0	677	1,045	1,722
Tennessee.....	1,416	1,881	3,297	61	32	93	59	8	47	1,516	1,921	3,437
Alabama.....	480	626	1,106	0	20	20	0	0	0	480	646	1,126
Mississippi.....	342	1,292	1,634	0	15	15	0	0	0	342	1,307	1,649
Louisiana.....	624	419	1,043	33	30	63	4	4	8	661	453	1,114
Texas.....	801	665	1,466	0	8	8	1	9	10	802	682	1,484
Arkansas.....	305	403	708	0	0	0	0	0	0	305	403	708
Oklahoma.....	0	0	0	0	0	0	0	0	0	0	0	0
Indian Territory..	10	13	23	0	0	0	0	0	0	10	13	23
N. Central Division:												
Ohio.....	2,546	1,553	4,099	42	17	59	19	4	23	2,607	1,574	4,181
Indiana.....	1,450	485	1,935	23	7	30	5	1	6	1,478	493	1,971
Illinois.....	3,469	2,545	6,014	712	388	1,100	32	4	36	4,213	2,937	7,150
Michigan.....	579	326	905	3	3	6	21	5	26	603	334	937
Wisconsin.....	563	278	841	3	2	5	5	5	10	572	285	857
Minnesota.....	626	270	896	0	1	1	7	2	9	633	273	906
Iowa.....	1,373	1,020	2,393	13	6	19	13	7	20	1,399	1,033	2,432
Missouri.....	1,144	1,528	2,672	28	21	49	0	0	0	1,172	1,549	2,721
North Dakota.....	28	16	44	0	0	0	0	0	0	28	16	44
South Dakota.....	86	44	130	0	0	0	0	0	0	86	44	130
Nebraska.....	377	226	603	1	1	2	0	0	0	378	227	605
Kansas.....	833	474	1,307	7	0	7	20	13	33	860	487	1,347
Western Division:												
Montana.....	0	0	0	0	0	0	0	0	0	0	0	0
Wyoming.....	0	0	0	0	0	0	0	0	0	0	0	0
Colorado.....	302	255	557	43	12	55	0	4	4	345	271	616
New Mexico.....	0	0	0	0	0	0	0	0	0	0	0	0
Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0
Utah.....	24	2	26	0	0	0	0	0	0	24	2	26
Nevada.....	0	0	0	0	0	0	0	0	0	0	0	0
Idaho.....	0	0	0	0	0	0	0	0	0	0	0	0
Washington.....	307	76	383	0	0	0	0	0	0	307	76	383
Oregon.....	159	126	285	0	0	0	3	0	3	162	126	288
California.....	1,213	558	1,771	31	60	91	11	0	11	1,255	618	1,873

TABLE 3.—*Undergraduate students in universities and colleges for men and for both sexes.*

State or Territory.	Number of institutions.	Colleges for men.		Coeducational colleges.			
		Institutions.	Undergraduate students.	Institutions.	Undergraduate students.		
					Men.	Women.	Total.
United States.....	464	134	24,560	330	37,870	21,151	59,021
North Atlantic Division.....	85	48	15,482	37	7,421	2,629	10,050
South Atlantic Division.....	73	31	3,474	42	3,155	1,081	4,236
South Central Division.....	77	18	1,885	59	4,582	2,472	7,054
North Central Division.....	190	31	3,046	159	18,947	12,143	31,090
Western Division.....	39	6	673	33	3,765	2,826	6,591
North Atlantic Division:							
Maine.....	4	1	254	3	605	226	831
New Hampshire.....	2	2	690	0	0	0	0
Vermont.....	3	1	70	2	304	98	402
Massachusetts.....	9	6	3,720	3	335	453	768
Rhode Island.....	1	0	0	1	650	176	826
Connecticut.....	3	2	2,038	1	267	42	309
New York.....	23	17	3,676	6	2,603	1,005	3,608
New Jersey.....	5	5	1,582	0	0	0	0
Pennsylvania.....	35	14	3,452	21	2,657	649	3,306
South Atlantic Division:							
Delaware.....	2	1	110	1	21	7	28
Maryland.....	11	7	646	4	120	129	249
District of Columbia.....	7	4	174	3	379	187	566
Virginia.....	11	7	924	4	394	107	501
West Virginia.....	3	0	0	3	328	107	435
North Carolina.....	14	5	643	9	803	178	981
South Carolina.....	9	2	212	7	636	87	723
Georgia.....	11	4	733	7	353	204	557
Florida.....	5	1	32	4	121	75	196
South Central Division:							
Kentucky.....	11	4	289	7	698	309	1,007
Tennessee.....	24	4	320	20	1,398	791	2,189
Alabama.....	6	3	320	3	298	73	371
Mississippi.....	4	1	175	3	324	23	347
Louisiana.....	8	3	568	5	313	266	579
Texas.....	14	3	213	11	1,005	567	1,572
Arkansas.....	7	0	0	7	492	398	890
Oklahoma.....	1	0	0	1	44	32	76
Indian Territory.....	2	0	0	2	10	13	23
North Central Division:							
Ohio.....	34	4	265	30	3,583	1,962	5,545
Indiana.....	13	4	674	9	1,340	897	2,237
Illinois.....	31	8	835	23	3,190	2,695	5,885
Michigan.....	9	1	78	8	1,650	959	2,609
Wisconsin.....	9	2	165	7	2,119	780	2,899
Minnesota.....	9	2	155	7	1,469	925	2,394
Iowa.....	25	3	254	22	1,583	1,363	2,946
Missouri.....	22	4	402	18	1,557	799	2,356
North Dakota.....	3	0	0	3	101	57	158
South Dakota.....	5	0	0	5	142	100	242
Nebraska.....	10	1	71	9	1,032	818	1,850
Kansas.....	20	2	147	18	1,181	788	1,969
Western Division:							
Montana.....	1	0	0	1	32	28	60
Wyoming.....	1	0	0	1	37	40	77
Colorado.....	4	1	30	3	484	409	893
New Mexico.....	1	0	0	1	7	3	10
Arizona.....	1	0	0	1	48	21	69
Utah.....	2	0	0	2	148	119	267
Nevada.....	1	0	0	1	112	91	203
Idaho.....	1	0	0	1	77	69	146
Washington.....	7	2	219	5	353	192	545
Oregon.....	8	0	0	8	343	213	556
California.....	12	3	424	9	2,124	1,641	3,765

TABLE 4.—Classification of universities and colleges for men and for both sexes according to number of undergraduate students.

State or Territory.	Number of institutions.	Institutions having—																			
		Less than 10 students.	10 to 24.	25 to 49.	50 to 74.	75 to 99.	100 to 149.	150 to 199.	200 to 249.	250 to 299.	300 to 399.	400 to 499.	500 to 599.	600 to 699.	700 to 799.	800 to 899.	900 to 999.	1,000 to 1,199.	1,200 to 1,499.	1,500 to 1,749.	Over 1,750.
United States.....	464	18	47	78	63	54	67	44	28	14	15	5	5	2	1	5	1	4	5	2	6
North Atlantic Division.....	85	1	6	11	5	6	14	13	4	5	4	4	1	1	...	3	1	1	2	1	2
South Atlantic Division.....	73	3	3	8	15	9	7	10	9	5	5	1	...	...	...	...	...	...	...	...	...
South Central Division.....	77	6	5	14	14	7	10	11	5	5	3	2	...	1	...	...	...	...	...	...	...
North Central Division.....	190	3	24	29	29	31	30	10	10	4	2	2	...	...	1	2	...	2	3	1	...
Western Division.....	39	3	4	9	6	3	3	...	...	...	...	...	...	...	...	...	...	1	...	...	3
North Atlantic Division:																					
Maine.....	4	...	...	...	...	...	...	1	...	2	1	...	...	...	...	...	...	...	...	...	...
New Hampshire.....	2	...	...	1	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...
Vermont.....	3	...	...	...	1	...	1	...	...	1	...	2	...	...	...	...	...	...	...	...	1
Massachusetts.....	9	1	1	...	...	...	...	2	...	2	2	...	...	...	...	...	...	...	...	...	...
Rhode Island.....	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...
Connecticut.....	3	...	...	...	...	...	1	...	...	...	1	...	...	...	...	...	1	...	...	1	...
New York.....	23	...	...	4	...	4	5	4	2	...	...	...	...	...	...	...	1	1	1	...	1
New Jersey.....	5	...	1	2	...	...	...	1	...	2	...	...	...	...	...	...	1	...	1	1	...
Pennsylvania.....	35	...	4	4	4	2	7	5	2	2	...	2	1	...	...	1	...	1	1	...	...
South Atlantic Division:																					
Delaware.....	2	...	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Maryland.....	11	2	...	2	1	1	3	2	...	...	...	...	...	...	...	...	...	...	...	...	...
District of Columbia.....	7	1	2	1	1	1	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...
Virginia.....	11	...	1	1	1	...	3	4	...	1	...	...	...	...	...	...	...	...	...	...	...
West Virginia.....	3	...	...	2	3	4	...	1	1	1	1	...	...	...	...	...	...	...	...	...	...
North Carolina.....	14	...	1	2	3	4	...	3	1	1	1	...	...	...	...	...	...	...	...	...	...
South Carolina.....	9	...	1	1	2	1	...	3	1	1	...	...	...	...	...	...	...	...	...	...	...
Georgia.....	11	...	2	3	...	...	2	1	2	1	...	...	...	...	...	...	...	...	...	...	...
Florida.....	5	...	1	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Central Division:																					
Kentucky.....	11	2	...	1	2	...	2	3	...	...	1	...	...	...	...	...	...	...	...	...	...
Tennessee.....	24	1	...	8	4	5	2	1	1	...	1	...	1	...	...	...	...	...	...	...	...
Alabama.....	6	...	...	1	1	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mississippi.....	4	1	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Louisiana.....	8	2	1	1	...	...	1	1	...	1	...	...	...	1	...	...	...	...	...	...	...
Texas.....	14	...	1	3	4	1	2	...	2	1	...	...	...	1	...	...	...	...	...	...	...
Arkansas.....	7	...	1	...	2	1	...	...	2	1	...	...	...	...	...	...	...	...	...	...	...
Oklahoma.....	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Indian Territory.....	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
North Central Division:																					
Ohio.....	34	2	2	8	3	7	2	3	2	...	2	...	1	...	1	...	...	...	1	...	...
Indiana.....	13	...	...	2	2	1	4	...	1	...	2	...	...	...	...	...	...	...	...	...	...
Illinois.....	31	...	4	4	4	7	5	1	2	1	...	...	...	1	...	...	...	...	...	...	...
Michigan.....	9	...	...	...	1	3	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...
Wisconsin.....	9	...	...	3	1	1	1	...	2	...	...	...	...	...	...	...	...	...	...	...	...
Minnesota.....	9	...	...	...	3	2	...	1	1	...	1	...	...	...	...	...	...	...	...	...	...
Iowa.....	25	...	6	3	3	2	6	1	1	1	1	...	...	...	...	...	...	...	...	...	...
Missouri.....	22	1	2	2	5	4	5	2	...	1	1	1	1	...	...	1	...	...	...	...	...
North Dakota.....	3	1	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	1	...	...	...
South Dakota.....	5	...	2	...	2	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...
Nebraska.....	10	...	3	1	2	1	1	1	...	...	...	...	...	...	...	...	...	...	1	...	...
Kansas.....	20	1	4	5	3	3	2	...	1	...	...	...	...	...	...	1	...	...	...	...	...
Western Division:																					
Montana.....	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Wyoming.....	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colorado.....	4	...	...	1	...	...	...	...	...	2	1	...	...	...	...	...	...	...	...	...	...
New Mexico.....	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Arizona.....	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Utah.....	2	...	...	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...
Nevada.....	1	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...
Idaho.....	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Washington.....	7	...	2	1	2	...	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...
Oregon.....	8	1	...	4	1	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...
California.....	12	2	1	2	1	1	2	...	1	...	...	...	...	...	...	...	...	1	...	...	1

TABLE 5.—*Classification of universities and colleges for men and for both sexes according to amount of endowment funds.*

State or Territory.	Number of institutions.	Institutions having—																									
		No endowment funds.	\$1 to \$4,999.	\$5,000 to \$9,999.	\$10,000 to \$14,999.	\$15,000 to \$24,999.	\$25,000 to \$49,999.	\$50,000 to \$99,999.	\$100,000 to \$199,999.	\$200,000 to \$299,999.	\$300,000 to \$399,999.	\$400,000 to \$499,999.	\$500,000 to \$599,999.	\$600,000 to \$699,999.	\$700,000 to \$799,999.	\$800,000 to \$899,999.	\$900,000 to \$999,999.	\$1,000,000 to \$1,249,999.	\$1,250,000 to \$1,499,999.	\$1,500,000 to \$1,999,999.	\$2,000,000 to \$2,999,999.	\$3,000,000 to \$3,999,999.	\$4,000,000 to \$4,999,999.	\$5,000,000 to \$7,499,999.	\$7,500,000 to \$9,500,000.	Over \$12,500,000.	
United States.....	464	147	12	17	11	23	29	49	54	39	14	17	9	4	4	2	1	9	4	4	5	1	2	3	1	3	
N. Atlantic Division.....	85	18	1	2	1	4	4	6	5	5	2	12	4	1	1	1	5	2	3	3	1	1	2	..	2		
S. Atlantic Division.....	73	24	1	1	1	6	4	10	11	5	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
S. Central Division.....	77	33	2	2	2	2	4	6	8	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1		
N. Central Division.....	190	52	5	7	6	9	12	27	25	25	5	1	4	3	1	1	1	1	1	1	1	1	1	1	1		
Western Division.....	39	17	3	1	1	2	5	..	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
N. Atlantic Division:																											
Maine.....	4	1	..	..	..	..	..	..	..	1	1	1	..	..	..	1	..	..	..	..	..	..	..	..	..
New Hampshire.....	2	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Vermont.....	3	..	..	1	..	..	..	..	..	..	..	2	..	..	..	..	..	..	..	..	1	..	..	..	..
Massachusetts.....	9	1	..	1	..	1	..	..	..	..	..	..	..	..	1	..	2	1	1	..	..	..	..	1	..
Rhode Island.....	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..
Connecticut.....	3	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..
New York.....	23	5	1	..	3	1	1	1	1	1	..	2	2	..	1	..	1	1	..	2	..	..	1	1	1
New Jersey.....	5	3	..	..	..	..	..	..	..	..	..	1	1	..	1	..	..	..	..	..	1	..	..	..	..
Pennsylvania.....	35	8	..	..	..	3	5	4	3	1	7	1	1	..	..	1	1	..	..	..	..	1	..	..	..
S. Atlantic Division:																											
Delaware.....	2	1	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Maryland.....	11	6	..	1	..	2	..	..	1	1	1	..	..	..	..	..	..	..	..	1	..	..	..	..	..
District of Columbia.....	7	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Virginia.....	11	1	1	1	..	..	2	2	2	..	2	..	1	..	1	..	..	..	..	..	..	..	..	..	..
West Virginia.....	3	1	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
North Carolina.....	14	3	1	..	2	..	2	2	1	1	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..
South Carolina.....	9	3	1	..	1	2	1	2	1	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Georgia.....	11	4	1	..	2	1	1	1	1	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Florida.....	5	2	..	..	..	..	1	1	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
S. Central Division:																											
Kentucky.....	11	2	1	..	..	1	1	3	1	1	2	..	..	..	..	..	..	1	..	..	..	..	..	..	..
Tennessee.....	24	11	1	1	1	1	1	2	2	2	1	1	..	..	..	..	..	1	..	..	..	..	..	..	..
Alabama.....	6	4	..	..	..	..	..	1	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Mississippi.....	4	1	..	..	..	..	..	1	1	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..
Louisiana.....	8	3	2	..	..	..	..	..	1	1	1	..	..	..	..	..	1	..	..	..	..	..	..	..	..
Texas.....	14	10	..	..	..	2	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..
Arkansas.....	7	3	..	1	1	1	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Oklahoma.....	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Indian Territory.....	2	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
N. Central Division:																											
Ohio.....	34	6	..	..	2	3	6	8	2	2	..	1	1	1	..	1	1	1	1	..	..	..	..	..	..
Indiana.....	13	3	..	..	2	..	1	1	1	1	..	1	1	1	..	..	..	..	..	..	..	..	..	..	..
Illinois.....	31	8	3	..	1	1	2	4	7	1	1	1	1	1	..	..	..	..	1	..	..	..	..	1	..
Michigan.....	9	1	..	..	..	..	..	2	5	2	..	1	1	1	..	..	..	..	..	..	..	..	..	..	..
Wisconsin.....	9	2	1	..	1	..	1	1	2	2	..	1	..	..	..	..	1	..	..	..	..	..	..	..	..
Minnesota.....	9	4	1	1	1	..	1	1	1	1	..	1	1	1	..	..	..	1	1	..	..	..	..	..	..
Iowa.....	25	4	1	1	1	1	3	8	1	3	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Missouri.....	22	7	1	1	2	..	2	3	3	4	..	1	1	1	..	..	..	1	..	..	..	1	..	..	..
North Dakota.....	3	2	..	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..
South Dakota.....	5	4	..	..	..	..	..	1	1	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Nebraska.....	10	2	..	2	1	..	1	1	1	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Kansas.....	20	9	2	2	..	3	2	2	2	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Western Division:																											
Montana.....	1	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Wyoming.....	1	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Colorado.....	4	2	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
New Mexico.....	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Arizona.....	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Utah.....	2	1	..	..	..	..	..	1	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Nevada.....	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Idaho.....	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Washington.....	7	6	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Oregon.....	8	1	2	..	1	..	2	..	2	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
California.....	12	5	1	1	..	2	..	1	1	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	1

TABLE 6.—*Professors and instructors in universities and colleges for men and for both sexes.*

State or Territory.	Number of institutions.	Preparatory departments.		Collegiate departments.		Professional departments.		Total number (excluding duplicates).	
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
United States.....	464	2,436	995	7,956	955	4,622	87	13,951	1,994
North Atlantic Division.....	85	423	74	2,567	81	1,559	15	4,559	179
South Atlantic Division.....	73	276	106	852	75	449	3	1,499	172
South Central Division.....	77	299	190	723	156	544	4	1,422	309
North Central Division.....	190	1,185	523	3,111	544	1,701	64	5,284	1,149
Western Division.....	39	253	102	700	99	369	1	1,187	185
North Atlantic Division:									
Maine.....	4	0	0	92	2	34	0	122	2
New Hampshire.....	2	14	0	62	0	18	0	89	0
Vermont.....	3	0	0	56	0	31	0	87	0
Massachusetts.....	9	48	7	452	10	401	8	920	18
Rhode Island.....	1	0	0	76	1	0	0	76	1
Connecticut.....	3	0	0	256	0	92	0	360	0
New York.....	23	214	27	795	28	620	7	1,682	72
New Jersey.....	5	20	5	153	0	5	0	173	5
Pennsylvania.....	35	127	35	625	40	358	0	1,050	81
South Atlantic Division:									
Delaware.....	2	2	1	21	1	0	0	23	2
Maryland.....	11	71	11	181	14	68	1	292	18
District of Columbia.....	7	43	2	142	5	241	1	462	15
Virginia.....	11	21	6	125	1	45	0	173	10
West Virginia.....	3	18	6	39	5	4	0	52	11
North Carolina.....	14	46	21	149	16	62	0	234	29
South Carolina.....	9	23	9	71	5	5	0	90	12
Georgia.....	11	23	18	77	19	17	0	109	41
Florida.....	5	29	31	47	9	7	1	64	34
South Central Division:									
Kentucky.....	11	56	43	94	13	117	0	264	53
Tennessee.....	24	80	52	223	74	245	0	497	106
Alabama.....	6	11	3	62	2	31	0	96	3
Mississippi.....	4	15	1	40	2	5	0	54	2
Louisiana.....	8	32	30	102	15	54	2	166	43
Texas.....	14	54	37	120	24	50	2	214	55
Arkansas.....	7	29	14	57	17	37	0	102	28
Oklahoma.....	1	21	1	21	1	5	0	21	2
Indian Territory.....	2	1	9	7	8	0	0	8	17
North Central Division:									
Ohio.....	34	196	69	581	92	322	3	1,017	195
Indiana.....	13	49	11	205	25	21	0	244	38
Illinois.....	31	198	94	667	81	458	42	1,190	249
Michigan.....	9	44	17	214	28	137	3	335	57
Wisconsin.....	9	50	10	244	22	51	1	276	36
Minnesota.....	9	92	25	176	33	221	6	419	56
Iowa.....	25	145	95	301	97	168	5	480	179
Missouri.....	22	152	78	257	44	133	0	495	107
North Dakota.....	3	19	9	29	9	10	0	48	11
South Dakota.....	5	29	24	43	10	2	0	54	30
Nebraska.....	10	67	36	228	42	69	0	342	83
Kansas.....	20	144	55	216	61	109	4	384	108
Western Division:									
Montana.....	1	8	5	8	5	0	0	8	5
Wyoming.....	1	15	3	15	3	0	0	15	3
Colorado.....	4	33	10	80	14	151	1	285	32
New Mexico.....	1	8	2	8	2	0	0	8	2
Arizona.....	1	8	5	10	2	0	0	11	5
Utah.....	2	46	4	31	2	0	0	56	5
Nevada.....	1	6	3	13	4	0	0	17	6
Idaho.....	1	3	2	12	4	0	0	15	6
Washington.....	7	33	23	65	15	8	0	96	29
Oregon.....	8	21	16	67	19	56	0	151	39
California.....	12	67	29	391	29	154	0	545	53

TABLE 7.—*Students in universities and colleges for men and for both sexes.*

State or Territory.	Preparatory departments.		Collegiate departments.		Graduate departments.				Professional departments.	
	Men.	Women.	Men.	Women.	Resident.		Nonresident.		Men.	Women.
					Men.	Women.	Men.	Women.		
United States	32,094	14,508	62,430	21,051	3,895	1,456	609	154	30,248	1,005
North Atlantic Division.....	6,408	960	22,903	2,629	1,696	444	224	40	9,301	317
South Atlantic Division.....	3,465	1,532	6,629	1,081	452	36	40	2	3,229	64
South Central Division.....	5,761	3,026	6,467	2,472	155	69	62	23	4,709	68
Western Division	13,871	7,188	21,993	12,043	1,376	700	263	85	11,621	467
	2,589	1,802	4,438	2,826	216	207	20	4	1,388	89
North Atlantic Division:										
Maine.....	0	0	859	226	6	1	3	3	161	5
New Hampshire.....	68	0	690	0	13	0	10	0	72	0
Vermont.....	0	0	374	98	1	0	2	0	215	0
Massachusetts.....	466	25	4,055	433	392	35	17	0	2,361	121
Rhode Island.....	0	0	650	176	44	34	13	3	0	0
Connecticut.....	0	0	2,305	42	277	43	37	0	496	0
New York.....	3,724	241	6,279	1,005	660	292	15	6	3,569	182
New Jersey.....	252	48	1,582	0	124	0	0	0	33	0
Pennsylvania.....	1,898	646	6,109	649	179	39	127	28	2,424	9
South Atlantic Division:										
Delaware.....	25	20	181	7	4	0	0	0	0	0
Maryland.....	658	79	766	129	173	0	1	0	347	45
District of Columbia.....	515	35	553	187	145	16	2	0	1,693	17
Virginia.....	306	114	1,318	107	48	0	0	0	513	2
West Virginia.....	222	71	328	107	26	3	0	0	125	0
North Carolina.....	658	314	1,446	178	23	1	19	1	350	0
South Carolina.....	380	287	848	87	14	2	16	1	40	0
Georgia.....	394	270	1,086	204	19	12	2	0	138	0
Florida.....	307	342	153	75	0	2	0	0	23	0
South Central Division:										
Kentucky.....	1,333	654	987	309	22	9	0	0	1,111	0
Tennessee.....	1,711	994	1,718	791	63	15	39	8	1,723	32
Alabama.....	112	85	618	73	6	1	0	0	252	2
Mississippi.....	172	18	499	23	6	1	17	2	71	0
Louisiana.....	545	263	881	266	34	28	4	4	638	2
Texas.....	1,089	516	1,218	567	19	14	1	9	620	28
Arkansas.....	554	315	492	398	2	1	1	0	268	0
Oklahoma.....	133	89	44	32	3	0	0	0	26	4
Indian Territory.....	112	92	10	13	0	0	0	0	0	0
North Central Division:										
Ohio.....	2,253	1,237	3,848	1,962	62	29	51	21	1,696	14
Indiana.....	851	261	2,014	897	69	32	5	1	264	17
Illinois.....	2,442	1,310	4,025	2,695	745	380	66	9	3,345	200
Michigan.....	433	174	1,728	959	73	38	22	6	1,657	59
Wisconsin.....	618	80	2,284	680	95	36	5	5	314	5
Minnesota.....	1,121	288	1,624	925	127	50	7	2	1,236	47
Iowa.....	1,435	1,088	1,837	1,363	68	41	44	16	1,129	76
Missouri.....	2,141	1,122	1,959	799	34	16	28	9	915	4
North Dakota.....	189	192	101	57	2	1	7	1	20	0
South Dakota.....	359	314	142	100	0	0	2	0	8	0
Nebraska.....	843	445	1,103	818	60	50	0	0	567	32
Kansas.....	1,186	677	1,328	788	41	27	26	15	470	13
Western Division:										
Montana.....	86	90	32	28	0	3	0	0	0	0
Wyoming.....	58	35	37	40	1	1	2	0	0	0
Colorado.....	400	315	514	409	57	20	0	4	325	12
New Mexico.....	45	38	7	3	0	0	0	0	0	0
Arizona.....	82	60	48	21	2	2	0	0	0	0
Utah.....	520	467	148	119	2	0	0	0	0	0
Nevada.....	63	65	112	91	0	0	3	0	0	0
Idaho.....	76	58	77	69	1	2	0	0	0	0
Washington.....	368	173	572	192	5	8	0	0	134	9
Oregon.....	223	168	343	213	0	0	3	0	132	13
California.....	668	333	2,548	1,641	148	171	12	0	797	55

TABLE 8.—Students pursuing various courses in universities and colleges for men and for both sexes.

State or Territory.	Students in undergraduate courses.										College students—		Students in pedagogy.		Students in commercial course.		Students in military drill.	
	Classical course.	Other general cul- ture courses.	General science	Agriculture.	Mechanical engi- neering.	Civil engineering.	Electrical engi- neering.	Chemical engi- neering.	Mining engineer- ing.	Architecture.	Sanitary engi- neering.	Latin.	Greek.	Men.	Women.	Men.		Women.
United States	44,779	14,237	6,087	1,508	3,489	3,504	1,817	583	1,129	279	16	27,932	16,242	4,510	5,265	6,859	2,000	14,285
North Atlantic Division:																		
Maine.....	709	81	52	18	31	112	94	.....	.....	.....	.....	441	402	10	4	.....	.....	279
New Hampshire.....	690	.....	.....	.....	35	36	32	36	.....	.....	.....	486	321	7	.....	27	.....	.....
Vermont.....	121	125	.....	40	19	102	32	32	67	38	.....	142	74	14	5	13	1	270
Massachusetts.....	3,711	332	256	32	84	91	109	32	.....	.....	.....	992	711	39	.....	.....	.....	.....
Rhode Island.....	325	.....	6	.....	26	42	2	.....	.....	.....	.....	157	137	33	42	.....	.....	.....
Connecticut.....	1,466	110	79	.....	62	31	30	6	.....	.....	12	301	191	.....	.....	.....	.....	.....
New York.....	3,166	1,103	626	92	928	534	207	22	141	155	.....	2,638	1,769	978	293	381	.....	1,582
New Jersey.....	949	343	57	52	186	186	34	19	.....	.....	.....	753	585	12	0	.....	.....	159
Pennsylvania.....	2,677	998	911	13	491	583	361	75	85	61	.....	3,114	1,684	402	229	568	139	801
South Atlantic Division:																		
Delaware.....	9	56	2	6	5	31	23	0	0	0	.....	53	10	0	2	0	0	85
Maryland.....	437	222	137	19	51	2	.....	.....	.....	.....	.....	416	217	8	47	41	1	293
District of Columbia.....	353	.....	16	.....	.....	.....	.....	.....	.....	.....	.....	231	162	12	95	72	68	.....
Virginia.....	1,129	205	.....	.....	37	.....	.....	.....	.....	.....	.....	604	241	113	17	43	11	.....
West Virginia.....	259	7	.....	37	79	.....	.....	.....	.....	.....	.....	90	41	31	20	44	20	144
North Carolina.....	1,089	286	218	.....	.....	15	.....	.....	.....	.....	.....	850	478	81	97	108	19	106
South Carolina.....	503	208	71	.....	.....	1	6	.....	.....	.....	.....	580	223	78	67	.....	.....	107
Georgia.....	577	217	163	31	.....	122	9	.....	.....	.....	.....	719	320	39	48	52	12	273
Florida.....	48	58	59	1	6	0	0	0	0	0	.....	31	10	90	60	121	42	229
South Central Division:																		
Kentucky.....	538	173	236	13	137	50	8	4	.....	.....	1	536	326	260	162	330	76	583
Tennessee.....	1,820	327	27	46	99	29	.....	9	.....	.....	.....	1,396	639	388	438	446	137	480
Alabama.....	480	121	71	.....	15	.....	.....	.....	.....	.....	.....	200	139	10	2	86	0	258
Mississippi.....	341	94	.....	.....	20	5	.....	.....	.....	.....	.....	370	196	140	119	10	10	85
Louisiana.....	288	218	112	37	140	53	.....	53	.....	2	.....	300	263	17	.....	291	6	465

TABLE 8.—Students pursuing various courses in universities and colleges for men and for both sexes—Continued.

State or Territory.	Students in undergraduate courses.										College students studying—		Students in pedagogy.		Students in commercial course.		Students in military drill.	
	Classical course.	Other general cul- ture courses.	General science course.	Agriculture.	Mechanical engi- neering.	Civil engineering.	Electrical engi- neering.	Chemical engi- neering.	Mining engi- neering.	Architecture.	Sanitary engi- neering.	Latin.	Greek.	Men.	Women.	Men.		Women.
South Central Division—Cont'd.																		
Texas.....	1,398	127	79	.....	.....	66	.....	.....	.....	.....	.....	468	287	79	140	387	171	438
Arkansas.....	685	72	13	10	14	42	32	.....	.....	.....	.....	294	131	18	23	29	20	358
Oklahoma.....	72	0	0	0	0	4	0	0	0	0	.....	12	6	0	0	24	8	0
Indian Territory.....	11	10	2	.....	.....	.....	.....	.....	.....	.....	.....	14	10	0	3	8	4	.....
North Central Division:																		
Ohio.....	2,711	1,823	139	49	121	149	102	20	35	8	.....	2,613	1,248	235	323	484	311	822
Indiana.....	2,041	1,471	192	.....	.....	98	59	.....	.....	3	.....	750	430	170	152	97	13	.....
Illinois.....	3,947	1,483	336	227	131	169	109	7	62	3	.....	1,436	858	202	794	521	136	689
Michigan.....	1,648	878	85	.....	.....	95	43	15	.....	.....	.....	267	156	42	46	71	20	.....
Wisconsin.....	1,577	810	309	448	297	93	116	.....	.....	.....	.....	902	464	131	107	87	56	749
Minnesota.....	1,519	908	114	31	92	100	95	21	109	.....	.....	672	354	57	104	224	14	894
Iowa.....	1,302	1,167	883	.....	.....	83	7	.....	.....	.....	.....	1,555	834	244	480	433	121	413
Missouri.....	1,614	280	229	222	38	104	63	19	139	.....	.....	663	469	140	146	338	50	983
North Dakota.....	13	112	18	.....	.....	15	.....	.....	.....	.....	.....	143	14	20	109	95	25	118
South Dakota.....	129	74	11	.....	.....	15	.....	.....	.....	.....	.....	45	25	24	107	127	48	105
Nebraska.....	1,137	262	114	11	34	58	86	.....	.....	.....	.....	214	214	64	169	107	55	528
Kansas.....	1,366	309	112	.....	.....	46	45	2	4	.....	.....	860	546	153	261	627	215	388
Western Division:																		
Montana.....	25	7	20	.....	8	.....	.....	.....	.....	.....	.....	40	6	3	7	.....	.....	.....
Wyoming.....	2	12	6	1	11	0	0	0	23	0	.....	10	6	1	31	23	11	75
Colorado.....	576	135	124	.....	.....	44	59	.....	.....	.....	.....	171	124	21	30	.....	.....	.....
New Mexico.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	4	6	5	7	.....
Arizona.....	0	17	2	0	2	4	0	4	40	0	.....	2	.....	0	3	.....	.....	.....
Utah.....	106	.....	.....	.....	.....	.....	.....	60	.....	.....	.....	40	6	85	268	91	8	112
Nevada.....	55	.....	18	1	17	2	.....	.....	53	.....	.....	50	.....	2	49	23	31	170
Idaho.....	30	14	33	0	.....	15	0	0	.....	.....	.....	17	.....	1	2	0	0	125
Washington.....	461	99	40	.....	10	13	22	.....	.....	.....	.....	311	152	2	6	145	26	488
Oregon.....	328	102	54	.....	.....	20	10	10	15	.....	.....	198	73	15	66	84	37	.....
California.....	1,273	1,202	277	61	367	249	47	175	248	12	.....	602	534	12	16	200	35	779

TABLE 9.—Degrees conferred on men by universities and colleges for men and for both sexes.

State or Territory.	A. B.	B. S.	Ph. B.	B. L.	B. C. E.	B. M. E.	B. F. E.	B. E. M.	B. E.	Met. E.	A. C.	B. Arch.	B. Agr.	B. S. A.	B. Mus.	B. Ped.	B. S. D.	L. L.	B. O.	F. E.	B. F. A.	B. C. S.	B. Acc's.	B. L. S.
United States	5,446	1,766	774	248	17	25	1	4	26	3	4	11	7	13	9	29	2	29	1	2	3	26	26	1
North Atlantic Division	2,539	791	369	44	..	..	..	..	8	3	4	11	..	13	4	..	..	..	..	2	3	26	..	..
South Atlantic Division	575	99	45	52	..	..	..	..	1	..	..	..	2	..	..	..	..	..	..	..	..	6	..	..
South Central Division	348	174	22	55	12	23	1	..	17	..	..	..	..	..	10	..	..	24	..	..	..	..	..	..
North Central Division	1,762	547	321	48	..	..	..	..	..	..	..	..	..	..	4	14	2	..	..	..	..	24	1	..
Western Division	222	155	17	49	..	..	..	4	..	..	..	..	..	..	1	3	..	..	..	..	..	6	..	..
North Atlantic Division:																								
Maine	100	54	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
New Hampshire	89	30	..	24	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Vermont	18	45	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Massachusetts	702	117	11	..	..	..	..	..	..	..	..	..	..	..	5	..	..	..	..	..	..	..	..	..
Rhode Island	62	..	55	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Connecticut	306	19	153	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	3	..	..	..
New York	608	149	62	3	..	..	..	..	8	1	..	11	..	8	1	..	..	..	..	2	..	24	..	..
New Jersey	199	105	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Pennsylvania	475	272	83	17	..	..	..	..	2	4	..	..	..	..	2	..	..	..	..	..	..	2	..	..
South Atlantic Division:																								
Delaware	7	3	..	..	5	2	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Maryland	110	8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
District of Columbia	46	15	4	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..
Virginia	122	9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	16	..	..	..	..	6	..	..
West Virginia	18	10	4	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	..	..	..	..	..
North Carolina	116	24	19	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
South Carolina	68	10	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8	..	..	..	..	..	..	..
Georgia	86	14	18	49	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..
Florida	2	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
South Central Division:																								
Kentucky	65	29	1	4	7	22	..	..	..	..	..	..	1	..	..	6	..	..	..	..	..	..	..	..
Tennessee	101	41	4	..	..	..	..	..	3	..	..	..	..	..	..	..	5	..	..	..	..	..	..	..
Alabama	34	17	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Mississippi	27	18	9	..	1	..	..	..	..	..	..	..	..	..	..	4	..	..	..	..	..	..	..	..
Louisiana	37	31	..	40	..	..	..	..	14	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Texas	53	22	6	9	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..
Arkansas	29	1	2	2	4	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Oklahoma	2	14	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Indian Territory .....	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
North Central Division:																								
Ohio	322	75	80	23	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..
Indiana	130	27	31	..	..	..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	..	..
Illinois	409	133	57	7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..
Michigan	204	46	11	..	..	..	..	..	..	..	..	..	..	..	..	7	..	..	..	..	..	..	..	..
Wisconsin	61	80	16	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Minnesota	133	5	12	10	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	..	..	17	..	..
Iowa	102	65	94	..	..	..	..	..	..	..	..	..	..	..	1	3	..	..	..	..	..	..	..	..
Missouri	162	40	7	4	..	..	..	..	..	..	..	..	2	..	..	3	..	..	..	..	..	..	..	..
North Dakota	8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
South Dakota	19	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Nebraska	81	42	4	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	..	..
Kansas	131	34	9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	..	..
Western Division:																								
Montana	1	7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Wyoming	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Colorado	22	16	13	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Arizona .....	..	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Utah	9	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Nevada .....	..	11	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Idaho	4	1	..	..	..	..	..	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Washington	22	6	2	1	..	..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	5	..	..
Oregon	20	12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..
California	143	93	2	48	..	..	..	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..

TABLE 11.—Degrees conferred on women by coeducational universities and colleges.

State or Territory.	A. B.	B. S.	Ph. B.	B. L.	B. L. S.	B. Arch.	B. Mus.	B. Ped.	L. I.	B. O.	B. Acc'g.	A. M.	M. S.	Ph. M.	M. L.	M. Ped.	Ph. D.	Ped. D.
United States	1,655	259	407	334	15	1	63	45	81	4	8	266	19	9	9	9	22	3
North Atlantic Division.....	308	44	101	39	...	1	13	...	...	...	...	103	6	4	1	8	19	3
South Atlantic Division.....	55	19	10	1	...	...	1	8	3	...	2	13	1	...	...	1	...	...
South Central Division.....	100	43	12	27	...	...	...	2	78	1	...	20	5	...	...	...	...	...
North Central Division.....	976	121	257	183	15	...	31	26	...	3	3	112	6	5	3	...	2	...
Western Division.....	216	32	27	84	...	...	18	9	...	...	3	18	1	...	5	...	1	...
North Atlantic Division:																		
Maine.....	43	2	1	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...
Vermont.....	5	5	9	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...
Massachusetts.....	62	...	21	1	...	...	2	...	...	...	...	10	...	...	...	...	...	...
Rhode Island.....	20	...	15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Connecticut.....	6	3	10	...	...	...	...	...	...	...	...	1	2	...	...	...	9	...
New York.....	114	25	30	6	...	1	9	...	...	...	...	76	1	2	1	8	9	3
Pennsylvania.....	58	9	15	32	...	...	2	...	...	...	...	12	2	2	...	...	1	...
South Atlantic Division:																		
Maryland.....	14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District of Columbia.....	11	3	...	1	...	...	...	5	...	...	...	6	...	...	...	...	...	...
Virginia.....	...	...	...	...	...	...	1	...	...	...	2	...	...	...	...	...	...	...
West Virginia.....	8	...	1	...	...	...	...	...	...	...	...	4	...	...	...	...	...	...
North Carolina.....	8	4	6	...	...	...	...	...	...	...	...	2	...	...	...	1	...	...
South Carolina.....	4	5	2	...	...	...	...	...	3	...	...	1	...	...	...	...	...	...
Georgia.....	8	4	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...
Florida.....	2	3	1	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...
South Central Division:																		
Kentucky.....	15	9	...	7	...	...	...	2	...	...	...	3	3	...	...	...	...	...
Tennessee.....	39	16	...	5	...	...	...	78	...	...	...	...	...	...	...	...	...	...
Alabama.....	1	...	...	...	...	...	...	...	...	...	...	3	...	...	...	...	...	...
Mississippi.....	3	...	1	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...
Louisiana.....	12	...	...	...	...	...	...	...	...	...	...	3	...	...	...	...	...	...
Texas.....	19	10	5	11	...	...	...	...	1	...	...	6	2	...	...	...	...	...
Arkansas.....	7	4	6	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oklahoma.....	3	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Indian Territory.....	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
North Central Division:																		
Ohio.....	122	25	62	54	...	...	4	...	...	1	...	12	...	...	...	...	...	...
Indiana.....	60	5	19	...	...	...	1	...	...	...	...	11	...	...	...	...	...	...
Illinois.....	238	31	21	13	15	...	3	...	...	...	...	25	2	4	1	...	1	...
Michigan.....	147	2	7	3	...	...	...	10	...	...	...	14	...	...	...	...	1	...
Wisconsin.....	23	18	14	73	...	...	...	...	...	...	...	4	1	...	1	...	...	...
Minnesota.....	106	1	13	6	...	...	1	...	...	...	...	10	...	...	...	...	...	...
Iowa.....	62	13	99	3	...	...	13	12	...	...	...	10	3	...	...	...	...	...
Missouri.....	44	6	2	22	...	...	1	3	...	...	...	11	...	...	1	...	...	...
North Dakota.....	7	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Dakota.....	12	1	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nebraska.....	63	10	2	5	...	...	...	...	...	...	...	5	...	...	...	...	...	...
Kansas.....	92	8	16	3	...	...	8	1	...	2	3	10	...	1	...	...	...	...
Western Division:																		
Montana.....	9	1	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...
Wyoming.....	1	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...
Colorado.....	31	4	21	...	...	...	...	...	...	...	...	6	...	...	...	...	...	...
Arizona.....	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Utah.....	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nevada.....	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Idaho.....	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
Washington.....	13	2	1	...	...	...	...	4	...	...	...	1	...	...	...	...	...	...
Oregon.....	13	5	...	3	...	...	5	3	...	...	3	2	1	...	...	...	...	...
California.....	139	20	2	81	...	...	12	...	...	...	...	8	...	...	5	...	1	...

TABLE 13.—*Property of universities and colleges for men and for both sexes.*

State or Territory.	Number of fellowships.	Number of scholarships.	Libraries.			Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.
			Volumes.	Pamphlets.	Value.			
United States	458	9,360	8,784,307	2,263,628	\$12,422,688	\$17,269,534	\$154,529,288	\$164,298,786
North Atlantic Division ..	162	4,668	3,981,318	1,047,739	5,645,566	8,297,469	64,519,320	79,129,996
South Atlantic Division ..	40	1,138	943,103	249,407	1,367,406	969,255	16,352,083	9,165,261
South Central Division ..	42	1,307	601,419	155,418	1,847,332	1,287,307	12,205,092	8,661,561
North Central Division ..	204	1,892	2,779,249	604,598	3,863,256	9,483,856	53,705,024	41,674,865
Western Division	10	335	473,218	206,466	699,128	1,251,647	10,747,769	25,667,003
North Atlantic Division:								
Maine	5	222	157,088	27,500	204,560	136,304	1,587,819	1,908,166
New Hampshire	1	200	87,000	20,000	252,000	200,800	1,159,000	2,429,594
Vermont	1	232	93,266	37,993	184,000	113,000	835,000	893,500
Massachusetts	35	1,049	856,077	378,550	900,500	1,946,500	9,973,271	20,022,157
Rhode Island	1	100	125,000	30,000	250,000	101,000	1,200,000	2,225,621
Connecticut	1	179	458,130	128,185	500,000	602,500	7,231,700	8,193,754
New York	66	1,588	1,201,044	255,642	2,043,196	2,491,593	23,326,637	28,529,403
New Jersey	13	562	256,120	51,200	255,500	680,600	4,045,500	3,000,000
Pennsylvania	40	586	746,433	118,669	1,056,870	2,113,172	15,168,333	11,923,861
South Atlantic Division:								
Delaware	1	12	12,400	9,300	26,400	31,800	141,000	83,000
Maryland	23	179	221,600	114,150	356,791	200,794	2,341,127	2,588,943
District of Columbia ..	7	153	177,557	34,311	204,000	260,025	4,807,607	1,371,349
Virginia	9	267	182,650	20,900	272,000	110,200	2,950,000	1,028,233
West Virginia	1	41	25,000	1,500	46,500	35,000	840,000	179,379
North Carolina	335	132,000	43,700	220,375	103,650	2,109,000	1,093,459	1,093,459
South Carolina	136	85,025	9,010	113,400	95,450	1,034,500	557,150	557,150
Georgia	1	21	88,621	13,436	81,440	45,350	1,553,000	899,587
Florida	6	24	24,250	3,100	46,500	86,956	576,849	427,300
South Central Division:								
Kentucky	7	312	98,800	21,800	98,000	126,170	1,562,615	1,871,853
Tennessee	20	637	197,053	53,060	294,996	507,962	3,745,477	2,851,879
Alabama	6	7	62,250	20,930	96,775	116,125	988,000	350,000
Mississippi	1	15	30,238	7,500	60,000	106,150	515,000	954,000
Louisiana	1	272	72,130	12,200	69,300	167,600	2,433,000	1,678,813
Texas	8	15	101,000	21,200	177,000	150,900	2,130,000	1,759,016
Arkansas	49	29,746	17,228	33,490	74,700	576,000	193,000	193,000
Oklahoma	1	7	7,000	6,361	35,000	150,000	150,000	0
Indian Territory	1	3,200	1,500	1,500	2,700	85,000	1,000	1,000
North Central Division:								
Ohio	33	504	628,467	203,291	825,800	798,467	10,356,266	7,868,136
Indiana	1	48	222,790	28,000	373,250	378,150	4,140,970	2,286,256
Illinois	90	763	622,687	80,465	716,903	1,152,560	11,777,926	14,029,149
Michigan	11	92	271,947	28,433	460,658	948,231	2,740,657	1,950,630
Wisconsin	26	82	157,571	43,088	238,551	355,561	2,674,842	2,324,986
Minnesota	3	1	148,200	34,100	163,600	312,000	2,772,215	1,884,142
Iowa	12	169	210,810	27,500	251,062	407,317	3,118,498	2,206,638
Missouri	10	149	233,690	78,100	423,025	403,324	4,827,000	7,524,439
North Dakota	1	14	42,500	5,300	29,800	55,925	2,582,000	65,000
South Dakota	1	6	23,500	4,500	26,500	54,000	426,650	121,090
Nebraska	12	19	91,208	14,017	146,060	346,231	1,917,100	888,903
Kansas	6	59	153,954	51,804	182,050	282,000	3,370,900	526,136
Western Division:								
Montana	0	0	6,150	6,000	6,000	50,000	125,000	500,000
Wyoming	0	0	15,000	7,000	21,800	90,100	250,000	21,451
Colorado	0	128	73,000	32,000	85,463	69,297	1,402,300	574,444
New Mexico	0	3	6,000	3,000	7,000	2,600	75,000	0
Arizona	0	0	5,828	11,000	12,273	32,877	123,454	0
Utah	0	53	24,500	12,470	28,637	69,891	420,477	469,061
Nevada	0	3	8,425	8,050	18,305	47,782	197,461	129,000
Idaho	0	0	4,500	2,100	7,000	50,000	200,000	0
Washington	0	32	54,276	26,600	66,000	75,400	1,485,000	252,000
Oregon	1	48	39,589	6,235	52,600	32,300	569,000	437,500
California	9	88	235,950	92,011	391,050	732,100	5,899,597	23,843,547

TABLE 14.—*Income of universities and colleges for men and for both sexes.*

State or Territory.	Tuition and other fees.	From product-ive funds.	State or municipal appropria-tions.	Federal appropria-tions.	From other sources.	Total.	Benefac-tions.
United States.....	\$9,311,572	\$7,322,254	\$5,103,331	\$995,413	\$2,382,599	\$25,112,169	\$14,840,629
North Atlantic Division.	4,363,716	3,396,771	503,621	198,500	919,618	9,382,226	6,386,315
South Atlantic Division.	717,368	495,877	466,150	251,267	184,633	2,115,295	737,210
South Central Division.	744,035	531,282	448,778	137,208	310,935	2,172,238	542,009
North Central Division.	3,107,067	1,857,487	2,932,995	208,438	838,919	8,944,906	6,787,354
Western Division.....	379,386	1,040,837	748,787	200,000	128,494	2,497,504	387,741
North Atlantic Division:							
Maine.....	77,024	72,428	15,000	40,000	19,389	223,841	114,495
New Hampshire.....	71,885	93,419	15,000	0	6,818	187,122	50,246
Vermont.....	21,556	38,189	15,600	40,000	17,598	132,943	52,500
Massachusetts.....	1,000,040	895,578	0	0	129,656	2,025,274	1,308,683
Rhode Island.....	88,834	85,138	0	0	6,274	180,246	395,307
Connecticut.....	512,371	358,585	0	0	65,904	936,860	696,355
New York.....	1,542,198	1,219,569	267,118	38,500	560,566	3,633,951	2,023,628
New Jersey.....	131,867	143,669	0	40,000	423	315,959	79,447
Pennsylvania.....	917,941	490,196	190,903	40,000	106,990	1,746,030	1,665,654
South Atlantic Division:							
Delaware.....	60	4,980	15,500	40,000	8,157	68,697	.....
Maryland.....	123,242	122,361	68,200	40,000	14,193	372,996	40,500
District of Columbia.	204,030	75,653	0	107,100	48,788	435,571	57,037
Virginia.....	155,337	109,202	75,000	0	32,748	372,287	168,000
West Virginia.....	14,303	8,543	156,550	35,000	12,728	227,124	15,250
North Carolina.....	114,834	64,489	39,100	0	20,517	238,940	198,226
South Carolina.....	29,488	30,380	32,550	0	21,095	113,513	25,717
Georgia.....	46,500	50,137	13,000	16,667	18,932	145,296	161,602
Florida.....	24,514	30,132	66,250	12,500	7,475	140,871	70,878
South Central Division:							
Kentucky.....	61,570	90,527	55,078	36,375	34,310	277,860	137,777
Tennessee.....	249,022	146,991	20,000	40,000	125,879	581,892	76,862
Alabama.....	47,200	26,500	10,600	0	49,350	133,650	15,000
Mississippi.....	30,545	54,000	3,500	0	7,000	95,045	53,000
Louisiana.....	107,253	110,819	21,000	27,651	17,894	284,623	36,650
Texas.....	186,108	89,645	165,000	0	58,002	498,755	152,120
Arkansas.....	55,161	12,800	53,600	33,182	13,100	167,843	56,700
Oklahoma.....	1,500	0	120,000	0	0	121,500	0
Indian Territory.....	5,670	0	0	0	5,400	11,070	11,900
North Central Division:							
Ohio.....	438,986	333,145	410,982	25,000	173,093	1,431,206	1,237,276
Indiana.....	173,297	208,499	100,000	0	23,160	504,956	354,450
Illinois.....	1,074,455	516,371	524,561	40,000	174,049	2,329,436	3,238,098
Michigan.....	262,244	120,617	403,525	0	127,705	914,091	90,332
Wisconsin.....	110,253	87,279	289,000	40,000	84,208	610,740	411,628
Minnesota.....	175,513	79,825	406,181	40,000	57,005	758,524	83,491
Iowa.....	270,528	100,703	188,775	0	80,431	640,437	720,604
Missouri.....	280,191	236,344	180,221	23,438	45,452	765,646	404,177
North Dakota.....	10,091	7,000	50,000	0	6,189	73,280	14,500
South Dakota.....	28,156	6,600	40,000	0	8,781	83,531	39,000
Nebraska.....	115,750	82,524	119,750	40,000	11,892	369,916	88,369
Kansas.....	167,609	28,580	220,000	0	46,954	463,143	105,429
Western Division:							
Montana.....	0	15,000	35,765	0	0	50,765	250
Wyoming.....	474	0	23,855	40,000	1,382	65,711	0
Colorado.....	94,252	38,394	80,000	0	37,292	249,938	43,717
New Mexico.....	350	0	13,000	0	0	13,350	200
Arizona.....	1,491	0	20,877	40,000	2,460	64,828	0
Utah.....	19,090	23,513	66,436	0	20,182	129,221	594
Nevada.....	0	5,160	28,340	40,000	598	74,098	0
Idaho.....	300	0	11,000	40,000	966	52,266	150
Washington.....	69,185	13,000	75,000	0	19,676	176,861	71,500
Oregon.....	30,397	21,480	47,760	0	6,440	109,077	37,804
California.....	163,847	921,290	346,754	40,000	39,498	1,511,389	233,526

TABLE 15.—Professors and students in colleges for women, Division A.

State.	Number of institutions.	Professors and instructors.						Students.										
		Preparatory departments.		Collegiate departments.		Total number (excluding duplicates).		Preparatory.	Collegiate.	Graduate.	Total.	College students in—						Number in—
		Men.	Women.	Men.	Women.	Men.	Women.	Classical course.	Other general culture courses.	General science course.	Latin.	Greek.	Pedagogy.	Business course.				
United States...	13	0	14	264	336	272	362	209	5,398	151	5,828	5,203	28	54	1,737	616	173	4
N. Atlantic Div.	9	0	0	237	268	239	284	0	4,716	146	4,932	4,567	...	48	1,460	564	127	...
S. Atlantic Div.	2	0	0	26	31	26	31	0	603	5	608	591	...	...	245	44	46	...
N. Central Div.	1	0	10	0	12	0	18	31	50	...	81	44	...	6	20	5	...	...
Western Div.	1	0	4	1	25	7	29	178	29	...	207	1	28	...	12	3	...	4
N. Atlantic Div.: Massachusetts	4	0	0	144	175	144	175	0	2,859	82	2,941	2,858	...	...	617	276	95	...
New York.....	4	0	0	66	77	68	93	0	1,474	11	1,555	1,326	...	48	712	252	17	...
Pennsylvania....	1	0	0	27	16	27	16	0	383	53	436	383	...	...	131	36	15	...
S. Atlantic Div.: Maryland.....	1	0	0	14	16	14	16	0	343	2	345	343	...	...	111	29	...	...
Virginia.....	1	0	0	12	15	12	15	0	260	3	263	248	...	...	134	15	46	...
N. Central Div.: Illinois.....	1	0	10	0	12	0	18	31	50	...	81	44	...	6	20	5	...	...
Western Div.: California.....	1	0	4	1	25	7	29	178	29	...	207	1	28	...	12	3	...	4

TABLE 16.—Degrees conferred by colleges for women, Division A.

State.	A. B.	B. S.	B. L.	B. Mus.	A. M.	Ph. D.	Honorary.	
							A. M.	Mus. D.
United States	819	11	90	3	38	4	4	2
North Atlantic Division	745	10	84	3	35	4	4	...
South Atlantic Division	67	...	...	...	3	...	...	...
North Central Division	7	1	...	...	...	...	...	...
Western Division .....	...	...	6	...	...	...	...	2
North Atlantic Division: Massachusetts	477	5	84	3	27	2	2	...
New York	205	5	...	...	5	...	2	...
Pennsylvania	63	...	...	...	3	2	...	...
South Atlantic Division: Maryland	56	...	...	...	...	...	...	...
Virginia	11	...	...	...	3	...	...	...
North Central Division: Illinois	7	1	...	...	...	...	...	...
Western Division: California .....	...	...	6	...	...	...	...	2

TABLE 17.—*Property of colleges for women, Division A.*

State.	Number of fellowships.	Number of scholarships.	Libraries.			Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.
			Volumes.	Pamphlets.	Value.			
United States	17	334	221,867	17,850	\$436,765	\$804,843	\$7,871,872	\$6,142,684
North Atlantic Division	15	255	197,467	15,250	386,765	677,843	6,597,672	5,455,278
South Atlantic Division	2	55	11,400	2,300	15,000	77,000	824,200	486,500
North Central Division		7	7,000	.....	15,000	25,000	150,000	125,906
Western Division		17	6,000	300	20,000	25,000	300,000	75,000
North Atlantic Division:								
Massachusetts		122	100,895	5,500	217,000	374,800	3,359,000	2,637,850
New York		62	60,572	1,750	94,765	249,043	2,366,862	1,817,428
Pennsylvania		14	36,000	8,000	75,000	54,000	871,810	1,000,000
South Atlantic Division:								
Maryland		2	7,900	1,800	10,000	47,000	697,200	384,500
Virginia		0	3,500	500	5,000	30,000	127,000	102,000
North Central Division:								
Illinois		7	7,000	.....	15,000	25,000	150,000	125,906
Western Division:								
California		17	6,000	300	20,000	25,000	300,000	75,000

TABLE 18.—*Income of colleges for women, Division A.*

State.	Income.				Benefactions.
	Tuition and other fees.	From productive funds.	From other sources.	Total.	
United States	\$1,215,602	\$289,806	\$182,585	\$1,687,993	\$1,466,680
North Atlantic Division	1,116,299	265,012	160,202	1,541,513	1,392,165
South Atlantic Division	64,216	17,498	20,882	102,596	66,101
North Central Division	16,087	4,296	1,501	21,884	7,914
Western Division	19,000	3,000	0	22,000	500
North Atlantic Division:					
Massachusetts	584,451	124,323	39,700	748,474	292,000
New York	462,254	78,689	25,744	566,687	528,016
Pennsylvania	69,594	62,000	94,758	226,352	572,149
South Atlantic Division:					
Maryland	36,831	12,136	17,984	66,951	63,000
Virginia	27,385	5,362	2,898	35,645	3,101
North Central Division:					
Illinois	16,087	4,296	1,501	21,884	7,914
Western Division:					
California	19,000	3,000	0	22,000	500

TABLE 19.—Professors and students in colleges for women, Division B.

State.	Professors and instructors.		Number of institutions.	Students.										College students pursuing courses leading to—				College students in—		Number in—		
	Men.	Women.		Elementary.	Secondary.	College.	Graduate.	Total number.	Graduated in 1902.	College students pursuing courses leading to—						Latin.	Greek.	Pedagogy.	Music.	Art.		
										A. B. degree.	Ph. B. degree.	M. E. L. or B. L. degree.	B. S. degree.	Other first degrees.	Latin.					Greek.	Pedagogy.	Music.	Art.
United States.....	118	1,405	1,905	5,496	11,136	175	19,135	1,456	1,456	3,024	80	1,407	1,008	224	5,313	465	724	9,758	1,966			
North Atlantic Division.....	10	56	175	54	1,227	660	2,091	174	174	302	...	108	51	30	830	81	12	529	139			
South Atlantic Division.....	43	177	486	605	1,401	4,633	72	6,873	529	1,645	8	292	382	146	2,006	134	102	3,861	831			
South Central Division.....	46	107	472	1,037	4,377	62	7,161	516	516	1,246	31	686	556	93	1,705	125	554	3,442	569			
North Central Division.....	18	57	251	198	1,194	1,443	26	2,939	235	408	40	321	79	25	749	118	31	1,855	417			
Western Division.....	1	1	21	11	36	23	71	23	23	23	1	0	0	0	23	7	25	71	19			
North Atlantic Division:																						
Maine.....	2	11	12	...	238	25	267	16	16	5	...	...	...	30	50	8	12	32	4	
Massachusetts.....	1	9	22	...	91	76	167	26	26	...	0	0	0	0	360	18	...	101	10			
New York.....	1	6	49	40	551	66	657	26	26	297	...	108	51	...	380	54	...	396	116			
Pennsylvania.....	6	30	92	14	347	493	7	1,000	106	...	...	...	...	...	...	...	...	...	...
South Atlantic Division:																						
Maryland.....	4	22	52	41	359	333	2	735	43	59	8	33	83	22	252	31	29	265	75			
District of Columbia.....	1	7	13	0	0	45	0	45	...	28	...	11	...	...	32	24	...	...	...
Virginia.....	9	35	72	106	194	703	0	1,011	85	29	0	2	18	...	239	3	0	665	108			
West Virginia.....	1	2	13	17	43	61	2	126	...	...	...	...	...	...	...	...	...	...	...
North Carolina.....	9	30	110	126	398	891	21	1,524	121	442	...	45	6	22	378	46	23	929	194			
South Carolina.....	9	36	95	85	168	1,151	21	1,461	119	498	...	85	62	76	554	17	31	616	139			
Georgia.....	10	45	131	230	239	1,446	26	1,971	161	539	...	116	145	26	512	13	19	1,290	290			
South Central Division:																						
Kentucky.....	10	25	84	211	242	789	2	1,244	83	286	...	40	133	3	365	22	82	523	92			
Tennessee.....	10	28	119	252	274	1,168	18	1,712	151	211	...	100	124	55	533	22	15	859	146			
Alabama.....	7	13	76	127	102	582	20	831	90	197	25	188	37	10	178	20	30	448	92			
Mississippi.....	11	23	126	247	613	1,289	15	2,187	108	427	6	220	141	25	394	29	369	949	176			
Louisiana.....	3	5	20	63	74	153	2	292	16	39	...	38	71	...	64	1	...	114	10			
Texas.....	4	12	39	106	293	346	8	774	60	66	...	80	40	...	121	30	40	479	44			
Arkansas.....	1	1	8	31	40	50	...	121	8	20	...	29	10	...	50	1	18	70	9			
North Central Division:																						
Ohio.....	3	5	60	0	194	222	4	450	39	130	0	47	29	25	199	41	0	259	69			
Illinois.....	2	4	32	40	190	180	10	420	32	80	0	0	0	0	110	8	10	225	65			
Wisconsin.....	1	2	20	0	169	56	0	225	5	7	0	0	0	0	35	7	0	70	16			
Minnesota.....	1	0	9	0	17	11	...	28	3	...	0	0	0	0	19	13	21	28	4			
Missouri.....	10	46	115	138	544	962	12	1,704	154	170	40	225	59	...	346	44	...	1,161	248			
Kansas.....	1	0	15	20	80	12	...	112	2	...	...	...	...	...	40	5	...	112	15	
Western Division:																						
California.....	1	1	21	11	36	23	1	71	2	23	1	0	0	0	23	7	25	71	19			

TABLE 20.—Degrees conferred by colleges for women, Division B.

State.	M. E. L. or B. L.	A. B.	B. S.	A. L. B.	L. A.	B. Mus.	B. Paint.	B. O.	A. M.	L. I.	M. L.
United States.....	340	526	169	2	1	112	16	11	36	9	1
North Atlantic Division.....	16	47	11		1	12			2		
South Atlantic Division.....	78	241	50	2		38	9		9	6	
South Central Division.....	140	119	76			26	4	3	22	3	1
North Central Division.....	70	45	19			25	3	8	3		
Western Division.....	33	74	13			11					
North Atlantic Division:											
Maine.....		1			1				2		
Pennsylvania.....	16	46	11			12					
South Atlantic Division:											
Maryland.....	9	13	11			3			1		
Virginia.....	5	19	15			10	3		4		
North Carolina.....	11	59	3			9	2		1		
South Carolina.....	17	76	8	2		5	4		3	6	
Georgia.....	36	74	13			11					
South Central Division:											
Kentucky.....	9	34	20			3			2		
Tennessee.....	32	24	14			4	2	3	11	3	
Alabama.....	22	25	6			6	1		8		
Mississippi.....	57	26	19			4	1		1		1
Louisiana.....	3	1	12								
Texas.....	17	7	5			3					
Arkansas.....		2				6					
North Central Division:											
Ohio.....	15	13	4			4					
Illinois.....		7									
Wisconsin.....	3	2									
Minnesota.....		1				1					
Missouri.....	52	20	15			20	3	8	3		
Kansas.....		2									
Western Division:											
California.....	36	74	13			11					

TABLE 21.—*Property of colleges for women, Division B.*

State.	Libraries.		Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.
	Volumes.	Value.			
United States.....	281,346	\$307,065	\$169,950	\$9,118,487	\$1,048,415
North Atlantic Division.....	51,300	65,200	56,600	1,253,000	253,000
South Atlantic Division.....	97,566	113,400	39,150	3,578,750	152,500
South Central Division.....	74,148	62,625	19,900	2,139,000	215,589
North Central Division.....	50,832	53,840	34,300	1,909,737	427,326
Western Division.....	7,500	12,000	20,000	238,000	0
North Atlantic Division:					
Maine.....	11,000	10,000	4,000	208,000	195,000
Massachusetts.....	2,400	5,000	2,000	200,000	1,000
New York.....	8,000	8,000	12,000	200,000	47,000
Pennsylvania.....	29,900	42,200	38,600	645,000	10,000
South Atlantic Division:					
Maryland.....	15,000	25,500	7,950	725,000	25,000
District of Columbia.....	5,000	11,000			
Virginia.....	7,650	8,350	4,400	451,000	
West Virginia.....	1,400	2,000	1,000	80,000	
North Carolina.....	23,406	26,500	7,700	783,000	10,000
South Carolina.....	16,710	17,900	8,150	599,500	13,000
Georgia.....	28,400	22,150	9,950	940,250	104,500
South Central Division:					
Kentucky.....	14,000	10,300	4,900	440,000	100
Tennessee.....	16,748	13,700	2,250	425,000	30,000
Alabama.....	9,000	8,150	1,550	413,000	7,000
Mississippi.....	17,300	14,000	8,550	471,000	156,489
Louisiana.....	6,800	6,475	750	105,000	22,000
Texas.....	9,800	9,000	1,800	240,000	
Arkansas.....	500	1,000	100	45,000	0
North Central Division:					
Ohio.....	21,000	25,000	18,000	571,737	100,000
Illinois.....	3,500	3,000	4,000	235,000	3,500
Wisconsin.....	4,932	3,840	3,000	158,000	162,326
Minnesota.....	2,000	2,500	500	40,000	10,000
Missouri.....	16,900	17,500	7,800	705,000	121,500
Kansas.....	2,500	2,000	1,000	200,000	30,000
Western Division:					
California.....	7,500	12,000	20,000	238,000	0

TABLE 22.—*Income of colleges for women, Division B.*

State or Territory.	Income.					Benefac- tions.
	Tuition and other fees.	From pro- ductive funds.	State ap- propria- tions.	From other sources.	Total.	
United States	\$1,951,636	\$42,201	\$70,163	\$202,469	\$2,266,469	\$305,875
North Atlantic Division	243,065	8,968	1,213	92,040	345,286	37,000
South Atlantic Division	712,242	7,230	800	83,984	804,256	159,050
South Central Division	552,442	4,206	68,150	21,250	646,048	66,975
North Central Division	418,887	21,797	0	5,195	445,879	42,850
Western Division	25,000	0	0	0	25,000	0
North Atlantic Division:						
Maine	9,221	7,674	500	650	18,045	25,000
Massachusetts	15,000	35	0	64,965	80,000	.....
New York	63,844	1,259	713	4,425	70,241	.....
Pennsylvania	155,000	0	0	22,000	177,000	12,000
South Atlantic Division:						
Maryland	103,650	1,000	0	10,000	114,650	250
District of Columbia	12,775	0	0	0	12,775	0
Virginia	137,779	0	0	0	137,779	4,000
West Virginia	18,560	0	0	0	18,560	66,000
North Carolina	128,620	0	0	35,300	163,920	23,500
South Carolina	117,380	730	300	11,975	130,385	18,900
Georgia	193,478	5,500	500	26,709	226,187	46,400
South Central Division:						
Kentucky	95,250	6	0	300	95,556	.....
Tennessee	169,890	1,800	0	0	171,690	.....
Alabama	50,900	400	0	5,800	57,100	3,500
Mississippi	153,564	0	68,150	0	221,714	.....
Louisiana	15,700	2,000	0	150	17,850	75
Texas	57,138	0	0	15,000	72,138	63,000
Arkansas	10,000	0	0	0	10,000	400
North Central Division:						
Ohio	68,315	5,300	0	495	74,110	8,400
Illinois	80,090	100	0	0	80,190	24,000
Wisconsin	49,672	7,500	0	0	57,172	.....
Minnesota	4,800	800	0	4,700	9,800	8,200
Missouri	198,100	6,197	0	0	204,297	7,250
Kansas	18,000	2,400	0	0	20,400	.....
Western Division:						
California	25,000	0	0	0	25,000	.....

TABLE 23.—*Professors and students in schools of technology.*

State or Territory.	Number of institutions.	Professors and instructors.						Students.									
		Preparatory departments.		Collegiate departments.		Total number.		Preparatory.		Collegiate.		Graduate.				Total number.	
												Resident.		Non-resident.			
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
United States..	43	114	39	1,213	106	1,292	132	3,058	673	11,667	1,148	141	54	26	4	16,584	2,406
N. Atlantic Division..	10	18	3	375	13	385	13	267	8	3,022	91	22	5	10	1	3,361	122
S. Atlantic Division..	8	23	0	243	0	250	0	291	0	2,255	1	30	0	0	0	2,605	74
S. Central Division..	5	20	2	92	2	112	4	804	129	1,258	57	25	4	1	0	2,157	234
N. Central Division..	11	30	18	335	60	362	74	1,023	230	4,115	683	51	37	14	2	6,406	1,180
Western Division..	9	23	16	168	31	183	41	673	306	1,017	316	13	8	1	1	2,055	856
N. Atlantic Division:																	
New Hampshire..	1	0	0	19	0	19	0	0	0	127	4	0	0	0	0	127	4
Massachusetts..	3	0	0	199	2	199	2	0	0	1,810	52	20	4	7	0	1,837	56
Rhode Island..	1	5	3	17	7	17	7	43	8	28	9	0	1	3	1	111	24
Connecticut..	1	0	0	17	3	17	3	0	0	62	18	2	0	0	0	64	18
New York..	3	0	0	101	1	101	1	0	0	736	8	0	0	0	0	739	20
New Jersey..	1	13	0	22	0	32	0	224	0	259	0	0	0	0	0	483	0
S. Atlantic Division:																	
Maryland..	1	0	0	71	0	71	0	0	0	333	0	0	0	0	0	333	0
Virginia..	2	0	0	53	0	53	0	0	0	693	0	20	0	0	0	713	0
North Carolina..	2	9	0	39	0	43	0	75	0	391	1	3	0	0	0	498	74
South Carolina..	2	8	0	46	0	48	0	100	0	523	0	7	0	0	0	630	0
Georgia..	1	6	0	34	0	35	0	116	0	315	0	0	0	0	0	431	0
S. Central Division:																	
Alabama..	1	3	0	21	0	24	0	58	0	320	6	18	4	0	0	396	10
Mississippi..	2	16	0	27	0	43	0	633	54	358	6	3	0	1	0	1,023	0
Texas..	1	0	0	28	0	28	0	0	0	464	0	3	0	0	0	467	0
Oklahoma..	1	1	2	16	2	17	4	113	75	116	45	1	0	0	0	271	164
N. Central Division:																	
Ohio..	1	0	0	27	0	27	0	0	0	353	0	0	0	0	0	388	0
Indiana..	2	0	0	93	8	93	8	0	0	1,233	68	23	14	11	2	1,267	84
Illinois..	1	14	2	27	0	41	2	335	33	351	0	0	0	0	0	686	33
Michigan..	2	0	0	60	9	60	9	72	0	649	158	7	0	0	0	728	158
Iowa..	1	0	0	49	20	49	20	203	47	808	141	6	4	0	0	1,316	204
North Dakota..	1	6	4	16	5	22	5	45	32	13	12	2	0	0	0	497	145
South Dakota..	2	8	2	25	5	30	7	129	59	180	50	1	2	0	0	507	177
Kansas..	1	2	10	38	13	40	23	239	59	533	254	12	17	3	0	1,017	379
Western Division:																	
Montana..	2	1	2	23	9	24	10	58	49	103	27	0	6	1	1	162	77
Colorado..	2	7	32	45	3	45	3	102	28	348	44	6	0	0	0	529	130
New Mexico..	2	2	5	18	5	19	8	117	55	28	17	2	0	0	0	196	89
Utah..	1	6	3	23	3	29	6	212	90	138	76	0	0	0	0	350	166
Washington..	1	7	3	36	4	43	7	151	79	125	29	2	1	0	0	497	227
Oregon..	1	0	0	23	7	23	7	33	5	275	123	3	7	0	0	321	167

TABLE 24.—*Students pursuing various courses in schools of technology.*

State or Territory.	College students in—												Students in—				
	General culture courses.	General science courses.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.	Textile engineering.	Architecture.	Sanitary engineering.	Latin.	Pedagogy.		Business course.		Military drill.
													Men.	Women.	Men.	Women.	
United States.	22	1,252	1,964	2,874	1,250	1,386	275	708	86	72	14	355	9	9	274	148	7,836
N. Atlantic Div.	22	41	329	527	419	204	83	76	...	40	14	7	...	...	4	6	1,190
S. Atlantic Div.	...	152	150	710	143	302	33	...	86	...	...	76	...	...	...	...	1,951
S. Central Div.	...	123	459	304	127	62	...	...	...	...	...	148	...	...	...	...	1,341
N. Central Div.	...	816	855	1,060	461	803	99	316	...	23	...	12	9	4	52	30	2,192
Western Div.	...	120	171	273	100	15	60	316	...	...	...	112	0	5	218	112	1,162
N. Atlantic Div.:																	
New Hampshire.	...	31	51	29	...	12	8	...	...	...	...	...	...	...	...	...	86
Massachusetts.	...	4	210	225	146	166	69	76	...	40	14	...	...	...	...	...	568
Rhode Island.	11	1	6	1	8	3	...	...	...	...	...	...	...	...	2	4	65
Connecticut.	11	5	62	0	0	0	0	0	...	0	...	7	0	0	2	2	45
New York.	...	...	...	13	265	23	6	...	...	...	...	...	...	...	...	...	426
New Jersey.	...	...	...	259	...	...	...	...	...	...	...	...	...	...	...	...	...
S. Atlantic Div.:																	
Maryland.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	333
Virginia.	...	22	35	162	103	164	12	...	...	...	...	76	...	...	...	...	683
North Carolina.	...	...	72	155	32	58	11	...	41	...	...	...	...	...	...	...	312
South Carolina.	...	130	43	88	8	80	...	...	...	...	...	...	...	...	...	...	623
Georgia.	...	...	...	305	...	...	10	...	45	...	...	...	...	...	...	...	...
S. Central Div.:																	
Alabama.	...	60	97	55	29	57	...	...	...	...	...	101	...	...	...	...	278
Mississippi.	...	...	116	81	...	...	...	...	...	...	...	...	...	...	...	...	599
Texas.	...	...	206	115	98	...	...	...	...	...	...	7	...	...	...	...	464
Oklahoma.	...	63	40	53	...	5	...	...	...	...	...	40	...	...	...	...	...
N. Central Div.:																	
Ohio.	...	...	...	127	48	64	42	68	...	4	...	...	...	...	...	...	...
Indiana.	...	173	120	369	238	331	16	...	...	7	...	...	...	...	...	...	419
Illinois.	...	...	...	87	56	140	41	...	...	8	...	...	...	...	...	...	...
Michigan.	...	...	293	177	...	...	...	197	...	...	...	...	...	...	...	...	400
Iowa.	...	193	194	91	119	163	...	15	...	...	...	...	...	...	...	...	550
North Dakota.	...	22	0	3	0	0	0	0	...	0	...	...	0	0	0	0	9
South Dakota.	...	98	43	37	...	8	...	36	...	4	...	12	9	4	52	30	164
Kansas.	...	328	205	169	...	97	...	...	...	...	...	...	...	...	...	...	650
Western Div.:																	
Montana.	...	24	2	13	6	4	...	58	...	...	...	15	0	5	39	24	55
Colorado.	...	80	74	97	19	...	211	...	...	9	...	6	...	...	54	36	300
New Mexico.	...	...	3	22	4	...	8	6	...	...	...	20	...	...	15	10	...
Utah.	...	16	22	3	57	...	...	...	...	...	...	15	...	...	74	20	205
Washington.	...	...	6	32	14	...	...	24	...	...	...	...	...	...	...	...	231
Oregon.	...	...	64	106	...	11	52	17	...	...	...	56	...	...	36	22	321

TABLE 25.—Degrees conferred by schools of technology. *

State or Territory.	On men.													On women.				Honorary.			
	A. B.	B. S.	B. Agr.	B. S. A.	B. C. E.	B. M. E.	B. E.	C. E.	M. E.	E. E.	E. M.	M. S.	P'h. D.	A. B.	B. Agr.	B. S.	M. S.	M. S.	M. E.	A. M.	B. E. D.
United States.....	9	875	14	9	6	7	12	26	70	9	41	39	1	2	4	92	7	10	1	1	2
North Atlantic Division.....	280	7	.....	.....	.....	.....	21	54	.....	.....	10	1	.....	4	7	.....	6	.....	.....	.....	.....
South Atlantic Division.....	131	7	.....	.....	.....	.....	12	2	7	.....	.....	1	.....	.....	1	.....	.....	.....	.....	.....	.....
South Central Division.....	102	.....	.....	.....	.....	.....	.....	1	.....	.....	11	.....	.....	.....	6	.....	.....	1	.....	.....	.....
North Central Division.....	315	.....	.....	8	6	6	.....	3	8	9	17	16	.....	.....	53	7	3	.....	.....	.....	.....
Western Division.....	9	47	.....	1	.....	1	.....	.....	.....	9	24	2	.....	2	.....	25	7	.....	1	1	2
North Atlantic Division:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1	.....	6	.....	.....	.....	.....
Massachusetts.....	255	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	1	.....	.....	6	.....	.....	.....	.....	.....	.....
Rhode Island.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	.....	.....	.....
New York.....	13	.....	.....	.....	.....	.....	.....	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Jersey.....	.....	.....	.....	.....	.....	.....	.....	.....	54	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Atlantic Division:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Virginia.....	42	.....	.....	.....	.....	.....	.....	2	7	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....
North Carolina.....	1	7	.....	.....	.....	.....	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina.....	62	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia.....	26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Central Division:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Alabama.....	35	.....	.....	.....	.....	.....	.....	.....	1	.....	10	.....	.....	.....	1	.....	.....	1	.....	.....	.....
Mississippi.....	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....
Texas.....	28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oklahoma.....	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	.....	.....
North Central Division:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ohio.....	44	.....	.....	.....	.....	.....	.....	3	1	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indiana.....	121	.....	.....	.....	.....	.....	.....	5	5	.....	11	.....	.....	.....	6	6	.....	.....	.....	.....	.....
Illinois.....	32	.....	.....	.....	.....	.....	.....	2	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Michigan.....	65	.....	.....	.....	.....	.....	.....	.....	.....	.....	17	.....	.....	.....	.....	11	.....	3	.....	.....	.....
Iowa.....	7	.....	.....	8	6	6	.....	.....	.....	.....	2	.....	.....	.....	.....	13	1	.....	.....	.....	.....
North Dakota.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....
South Dakota.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....
Kansas.....	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	19	.....	.....	.....	.....	.....
Western Division:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Montana.....	2	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	2
Colorado.....	9	.....	.....	.....	.....	.....	.....	.....	.....	24	1	.....	.....	.....	.....	6	.....	.....	1	.....	.....
New Mexico.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....
Utah.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....
Washington.....	9	12	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	2	.....	2	.....	.....	.....	1	.....
Oregon.....	.....	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	.....	.....	.....	.....	.....

TABLE 26.—*Property of schools of technology.*

State or Territory.	Number of fellowships.	Number of scholarships.	Libraries.			Value of scientific apparatus and machinery.	Value of grounds and buildings.	Productive funds.
			Volumes.	Pamphlets.	Value.			
United States	12	1,193	494,981	140,312	\$818,172	\$3,510,219	\$24,001,683	\$14,454,783
North Atlantic Division ..	11	408	178,466	46,143	294,751	877,134	9,334,548	5,970,103
South Atlantic Division ..	.....	726	78,124	10,398	122,932	674,652	6,184,805	665,212
South Central Division ...	1	9	41,540	26,207	72,385	238,726	1,133,787	912,159
North Central Division ....	.....	49	139,250	24,060	223,206	1,326,419	5,987,693	6,552,663
Western Division .....	.....	1	57,601	33,504	104,898	393,288	1,360,850	354,646
North Atlantic Division:								
New Hampshire .....	.....	.....	9,435	6,500	9,800	31,400	104,516	80,000
Massachusetts	10	408	87,684	19,143	166,613	548,502	2,202,843	4,501,761
Rhode Island .....	.....	.....	10,029	4,000	13,679	101,061	218,000	50,000
Connecticut	0	0	9,208	1,000	21,000	21,020	127,000	135,000
New York	1	.....	52,610	15,500	65,659	100,151	6,282,189	543,342
New Jersey	0	0	9,500	.....	18,000	75,000	400,000	660,000
South Atlantic Division:								
Maryland .....	.....	.....	43,101	.....	75,000	160,000	4,890,000	364,312
Virginia .....	.....	454	15,341	7,138	27,600	136,956	498,740	.....
North Carolina .....	.....	196	4,875	1,200	6,832	72,696	161,785	125,000
South Carolina .....	.....	73	11,807	2,060	12,000	205,000	434,280	175,900
Georgia .....	.....	3	3,000	.....	1,500	100,000	200,000	.....
South Central Division:								
Alabama .....	.....	8	16,417	2,000	31,808	33,000	148,307	253,500
Mississippi	1	1	11,658	9,250	17,112	75,952	376,980	449,659
Texas .....	.....	.....	5,500	4,000	5,500	69,045	500,000	209,000
Oklahoma	0	0	7,965	10,957	17,965	60,729	108,500	.....
North Central Division:								
Ohio .....	.....	40	5,000	.....	5,000	75,000	500,000	2,000,000
Indiana .....	.....	.....	22,611	4,800	28,000	424,564	529,000	940,000
Illinois .....	.....	5	15,649	.....	15,000	300,000	3,000,000	1,500,000
Michigan .....	.....	4	40,339	3,060	82,495	310,530	599,026	915,454
Iowa .....	.....	.....	15,000	3,500	29,000	110,000	560,000	683,709
North Dakota	0	0	8,500	600	16,000	25,000	186,000	22,319
South Dakota .....	.....	.....	7,626	10,600	6,100	29,000	263,000	.....
Kansas	0	0	24,525	1,500	41,611	52,325	350,667	491,181
Western Division:								
Montana .....	.....	.....	6,000	5,000	25,000	70,000	275,000	31,900
Colorado .....	.....	.....	20,500	11,400	37,250	148,984	355,057	89,520
New Mexico .....	.....	1	9,950	4,100	13,100	49,000	112,500	.....
Utah	0	0	10,500	11,000	6,548	36,354	228,293	101,670
Washington .....	.....	.....	7,381	2,004	20,000	70,000	270,000	0
Oregon	0	0	3,270	.....	3,000	19,000	120,000	131,556

TABLE 27.—*Income of schools of technology.*

State or Territory.	Income.						Benefactions.
	Tuition and other fees.	From productive funds.	State appropriations.	Federal appropriations.	From other sources.	Total.	
United States.....	\$610,387	\$587,039	\$1,266,999	\$1,954,185	\$378,003	\$4,796,613	\$426,783
North Atlantic Division...	347,202	175,995	109,800	926,142	86,041	1,645,180	313,008
South Atlantic Division...	65,812	38,625	257,432	408,443	26,268	796,580	40,200
South Central Division...	3,850	76,156	122,282	140,100	83,254	425,642	.....
North Central Division...	166,869	270,050	448,855	239,500	150,206	1,275,480	73,075
Western Division.....	26,654	26,213	328,630	240,000	32,234	658,731	500
North Atlantic Division:							
New Hampshire.....	1,631	4,800	25,500	40,000	28,302	100,233	.....
Massachusetts.....	263,658	111,003	52,500	40,000	38,848	506,009	152,808
Rhode Island.....	0	2,500	15,000	40,000	0	57,500	.....
Connecticut.....	0	6,700	16,800	32,500	16,000	72,000	100
New York.....	45,283	25,319	0	773,642	168	844,412	100
New Jersey.....	36,630	25,673	0	0	2,723	65,026	160,000
South Atlantic Division:							
Maryland.....	0	0	0	309,276	0	309,276	.....
Virginia.....	28,115	21,859	50,000	31,667	15,482	147,123	10,000
North Carolina.....	10,055	7,500	53,011	40,000	4,495	115,061	10,200
South Carolina.....	15,642	9,266	111,921	27,500	6,291	170,620	.....
Georgia.....	12,000	0	42,500	0	0	54,500	20,000
South Central Division:							
Alabama.....	920	20,280	12,873	28,850	6,473	69,396	.....
Mississippi.....	1,955	26,865	79,272	40,000	25,187	173,279	.....
Texas.....	0	14,280	25,000	33,750	0	73,030	.....
Oklahoma.....	975	14,731	5,137	37,500	51,594	109,937	.....
North Central Division:							
Ohio.....	31,300	45,000	0	0	0	76,300	.....
Indiana.....	43,837	52,000	101,000	40,000	9,632	246,469	72,000
Illinois.....	60,000	40,000	0	0	25,000	125,000	.....
Michigan.....	24,859	65,000	82,525	40,000	44,072	256,456	.....
Iowa.....	0	38,254	25,000	40,000	2,852	106,106	.....
North Dakota.....	0	3,578	25,000	40,000	55,860	124,438	0
South Dakota.....	6,873	848	90,450	39,500	12,790	150,461	1,075
Kansas.....	0	25,370	124,880	40,000	0	190,250	.....
Western Division:							
Montana.....	2,815	0	35,000	40,000	2,000	79,815	.....
Colorado.....	13,000	10,852	111,066	40,000	13,821	188,739	.....
New Mexico.....	1,623	0	13,510	40,000	1,454	56,587	500
Utah.....	2,388	4,998	87,100	40,000	6,654	141,135	.....
Washington.....	6,122	0	51,000	40,000	6,523	103,645	.....
Oregon.....	711	10,363	30,954	40,000	1,782	83,810	.....

TABLE 28.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees.*

[NOTE.—× indicates that the degree is conferred.]

Institution.	A. B.	B. S.	Ph. B.	B. L.
ALABAMA.				
Alabama Polytechnic Institute.....		×		
Howard College.....	×	×		×
Southern University.....	×	×		
Lafayette College.....	×			×
Spring Hill College.....	×	×		
University of Alabama.....	×	×		
ARIZONA.				
University of Arizona.....		×	×	
ARKANSAS.				
Arkadelphia Methodist College.....	×	×	×	
Ouachita College.....	×			×
Arkansas College.....	×	×		
Arkansas Cumberland College.....	×	×	×	×
Hendrix College.....	×			
University of Arkansas.....	×	×	×	
Philander Smith College.....	×		×	
CALIFORNIA.				
University of California.....	×	×		×
Pomona College.....	×	×		×
Occidental College.....	×	×		×
St. Vincent College.....	×	×		
University of Southern California.....	×	×	×	×
Mills College.....	×			×
California College.....	(a)			(a)
Throop Polytechnic Institute.....		×		
St. Ignatius College.....	×			
University of the Pacific.....	×	×	×	×
Santa Clara College.....	×			
Pacific Methodist College.....	×	×		
Leland Stanford Junior University.....	×			
COLORADO.				
University of Colorado.....	×	×	×	
Colorado College.....	×	×	×	
College of the Sacred Heart.....	×	×	×	
Colorado Agricultural College.....		×		
University of Denver.....	×			
CONNECTICUT.				
Trinity College.....	×	×		×
Wesleyan University.....	×	×	×	
Yale University.....	×		b ×	
DELAWARE.				
State College for Colored Students.....	×	×		
Delaware College.....	×	×		
DISTRICT OF COLUMBIA.				
Columbian University.....	×	×		
Gallaudet College.....	×	×	×	×
Georgetown University.....	×			
Gonzaga College.....	×			
Howard University.....	×	×		
St. John's College.....		×		
FLORIDA.				
John B. Stetson University.....	×	×	×	
Florida State Agricultural College.....	×	×		
St. Leo Military College.....	×			
Florida State College.....	×	×		×
Rollins College.....	×			
GEORGIA.				
University of Georgia.....	×	×		
Atlanta Baptist College.....	×			
Atlanta University.....	×			
Georgia School of Technology.....		×		
Morris Brown College.....	×	×		

a Associate of arts and associate of letters.*b* On graduates of the Sheffield Scientific School.

TABLE 28.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees—Continued.*

[NOTE.—× indicates that the degree is conferred.]

Institution.	A. B.	B. S.	Ph. B.	B. L.
GEORGIA—continued.				
Bowdon College	×	×
North Georgia Agricultural College	×	×
Mercer University	×	×
Emory College	×	×	×
Clark University	×	×
Nannie Lou Warthen Institute	×	×
Young Harris College	×	×
IDAHO.				
University of Idaho	×	×
ILLINOIS.				
Hedding College	×	×	×	×
Illinois Wesleyan University	×	×	×
St. Viator's College	×	×	×
Blackburn University	×	×	×
Carthage College	×	×
University of Illinois	×	×
Armour Institute of Technology	×	×
St. Ignatius College	×	×	×
University of Chicago	×	×	×
Austin College	×	×
Eureka College	×	×
Northwestern University	×	×	×	×
Ewing College	×	×
Northern Illinois College	×	×	×
Knox College	×	×
Lombard College	×	×
Greenville College	×	×	×
Illinois College	×	×	×
Lake Forest University	×	×
McKendree College	×	×
Lincoln College	×	×	×
Monmouth College	×	×	×	×
Northwestern College	×	×	×	×
Rockford College	×	×
St. Francis Solanus College	×	×
Augustana College	×	×
St. Joseph's College	×	×
Shurtleff College	×	×
Westfield College	×	×
Wheaton College	×	×
INDIANA.				
Indiana University	×
Wabash College	×
Concordia College	×
Franklin College	×	×	×
De Pauw University	×	×	×
Hanover College	×	×
Butler College	×
Purdue University	×	×
Union Christian College	×	×	×
Moore's Hill College	×	×
University of Notre Dame	×	×	×	×
Earlham College	×	×
St. Meinrad College	×
Rose Polytechnic Institute	×	×
Taylor University	×	×	×	×
INDIAN TERRITORY.				
Indian University	×	×
Henry Kendall College	×	×	×
IOWA.				
Iowa College of Agriculture and Mechanic Arts	×	×
Coe College	×	×	×
Charles City College	×	×
Wartburg College	×	×
Amity College	×	×
Luther College	×	×
Des Moines College	×	×	×
Drake University	×	×	×
St. Joseph's College	×	×
Parsons College	×	×	×
Upper Iowa University	×	×	×
Iowa College	×	×	×

TABLE 28.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees—Continued.*

[NOTE.—× indicates that the degree is conferred.]

Institution.	A. B.	B. S.	Ph. B.	B. L.
IOWA—continued.				
Lenox College	×	×	×
Simpson College	×	×	×
State University of Iowa	×	×	×
Graceland College	×	×
Palmer College	×	×
German College	×	×	×
Iowa Wesleyan University	×	×	×	×
Cornell College	×	×
Penn College	×	×	×
Central College	×	×
Morningside College	×	×	×
Buena Vista College	×	×	×
Tabor College	×	×
Western College	×	×	×
KANSAS.				
Midland College	×	×	×
St. Benedict's College	×	×
Baker University	×	×	×
College of Emporia	×	×	×
Highland University	×	×
Campbell University	×
Kansas City University	×	×	×	×
University of Kansas	×	×	×
Lane University	×	×
Kansas Christian College	×	×
Bethany College	×
Kansas State Agricultural College	×	×
Ottawa University	×	×	×
St. Mary's College	×
Kansas Wesleyan University	×	×	×
Cooper College	×	×	×
Washburn College	×	×
Fairmount College	×	×	×
St. John's Lutheran College	×	×
Southwest Kansas College	×	×	×
KENTUCKY.				
Union College	×
Berea College	×	×	×
Central University of Kentucky	×	×
Georgetown College	×	×
Liberty College	×	×
South Kentucky College	×	×	×
Agricultural and Mechanical College of Kentucky	×	×
Kentucky University	×	×
Bethel College	×	×	×
St. Mary's College	×
Kentucky Wesleyan College	×	×	×
LOUISIANA.				
Louisiana State University	×	×
Jefferson College	×
Centenary College	×	×
College of the Immaculate Conception	×
Leland University	×
New Orleans University	×	×	×
Straight University	×
Tulane University	×	×
MAINE.				
Bowdoin College	×
Bates College	×	×
University of Maine	×	×	×
Colby College	×
MARYLAND.				
St. John's College	×	×
Johns Hopkins University	×
Loyola College	×
Morgan College	×
Woman's College of Baltimore	×
Washington College	×
Maryland Agricultural College	×	×
Rock Hill College	×	×
St. Charles College	×

TABLE 23.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees*—Continued.

[NOTE.—× indicates that the degree is conferred.]

Institution.	A. B.	B. S.	Ph. B.	B. L.
MARYLAND—continued.				
Mount St. Mary's College.....	×			
New Windsor College.....	×			
Western Maryland College.....	×			
MASSACHUSETTS.				
Amherst College.....	×			
Massachusetts Agricultural College.....		×		
Boston College.....	×			
Boston University.....	×		×	×
Massachusetts Institute of Technology.....		×		
Harvard University.....	×	^a ×		
Radcliffe College.....	×			
Smith College.....	×			
Mount Holyoke College.....	×			
French-American College.....	×	×		
Tufts College.....	×			
Wellesley College.....	×			
Williams College.....	×			
College of the Holy Cross.....	×			
Worcester Polytechnic Institute.....		×		
MICHIGAN.				
Adrian College.....	×	×	×	×
Michigan Agricultural College.....		×		
Albion College.....	×			
Alma College.....	×	×	×	×
University of Michigan.....	×			
Detroit College.....	×			
Hillsdale College.....	×		×	×
Hope College.....	×			
Michigan College of Mines.....		×		
Kalamazoo College.....	×	×	×	
Olivet College.....	×			
MINNESOTA.				
St. John's University.....	×	×		
Augsburg Seminary.....	×			
University of Minnesota.....	×			
Carleton College.....	×	×		×
St. Olaf College.....	×	×		
Hamline University.....	×		×	
Macalester College.....	×			×
Gustavus Adolphus College.....	×			
Parker College.....	×		×	
MISSISSIPPI.				
Mississippi Agricultural and Mechanical College.....		×		
Mississippi College.....	×		×	
Rust University.....	×	×	×	
Millsaps College.....	×	×	×	
University of Mississippi.....	×	×	×	
Alcorn Agricultural and Mechanical College.....		×		
MISSOURI.				
Central Christian College.....	×	×	×	×
Southwest Baptist College.....	×	×		×
Pike College.....	×	×		×
Missouri Wesleyan College.....	×	×		×
Christian University.....	×	×		
Clarksburg College.....	×	×		
University of Missouri.....	×	^b ×		
Central College.....	×	×		
Westminster College.....	×			
Pritchett College.....	×	×		
La Grange College.....	×	×		
William Jewell College.....	×	×	×	×
Missouri Valley College.....	×		×	
Morrisville College.....	×	×		
Odessa College.....	×	×		×
Park College.....	×	×		×
Christian Brothers College.....	×	×		
St. Louis University.....	×			
Washington University.....	×	^c ×		

^a Conferred on graduates of the Lawrence Scientific School.^b For graduates in technical courses.^c In the school of engineering.

TABLE 28.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees—Continued.*

[NOTE.—× indicates that the degree is conferred.]

Institution.	A. B.	B. S.	Ph. B.	B. L.
MISSOURI—continued.				
Drury College.....	×	×	×
Tarkio College.....	×	×
Ruskin College.....	×
Central Wesleyan College.....	×	×	×	×
MONTANA.				
Montana College of Agriculture and Mechanic Arts.....	×
University of Montana.....	×	×
NEBRASKA.				
Bellevue College.....	×	×
Cotner University.....	×
Union College.....	×	×
Doane College.....	×	×	×
Grand Island College.....	×	×	×
Hastings College.....	×	×
University of Nebraska.....	×	×
Creighton University.....	×
Nebraska Wesleyan University.....	×	×	×	×
York College.....	×	×
NEVADA.				
Nevada State University.....	×	×
NEW HAMPSHIRE.				
New Hampshire College of Agriculture and Mechanic Arts.....	×
Dartmouth College.....	×	×
St. Anselm's College.....	×
NEW JERSEY.				
St. Peter's College.....	×
St. Benedict's College.....	×
Rutgers College.....	×	×	×
Princeton University.....	×	×
Seton Hall College.....	×	×
NEW MEXICO.				
University of New Mexico.....	×
New Mexico College of Agriculture and Mechanic Arts.....	×
New Mexico School of Mines.....	×
NEW YORK.				
Alfred University.....	×	×	×
St. Bonaventure's College.....	×
St. Stephen's College.....	×
Wells College.....	×
Adelphi College.....	×	×
Polytechnic Institute of Brooklyn.....	×	×
St. Francis College.....	×	×
St. John's College.....	×
Canisius College.....	×
St. Lawrence University.....	×	×
Hamilton College.....	×	×	×
Elmira College.....	×	×
Hobart College.....	×	×	×	×
Colgate University.....	×	×	×
Cornell University.....	×
Barnard College.....	×
College of St. Francis Xavier.....	×
College of the City of New York.....	×	×
Columbia University.....	×	^a×	×	.....
Manhattan College.....	×	^a×	×	.....
New York University.....	×	×	×
St. John's College.....	×	×
Niagara University.....	×
Clarkson School of Technology.....	×
Vassar College.....	×
University of Rochester.....	×	×	×
Union College.....	×	×	×
Syracuse University.....	×	×	×
Rensselaer Polytechnic Institute.....	×

^a For graduates in technical courses.

TABLE 28.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees*—Continued.

[NOTE.—× indicates that the degree is conferred.]

Institution.	A. B.	B. S.	Ph. B.	B. L.
NORTH CAROLINA.				
St. Mary's College	×			
University of North Carolina		×	×	
Biddle University	×	×		
Davidson College	×	×		
Trinity College	×			
Elon College	×		×	
Agricultural and Mechanical College for the Colored Race		×		
Guilford College	×	×		
Lenoir College	×		×	
North Carolina College	×		×	
Catawba College	×	×		×
North Carolina College of Agriculture and Mechanic Arts		×		
Shaw University	×	×		
Livingstone College	×			
Wake Forest College	×			
Weaverville College	×	×		
NORTH DAKOTA.				
North Dakota Agricultural College		×		
Fargo College	×			
University of North Dakota	×			
Red River Valley University	×	×		
OHIO.				
Buchtel College	×	×	×	
Mount Union College	×	×	×	×
Ohio University	×	×		
Baldwin University	×		×	×
German Wallace College	×	×	×	×
Cedarville College	×		×	
St. Xavier College	×			
University of Cincinnati	×	^a		
Case School of Applied Science		×		
St. Ignatius College	×			
Western Reserve University	×		×	×
Capital University	×	×		
Ohio State University	×		×	
Defiance College	×	×	×	×
Ohio Wesleyan University	×	×		×
Findlay College	×	×	×	
Kenyon College	×	×	×	×
Denison University	×	×	×	×
Hiram College	×	×	×	
Lima College	×	×		×
Marietta College	×		×	×
Franklin College	×	×	×	
Muskingum College	×	×		×
Oberlin College	×			
Miami University	×			
Richmond College	×			
Rio Grande College	×	×		
Seio College	×	×	×	
Wittenberg College	×			
Heidelberg University	×	×	×	×
Otterbein University	×	×		
Wilberforce University	×	×		
Wilmington College	×	×		
University of Wooster	×		×	
Antioch College	×	×	×	
OKLAHOMA.				
University of Oklahoma	×	×		
Oklahoma Agricultural and Mechanical College		×		
OREGON.				
Albany College	×	×		×
Oregon State Agricultural College		×		
Dallas College	×			
University of Oregon	×	×		
Pacific University	×	×		
McMinnville College	×			×
Pacific College	×	×		×
Philomath College	×	×		
Willamette University	×		×	×

^a For graduates in technical courses.

TABLE 28.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees—Continued.*

[NOTE.—× indicates that the degree is conferred.]

Institution.	A. B.	B. S.	Ph. B.	B. L.
PENNSYLVANIA.				
Western University of Pennsylvania.....	×	—	×	—
Muhlenberg College.....	×	×	—	—
Lebanon Valley College.....	×	—	—	—
St. Vincent College.....	×	—	—	—
Beaver College.....	×	×	—	×
Geneva College.....	×	×	—	—
Moravian College.....	×	—	—	—
Bryn Mawr College.....	×	—	—	—
Dickinson College.....	×	×	×	—
Pennsylvania Military College.....	×	×	—	—
Ursinus College.....	×	—	—	—
Lafayette College.....	×	×	×	—
Pennsylvania College.....	×	—	—	—
Thiel College.....	×	×	—	×
Grove City College.....	×	×	×	—
Haverford College.....	×	×	—	—
Juniata College.....	×	—	—	—
Franklin and Marshall College.....	×	—	×	—
Bucknell University.....	×	×	×	—
Lincoln University.....	×	—	—	—
Allegheny College.....	×	a×	—	×
Albright College.....	×	—	×	—
Westminster College.....	×	×	—	×
Central High School (Philadelphia).....	×	×	—	—
La Salle College.....	×	×	—	—
University of Pennsylvania.....	×	×	—	—
Holy Ghost College.....	×	×	—	—
Susquehanna University.....	×	×	—	—
Lehigh University.....	×	×	—	—
Pennsylvania State College.....	×	×	—	—
Swarthmore College.....	×	—	—	—
Villanova College.....	×	×	—	—
Volant College.....	×	—	×	—
Washington and Jefferson College.....	×	×	—	—
Waynesburg College.....	×	×	—	×
RHODE ISLAND.				
Rhode Island College of Agriculture and Mechanic Arts.....	—	×	—	—
Brown University.....	×	×	×	—
SOUTH CAROLINA.				
College of Charleston.....	×	×	—	—
Clemson Agricultural College.....	—	×	—	—
Presbyterian College of South Carolina.....	×	—	—	—
Allen University.....	×	×	—	—
South Carolina College.....	×	×	—	—
Erskine College.....	×	×	—	—
Furman University.....	×	—	—	—
Newberry College.....	×	×	×	—
Clafin University.....	×	×	×	—
Wofford College.....	×	—	—	—
SOUTH DAKOTA.				
South Dakota Agricultural College.....	—	×	—	—
Huron College.....	×	×	—	—
Dakota University.....	×	×	—	×
Redfield College.....	×	×	×	—
University of South Dakota.....	×	—	—	—
Yankton College.....	×	×	×	—
TENNESSEE.				
Grant University.....	×	×	×	—
King College.....	×	×	—	×
Southwestern Presbyterian University.....	×	×	×	—
Greenville and Tusculum College.....	×	×	—	—
American University of Harriman.....	×	×	—	×
Hiwassee College.....	×	×	—	—
Southwestern Baptist University.....	×	×	—	—
Carson and Newman College.....	×	—	—	—
Knoxville College.....	×	×	—	—
University of Tennessee.....	×	×	—	—
Cumberland University.....	×	×	—	—

a For graduates in engineering course.

TABLE 28.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees*—Continued.

[NOTE.—× indicates that the degree is conferred.]

Institution.	A. B.	B. S.	Ph. B.	B. L.
TENNESSEE—continued.				
Washington College	×	×
Bethel College	×	×	×
Maryville College	×	×
Christian Brothers College	×	×	×
Milligan College	×	×	×
Fisk University	×	×
Roger Williams University	×	×
University of Nashville	×	×	×
Vanderbilt University	×	×
Walden University	×	×	×
University of the South	×	×
Burritt College	×	×
Sweetwater College	×	×	×
TEXAS.				
St. Edward's College	×
University of Texas	×
Howard Payne College	×	×
Agricultural and Mechanical College of Texas	×	×
Fort Worth University	×	×
Polytechnic College	×	×	×
St. Mary's University	×
Southwestern University	×	×	×
Burleson College	×	×	×
Texas Christian University	×
Wiley University	×	×
Austin College	×	×
Baylor University	×	×	×	×
Paul Quinn College	×	×
Trinity University	×	×	×
UTAH.				
Brigham Young College	×
Agricultural College of Utah	×	×
Westminster College	×	×
University of Utah	×	×
VERMONT.				
University of Vermont	×	×	×
Middlebury College	×	×
Norwich University	×	×
VIRGINIA.				
Randolph-Macon College	×
Virginia Agricultural and Mechanical College	×	×
Bridgewater College	×
University of Virginia	×	×
Emory and Henry College	×	×
Fredericksburg College	×	×
Hampden-Sidney College	×	×	×
Washington and Lee University	×	^a×	.....	.....
Randolph-Macon Woman's College	×	×
Richmond College	×	×
Virginia Union University	×	×
Roanoke College	×
College of William and Mary	×	×
WASHINGTON.				
Vashon College	×	×
Washington Agricultural College	×	×
University of Washington	×	^a×	.....	.....
Gonzaga College	×
Puget Sound University	×	×	×
Whitworth College	×	×
St. James College	×	×
Whitman College	×	×	×
WEST VIRGINIA.				
Morris Harvey College	×	×
Bethany College	×	×	×
West Virginia University	×	^b×	.....	.....

^a For graduates in engineering school.^b For graduates in technical courses.

TABLE 28.—*Institutions conferring A. B., B. S., Ph. B., and B. L. degrees*—Continued.

[NOTE.— × indicates that the degree is conferred.]

Institution.	A. B.	B. S.	Ph. B.	B. L.
WISCONSIN.				
Lawrence University	×	×	×
Beloit College	×	×
Mission House	×
University of Wisconsin	×	×	×	×
Milton College	×	×	×
Concordia College	×
Marquette College	×
Ripon College	×
Northwestern University	×
WYOMING.				
University of Wyoming	×	×

TABLE 29.—*Technical courses of study offered by universities, colleges, and schools of technology.*

[NOTE.—× indicates that the degree is conferred.]

Institution.	Agriculture.	Architecture.	Civil engineering.	Chemical engineering.	Electrical engineering.	Irrigation engineering.	Mechanical engineering.	Metallurgical engineering.	Mining engineering.	Marine engineering.	Sanitary engineering.	Naval architecture.	Forestry.	Horticulture.	Textile engineering.	Railway engineering.	Ceramics.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
ALABAMA.																	
Alabama Polytechnic Institute	×		×		×		×		×								
Howard College			×														
Agricultural and Mechanical College for Negroes	×						×										
University of Alabama			×						×								
ARIZONA.																	
University of Arizona	×		×						×								
ARKANSAS.																	
University of Arkansas	×		×		×		×							×			
CALIFORNIA.																	
University of California	×	×	×		×	×	×	×	×		×					×	
Throop Polytechnic Institute					×												
Leland Stanford Junior University			×	×	×		×		×								
COLORADO.																	
University of Colorado			×		×		×										
Colorado Agricultural College	×	×	×			×	×										
Colorado School of Mines					×			×	×								
CONNECTICUT.																	
Yale University	×		×		×		×		×		×		×			×	
Connecticut Agricultural College	×																
DELAWARE.																	
State College for Colored Students	×		×														
Delaware College	×		×		×		×										
DISTRICT OF COLUMBIA.																	
Catholic University of America			×		×		×										
Columbian University		×	×		×		×										
Gallaudet College			×														
Howard University	×																
FLORIDA.																	
John B. Stetson University			×		×		×										
Florida Agricultural College	×		×				×										
GEORGIA.																	
University of Georgia	×		×		×												
Georgia School of Technology			×	×	×		×								×		
IDAHO.																	
University of Idaho	×		×				×		×								
ILLINOIS.																	
University of Illinois	×	×	×	×	×		×				×					×	
Armour Institute of Technology		×	×	×	×		×										

a Combined in one course.

b Mechanical course.

TABLE 29.—*Technical courses of study offered by universities, colleges, and schools of technology—Continued.*

[NOTE.—× indicates that the degree is conferred.]

Institution.	Agriculture.	Architecture.	Civil engineering.	Chemical engineering.	Electrical engineering.	Irrigation engineering.	Mechanical engineering.	Metallurgical engineering.	Mining engineering.	Marine engineering.	Sanitary engineering.	Naval architecture.	Forestry.	Horticulture.	Textile engineering.	Railway engineering.	Ceramics.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
INDIANA.																	
Purdue University	×	×	×	×	×	×
University of Notre Dame	×	×
Earlham College	×
Rose Polytechnic Institute	×	×	×	×	×
IOWA.																	
Iowa State College of Agriculture and Mechanic Arts	×	×	×	×	×	×	×
State University of Iowa	×	×	×	×
Cornell College	×
KANSAS.																	
Baker University	×
University of Kansas	×	×	×	×	×
Kansas State Agricultural College	×	×	×
KENTUCKY.																	
Berea College	×
Agricultural and Mechanical College of Kentucky	×	×	×	×	×
LOUISIANA.																	
Louisiana State University	×	×	×	×	×
Tulane University	×	×	×	×	×
MAINE.																	
University of Maine	×	×	×	×	×	×
MARYLAND.																	
St. John's College	×
Johns Hopkins University	×
Maryland Agricultural College	×	×
MASSACHUSETTS.																	
Massachusetts Agricultural College	×
Massachusetts Institute of Technology	×	×	×	×	×	×	×	×
Harvard University	×	×	×	×	×	×	×	×
Tufts College	×	×	×
Worcester Polytechnic Institute	×	×	×
MICHIGAN.																	
Michigan Agricultural College	×	×	×	×
University of Michigan	×	×	×	×	×	×	×	×
Michigan College of Mines	×	×	×	×
MINNESOTA.																	
University of Minnesota	×	×	×	×	×	×	×
MISSISSIPPI.																	
Mississippi Agricultural and Mechanical College	×	×	×
University of Mississippi	×	×	×
Alcorn Agricultural and Mechanical College	×

^aSugar course.

TABLE 29.—*Technical courses of study offered by universities, colleges, and schools of technology—Continued.*

[NOTE.—× indicates that the degree is conferred.]

Institution.	Agriculture.	Architecture.	Civil engineering.	Chemical engineering.	Electrical engineering.	Irrigation engineering.	Mechanical engineering.	Metallurgical engineering.	Mining engineering.	Marine engineering.	Sanitary engineering.	Naval architecture.	Forestry.	Horticulture.	Textile engineering.	Railway engineering.	Ceramics.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MISSOURI.																	
University of Missouri.....	×	×	×	×	×	×	×	×	×					
Christian Brothers College.....	×	×	×					
Washington University.....	×	×	×					
MONTANA.																	
Montana College of Agriculture and Mechanic Arts..	×	×	×	×					
Montana School of Mines.....	×	×					
University of Montana.....	×					
NEBRASKA.																	
University of Nebraska.....	×	×	×	×	×	×			
NEVADA.																	
Nevada State University.....	×	×	×	×					
NEW HAMPSHIRE.																	
New Hampshire College of Agriculture and Mechanic Arts.....	×	×	×					
Dartmouth College.....	×					
NEW JERSEY.																	
Stevens Institute of Technology.....	×					
Rutgers College.....	×	×	×					×
Princeton University.....	×	×					
NEW MEXICO.																	
New Mexico College of Agriculture and Mechanic Arts.....	×	×					
New Mexico School of Mines.....	×	×	×					
NEW YORK.																	
Alfred University.....					×
Polytechnic Institute of Brooklyn.....	×	×	×					
Cornell University.....	×	×	×	×	×	×	×	×	×	
College of the City of New York.....					
Columbia University.....	×	×	×	×	×	×	×	×	×	×	×	
Manhattan College.....	×	×	×	
New York University.....	×	×	×	
Clarkson School of Technology.....	×	×	×					
Union University.....	×	×	×					
Syracuse University.....	×	×	×					
Rensselaer Polytechnic Institute.....	×					
NORTH CAROLINA.																	
University of North Carolina.....	×					
North Carolina College of Agriculture and Mechanic Arts.....	×	×	×	×	×	×			×		
NORTH DAKOTA.																	
North Dakota Agricultural College.....	×	×					
University of North Dakota.....	×	×	×					

TABLE 29.—*Technical courses of study offered by universities, colleges, and schools of technology—Continued.*

[NOTE.—× indicates that the degree is conferred.]

Institution.	Agriculture.	Architecture.	Civil engineering.	Chemical engineering.	Electrical engineering.	Irrigation engineering.	Mechanical engineering.	Metallurgical engineering.	Mining engineering.	Marine engineering.	Sanitary engineering.	Naval architecture.	Forestry.	Horticulture.	Textile engineering.	Railway engineering.	Ceramics.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
OHIO.																	
Ohio University.....					×												
University of Cincinnati.....			×	×	×		×										
Case School of Applied Science.....		×	×	×	×		×		×								
Ohio State University.....	×	×	×		×		×		×				×	×			×
OKLAHOMA.																	
Oklahoma Agricultural and Mechanical College.....	×						×										
OREGON.																	
Oregon Agricultural College.....	×				×		×		×								
University of Oregon.....			×	×	×				×		×						
PENNSYLVANIA.																	
Western University of Pennsylvania.....			×		×		×		×								
Pennsylvania Military College.....			×							×							
Lafayette College.....			×		×				×								
Grove City College.....			×				×										
Haverford College.....					×		×										
Bucknell University.....			×														
Allegheny College.....			×														
University of Pennsylvania.....		×	×	×	×		×										
Lehigh University.....			×	×	×			×	×								
Pennsylvania State College.....	×		×	×	×		×		×								
Swarthmore College.....			×		×		×										
Washington and Jefferson College.....			×														
RHODE ISLAND.																	
Rhode Island College of Agriculture and Mechanic Arts.....	×				×		×										
Brown University.....			×		×		×										
SOUTH CAROLINA.																	
Clemson Agricultural College.....	×		×		×		×								×		
South Carolina College.....			×		×												
SOUTH DAKOTA.																	
South Dakota Agricultural College.....	×				×		×							×			
State School of Mines.....									×								
University of South Dakota.....			×				×										
TENNESSEE.																	
Knoxville College.....	×						×										
University of Tennessee.....	×		×		×		×										
Cumberland University.....			×		×												
Vanderbilt University.....			×		×		×		×								
University of the South.....			×														
TEXAS.																	
University of Texas.....			×						×								
Agricultural and Mechanical College of Texas.....	×		×				×										

a Combined in one course.

TABLE 29.—*Technical courses of study offered by universities, colleges, and schools of technology—Continued.*

[NOTE.—× indicates that the degree is conferred.]

Institution.	Agriculture.	Architecture.	Civil engineer- ing.	Chemical en- gineering.	Electrical en- gineering.	Irrigation en- gineering.	Mechanical engineering.	Metallurgical engineering.	Mining engi- neering.	Marine engi- neering.	Sanitary engi- neering.	Naval archi- tecture.	Forestry.	Horticulture.	Textile engi- neering.	Railway engi- neering.	Ceramics.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
UTAH.																	
Agricultural College of Utah	×		×		×		×		×								
University of Utah					×				×								
VERMONT.																	
University of Vermont	×		×		×		×										
Norwich University			×														
VIRGINIA.																	
Virginia Agricultural and Mechanical College	×		×		×		×							×			
University of Virginia	×		×		×		×		×								
Hampden-Sidney College			×														
Washington and Lee Uni- versity			×	×	×												
Virginia Military Institute			×		×												
WASHINGTON.																	
Washington Agricultural College	×		×		×		×		×					×			
University of Washington			×		×		×	×	×								
WEST VIRGINIA.																	
West Virginia University ..	×		×		×		×		×								
WISCONSIN.																	
University of Wisconsin....	×		×	×	×		×				×						
WYOMING.																	
University of Wyoming	×						×		×								

TABLE 30.—Statistics of universities and

	Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Men.	Women.	Men.	Women.
	1	2	3	4	5	6	7	8
ALABAMA.								
1	East Lake	Howard College	Bapt.	1841	0	0	8	0
2	Greensboro	Southern University	M. E. South	1859	0	0	7	0
3	Lafayette	Lafayette College	Nonsect	1885	0	3	2	2
4	St. Bernard	St. Bernard College	R. C.	1892	8	0	17	0
5	Springhill	Spring Hill College	R. C.	1830	3	0	10	0
6	University	University of Alabama	State	1831	0	0	18	0
ARIZONA.								
7	Tucson	University of Arizona	Territory ...	1891	8	5	10	2
ARKANSAS.								
8	Arkadelphia	Arkadelphia Methodist College	M. E. So.	1890	0	1	8	12
9	do	Quachita Baptist College	Bapt.	1886	4	1	6	0
10	Batesville	Arkansas College	Presb.	1872	5	1	6	0
11	Clarksville	Arkansas Cumberland College	Cumb. Presb	1891	0	3	2	1
12	Conway	Hendrix College	M. E. So.	1884	4	0	7	0
13	Fayetteville	University of Arkansas	State	1872	13	7	24	3
14	Little Rock	Philander Smith College	M. E.	1877	3	1	4	1
CALIFORNIA.								
15	Berkeley	University of California	State	1869	0	0	171	1
16	Claremont	Pomona College	Cong.	1888	0	0	11	4
17	Los Angeles	Occidental College	Presb.	1887	9	5	5	4
18	do	St. Vincent's College *	R. C.	1865	12	0	9	0
19	do	University of Southern California	M. E.	1880	15	8	14	7
20	Oakland	California College	Bapt.	1870	5	5	4	3
21	Pasadena	Throop Polytechnic Institute	Nonsect	1891	10	8	4	3
22	San Francisco	St. Ignatius College	R. C.	1855	4	0	21	0
23	San José	University of the Pacific	M. E.	1851	5	1	7	1
24	Santa Clara	Santa Clara College	R. C.	1851	3	0	23	0
25	Santa Rosa	Pacific Methodist College *	M. E. So.	1861	4	2	4	0
26	Stanford University	Leland Stanford Junior University	Nonsect	1891	0	0	118	6
COLORADO.								
27	Boulder	University of Colorado	State	1877	8	5	39	6
28	Colorado Springs	Colorado College	Cong.	1874	14	3	21	6
29	Denver	College of the Sacred Heart	R. C.	1876	9	0	7	0
30	University Park	University of Denver	M. E.	1864	2	2	13	2
CONNECTICUT.								
31	Hartford	Trinity College	P. E.	1824	0	0	26	0
32	Middletown	Wesleyan University	M. E.	1831	0	0	36	0
33	New Haven	Yale University	Cong.	1701	0	0	194	0
DELAWARE.								
34	Dover	State College for Colored Students ..	State	1892	2	1	2	1
35	Newark	Delaware College	State	1834	0	0	19	0
DISTRICT OF COLUMBIA.								
36	Washington	Catholic University of America	R. C.	1889	0	0	15	0
37	do	Columbian University	Bapt.	1821	0	0	71	1
38	do	Gallaudet College	Nation	1864	4	2	11	2
39	do	Georgetown University	R. C.	1789	22	0	25	0
40	do	Gonzaga College	R. C.	1821	9	0	7	0
41	do	Howard University	Nation	1867	3	1	7	2
42	do	St. John's College	R. C.	1870	5	0	6	0

* Statistics of 1900-1901.

colleges for men and for both sexes.

Professors and instructors.				Students.															
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Summer school.		Total number (excluding duplicates).			
								Resident.		Nonresident.									
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
0	0	8	0	0	0	142	0	0	0	0	0	0	0	0	0	142	0		
0	0	7	0	0	0	127	8	0	0	0	0	0	0	0	0	127	8		
0	0	2	3	72	85	33	36	0	0	0	0	0	0	0	0	105	121		
4	0	21	0	20	0	88	0	0	0	0	0	22	0	0	0	79	0		
0	0	13	0	20	0	140	0	0	0	0	0	0	0	0	0	160	0		
27	0	45	0	0	0	138	29	6	1	0	0	230	2	.....	.....	364	32
0	0	11	5	82	60	48	21	2	2	0	0	0	0	0	0	132	83		
0	0	8	12	7	18	75	175	0	0	0	0	0	0	0	0	82	203		
0	0	8	1	100	116	97	103	0	0	0	0	0	0	0	0	197	219		
0	0	6	1	30	23	31	22	0	0	0	0	0	0	0	0	61	45		
1	0	3	4	20	25	40	45	0	0	0	0	3	0	0	0	63	70		
0	0	11	0	98	7	48	3	0	0	0	0	0	0	0	0	146	10		
35	0	61	8	256	91	187	45	2	1	1	0	255	0	0	0	701	137		
1	0	5	2	43	35	14	5	0	0	0	0	10	0	0	0	67	40		
78	0	210	1	0	0	1,335	1,135	117	112	1	0	447	44	347	452	2,329	1,847		
0	0	13	6	65	45	59	45	0	0	0	0	0	0	0	0	129	116		
0	0	9	5	42	41	19	19	0	0	0	0	0	0	0	0	61	60		
0	0	15	0	81	0	52	0	0	0	0	0	0	0	0	0	133	0		
70	0	86	10	85	63	44	32	0	0	0	0	169	7	6	0	304	169		
0	0	5	5	19	29	5	3	0	0	0	0	0	0	0	0	24	32		
0	0	15	11	152	82	14	7	0	0	0	0	0	0	8	54	190	166		
0	0	25	0	115	0	147	0	0	0	11	0	0	0	0	0	273	0		
0	0	11	6	44	44	13	13	0	0	0	0	0	0	0	0	80	145		
0	0	26	0	32	0	225	0	0	0	0	0	0	0	0	0	257	0		
0	0	6	3	33	29	2	0	0	0	0	0	0	0	0	0	35	33		
6	0	124	6	0	0	633	387	31	59	0	0	181	4	0	0	845	450		
58	1	102	9	149	203	212	154	14	8	0	0	131	7	0	0	492	370		
0	0	27	10	73	59	144	130	0	2	0	4	0	0	0	0	246	283		
0	0	16	0	126	0	30	0	0	0	0	0	0	0	0	0	156	0		
93	0	120	13	52	53	128	125	43	10	0	0	194	5	25	30	617	540		
0	0	26	0	0	0	123	0	8	0	0	0	0	0	0	0	131	0		
0	0	36	0	0	0	267	42	6	5	0	0	0	0	0	0	273	47		
92	0	298	0	0	0	1,915	0	263	38	37	0	496	0	20	7	2,581	104		
0	0	4	2	25	20	21	7	0	0	0	0	0	0	0	0	46	27		
0	0	19	0	0	0	110	0	4	0	0	0	0	0	0	0	114	0		
10	0	25	0	0	0	0	0	49	0	2	0	78	0	0	0	129	0		
91	0	175	1	0	0	287	153	80	14	0	0	817	0	0	0	1,246	169		
0	0	15	5	17	7	56	28	3	2	0	0	0	0	0	0	76	37		
90	0	159	0	164	0	136	0	13	0	0	0	437	0	0	0	750	0		
0	0	14	0	73	0	22	0	0	0	0	0	0	0	0	0	95	0		
50	1	63	9	116	28	36	6	0	0	0	0	361	17	0	0	620	251		
0	0	11	0	145	0	16	0	0	0	0	0	0	0	0	0	161	0		

TABLE 30.—Statistics of universities and colleges

	Location.	Name.	Religious or nonsectarian control.	Year of first open- ing.	Professors and instructors.			
					Prepar- atory depart- ment.		Collegi- ate depart- ment.	
					Men.	Women.	Men.	Women.
	1	2	3	4	5	6	7	8
FLORIDA.								
43	De Land.....	John B. Stetson University.....	Bapt.....	1887	18	22	12	3
44	Lake City.....	Florida State Agricultural College..	State.....	1884	1	1	14	1
45	St. Leo.....	St. Leo Military College.....	R. C.....	1890	2	0	3	0
46	Tallahassee.....	Florida State College.....	State.....	1857	4	2	11	3
47	Winterpark.....	Rollins College.....	Cong.....	1855	4	6		2
GEORGIA.								
48	Athens.....	University of Georgia.....	State.....	1801	0	0	22	0
49	Atlanta.....	Atlanta Baptist College.....	Bapt.....	1897	3	0	4	3
50	.....do.....	Atlanta University.....	Nonsect.....	1869	4	5	5	5
51	Atlanta.....	Morris Brown College.....	A. M. E.....	1885	3	4	5	2
52	Bowdon.....	Bowdon College.....	Nonsect.....	1857	0	2	2	1
53	Dahlonega.....	North Georgia Agricultural College.	State.....	1872	0	0	9	2
54	Macon.....	Mercer University.....	Bapt.....	1837	0	0	11	0
55	Oxford.....	Emory College.....	M. E. So.....	1838	3	0	10	0
56	South Atlanta.....	Clark University.....	M. E.....	1870	9	4	3	3
57	Wrightsville.....	Nannie Lou Warthen Institute.....	Meth.....	1888	0	2	2	1
58	Young Harris.....	Young Harris College.....	M. E. So.....	1855	1	1	4	2
IDAHO.								
59	Moscow.....	University of Idaho.....	State.....	1892	3	2	12	4
ILLINOIS.								
60	Abingdon.....	Hedding College.....	M. E.....	1853	5	4	5	3
61	Bloomington.....	Illinois Wesleyan University.....	M. E.....	1850	4	2	11	1
62	Bourbonnais.....	St. Viateur's College.....	R. C.....	1868	10	0	19	0
63	Carlinville.....	Blackburn University.....	Presb.....	1859	4	2	6	1
64	Carthage.....	Carthage College.....	Luth.....	1872	5	1	6	0
65	Chicago.....	St. Ignatius College.....	R. C.....	1869	20	0	12	0
66	.....do.....	St. Stanislaus College.....	R. C.....	1890	7	0	8	0
67	.....do.....	University of Chicago.....	Bapt.....	1892	0	0	215	15
68	Elmhurst.....	Austin College.....	Nonsect.....	1891	8	2	8	2
69	Elmhurst.....	Evangelical Proseminary.....	Ger. Evang.....	1871	0	0	7	0
70	Eureka.....	Eureka College*.....	Christian.....	1855	5	2	11	3
71	Evanston.....	Northwestern University.....	M. E.....	1855	19	14	51	5
72	Ewing.....	Ewing College.....	Bapt.....	1867	5	6	4	1
73	Fulton.....	Northern Illinois College*.....	Nonsect.....	1865	5	3	5	3
74	Galesburg.....	Knox College.....	Nonsect.....	1837	5	6	14	3
75	.....do.....	Lombard College.....	Univ.....	1852	5	1	11	2
76	Greenville.....	Greenville College.....	Free Meth.....	1892	5	4	5	1
77	Jacksonville.....	Illinois College.....	Nonsect.....	1829	10	0	18	0
78	Lake Forest.....	Lake Forest University.....	Presb.....	1858	9	19	20	1
79	Lebanon.....	McKendree College.....	M. E.....	1828	8	2	8	0
80	Lincoln.....	Lincoln College.....	Cumb. Presb.....	1866	6	5	6	5
81	Monmouth.....	Monmouth College.....	Un. Presb.....	1856	8	5	8	5
82	Naperville.....	Northwestern College.....	Ev. Ass'n.....	1861	6	1	9	1
83	Peru.....	St. Bede College.....	Bapt.....	1891	6	0	8	0
84	Quincy.....	St. Francis Solanus College.....	R. C.....	1860	1	0	17	0
85	Rock Island.....	Augustana College.....	Luth.....	1860	8	1	12	1
86	Teutopolis.....	St. Joseph's College.....	R. C.....	1862	0	0	12	0
87	Upper Alton.....	Shurtleff College.....	Bapt.....	1827	4	2	9	2
88	Urbana.....	University of Illinois.....	State.....	1868	5	3	126	19
89	Westfield.....	Westfield College.....	U. B.....	1861	5	1	5	1
90	Wheaton.....	Wheaton College.....	Cong.....	1860	10	8	11	6
INDIANA.								
91	Bloomington.....	Indiana University.....	State.....	1824	0	0	53	4
92	Crawfordsville.....	Wabash College.....	Presb.....	1832	0	0	13	0
93	Fort Wayne.....	Concordia College.....	Luth.....	1839	7	0	8	0
94	Franklin.....	Franklin College.....	Bapt.....	1834	5	2	7	3
95	Greencastle.....	De Pauw University.....	M. E.....	1837	5	0	14	1
96	Hanover.....	Hanover College.....	Presb.....	1833	5	1	12	2
97	Irvington.....	Butler College*.....	Christian.....	1855	6	3	16	5

* Statistics of 1900-1901.

for men and for both sexes—Continued.

Professors and instructors.				Students.															
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Summer school.		Total number (excluding duplicates).			
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
4	1	21	22	160	193	33	27	0	1	0	0	15	0	0	0	208	221	43	
0	0	16	3	43	23	48	21	0	0	0	0	0	0	0	0	135	65	44	
3	0	6	0	8	0	32	0	0	0	0	0	8	0	0	0	48	0	45	
0	0	11	3	46	92	29	18	0	1	0	0	0	0	0	0	101	151	46	
0	0	10	6	50	34	11	9	0	0	0	0	0	0	0	0	70	58	47	
4	0	26	0	0	0	275	0	5	0	0	0	32	0	0	0	312	0	48	
2	0	9	3	36	0	10	0	0	0	0	0	23	0	0	0	69	0	49	
0	0	6	9	60	11	34	15	0	0	0	0	0	0	0	0	100	182	50	
3	0	8	8	16	3	8	2	0	0	0	0	25	0	0	0	206	239	51	
0	0	2	3	58	71	20	25	0	0	0	0	0	0	0	0	78	96	52	
0	0	9	2	0	0	133	22	0	0	0	0	0	0	0	0	133	22	53	
7	0	18	0	0	0	222	0	1	0	0	0	50	0	0	0	273	0	54	
1	0	15	0	34	0	226	0	0	0	0	0	8	0	25	0	280	0	55	
0	0	9	7	35	31	8	19	13	12	2	0	0	0	0	0	230	289	56	
0	0	2	6	55	44	70	61	0	0	0	0	0	0	0	0	125	105	57	
0	0	5	3	100	110	80	60	0	0	0	0	0	0	0	0	180	170	58	
0	0	15	6	76	58	77	69	1	2	0	0	0	0	0	0	154	129	59	
0	0	6	5	34	14	20	18	0	0	5	1	0	0	0	0	80	70	60	
12	0	20	2	110	25	102	39	0	0	0	0	55	0	0	0	265	64	61	
3	0	32	0	70	0	200	0	0	0	0	0	30	0	0	0	300	0	62	
0	0	7	4	19	20	15	15	0	1	1	0	0	0	0	0	41	73	63	
0	0	9	3	30	24	16	20	0	2	1	0	0	0	17	64	72	130	64	
0	0	28	0	337	0	96	0	0	0	0	0	0	0	0	0	433	0	65	
0	0	10	0	53	0	57	0	0	0	0	0	0	0	0	0	110	0	66	
80	3	274	49	0	0	906	1,360	663	357	0	0	576	34	0	0	2,202	2,348	67	
0	0	7	0	100	80	120	100	1	1	1	0	0	0	0	0	222	181	68	
0	0	8	0	94	0	94	0	0	0	0	0	0	0	0	0	94	0	69	
2	0	13	3	48	35	43	23	0	0	0	0	37	0	0	0	150	75	70	
195	34	259	63	407	275	315	271	25	16	5	3	1512	103	0	0	2,233	911	71	
0	0	7	6	100	85	20	3	0	0	0	0	0	0	0	0	120	88	72	
0	0	5	3	40	48	50	25	0	0	8	0	0	0	0	0	113	95	73	
0	0	17	11	73	76	149	130	0	0	0	0	0	0	15	22	234	454	74	
8	1	12	6	29	16	48	34	2	0	0	0	0	0	0	0	82	122	75	
0	0	6	5	90	100	14	6	0	0	0	0	11	5	0	0	104	106	76	
0	0	18	0	40	0	67	0	0	0	0	0	0	0	0	0	107	0	77	
0	0	29	20	88	157	79	37	2	1	0	0	0	0	0	0	169	195	78	
1	0	11	2	76	29	31	14	3	0	0	0	0	0	0	0	123	90	79	
0	0	6	5	40	30	50	49	0	0	0	0	0	0	0	0	90	79	80	
0	0	8	5	55	32	80	62	0	0	0	0	0	0	0	0	168	191	81	
3	0	18	3	87	32	90	23	0	0	0	0	0	0	0	0	286	104	82	
2	0	14	0	110	0	12	0	0	0	0	0	1	0	0	0	123	0	83	
0	0	18	0	4	0	174	0	16	0	0	0	0	0	0	0	194	0	84	
5	0	34	10	87	37	62	15	0	0	0	0	63	0	0	0	322	197	85	
0	0	12	0	0	0	135	0	0	0	0	0	0	0	0	0	135	0	86	
0	0	13	4	40	27	24	29	0	0	11	0	8	0	0	0	87	81	87	
147	4	271	26	177	90	907	380	33	2	34	5	1052	58	132	72	2,340	592	88	
0	0	5	3	44	37	7	8	0	0	0	0	0	0	0	0	51	45	89	
0	0	13	9	54	41	42	34	0	0	0	0	0	0	0	0	121	140	90	
4	0	60	4	0	0	726	412	48	25	0	0	74	0	302	151	848	437	91	
0	0	13	0	36	0	133	0	1	0	0	0	0	0	0	0	170	0	92	
0	0	8	0	52	0	113	0	0	0	0	0	0	0	0	0	165	0	93	
0	0	7	3	46	19	61	38	0	1	0	0	0	0	0	0	107	88	94	
0	0	20	6	116	44	202	154	7	3	1	0	0	0	18	12	354	256	95	
0	0	11	3	20	9	75	25	5	0	0	0	0	0	0	0	100	34	96	
0	0	17	8	52	26	65	55	5	1	0	0	0	0	0	0	122	82	97	

^a The total number of students in the university organization, including colleges in other tables, was 2,676.

TABLE 30.—*Statistics of universities and colleges*

	Location.	Name.	Religious or nonsectarian control.	Year of first open- ing.	Professors and instructors.			
					Prepar- atory depart- ment.		Collegi- ate depart- ment.	
					Men.	Women.	Men.	Women.
	1	2	3	4	5	6	7	8
INDIANA—continued.								
98	Merom	Union Christian College.....	Christian...	1859	4	2	4	3
99	Moore's Hill	Moore's Hill College	M. E.	1856	1	1	5	1
100	Notre Dame	University of Notre Dame.....	R. C.	1842	10	0	45	0
101	Richmond	Earlham College	Friends....	1847	0	0	14	3
102	St. Meinrad	St. Meinrad College	R. C.	1857	0	0	10	0
103	Upland	Taylor University	M. E.	1846	6	2	4	3
INDIAN TERRITORY.								
104	Bacone	Indian University	Bapt.	1880	0	6	3	3
105	Muscogee	Henry Kendall College.....	Presb.	1894	1	3	4	5
IOWA.								
106	Cedar Rapids.....	Coe College	Presb.	1881	9	5	16	8
107	Charles City.....	Charles City College	M. E.	1891	4	2	5	1
108	Clinton	Wartburg College	Luth.	1868	8	0	8	0
109	College Springs.....	Amity College	Nonsect ..	1872	0	0	4	6
110	Decorah	Luther College	Luth.	1861	10	0	10	0
111	Des Moines	Des Moines College	Bapt.	1865	5	6	6	6
112	.....do	Drake University	Christian ..	1881	17	18	33	8
113	Dubuque	St. Joseph's College.....	R. C.	1873	0	0	9	0
114	Fairfield	Parsons College	Presb.	1875	9	2	14	4
115	Fayette	Upper Iowa University.....	M. E.	1857	10	5	12	9
116	Grinnell	Iowa College	Cong.	1848	6	8	22	6
117	Hopkinton	Lenox College	Presb.	1859	3	3	7	5
118	Indianola	Simpson College	M. E.	1867	4	9	7	5
119	Iowa City	State University of Iowa ..	State	1847	0	0	72	11
120	Lamoni	Graceland College *	L. D. S.	1895	1	1	1	1
121	LeGrand	Palmer College	Christian ..	1889	6	2	4	1
122	Mount Pleasant ..	German College	M. E.	1873	4	1	8	3
123	.....do	Iowa Wesleyan University ..	M. E.	1844	10	5	12	7
124	Mount Vernon	Cornell College	M. E.	1857	8	10	14	2
125	Oskaloosa	Penn College	Friends....	1873	3	3	7	3
126	Pella	Central University of Iowa ..	Bapt.	1853	1	1	3	3
127	Sioux City	Morningside College	M. E.	1890	12	6	10	4
128	Storm Lake	Buena Vista College	Presb.	1891	7	5	4	1
129	Tabor	Tabor College	Cong.	1866	7	2	8	2
130	Toledo	Western College	U. B.	1856	1	1	5	1
KANSAS.								
131	Atchison	Midland College	Luth.	1887	2	2	7	0
132	.....do	St. Benedict's College	R. C.	1858	4	0	20	0
133	Baldwin	Baker University	M. E.	1858	9	5	10	5
134	Emporia	College of Emporia	Presb.	1883	4	5	7	7
135	Highland	Highland University	Presb.	1857	3	2	3	2
136	Holton	Campbell University	Nonsect ..	1882	4	1	6	1
137	Kansas City	Kansas City University	Meth. Prot.	1896	2	2	9	1
138	Lawrence	University of Kansas	State	1866	0	0	50	8
139	Lecompton	Lane University	U. B.	1865	4	1	4	1
140	Lincoln	Kansas Christian College ..	Christian ..	1882	3	4	2	2
141	Lindsborg	Bethany College	Luth.	1831	13	2	13	2
142	Ottawa	Ottawa University	Bapt.	1865	9	6	8	3
143	St. Marys	St. Mary's College	R. C.	1869	30	0	11	0
144	Salina	Kansas Wesleyan University ..	M. E.	1886	11	2	11	2
145	Sterling	Cooper College	Un. Presb.	1887	2	2	6	1
146	Topeka	Washburn College	Cong.	1865	9	4	15	10
147	Wichita	Fairmount College	Cong.	1892	14	8	14	8
148	.....do	Friends University	Friends....	1898	9	4	9	4
149	Winfield	St. John's Lutheran College ..	Luth.	1893	4	2	4	2
150	.....do	Southwest Kansas College ..	M. E.	1886	8	3	7	2
KENTUCKY.								
151	Barboursville	Union College	M. E.	1886	1	1	1	0
152	Berea	Berea College	Nonsect ..	1855	10	16	11	4
153	Bowling Green	Ogden College	Nonsect ..	1877	5	0	5	0

* Statistics of 1900-1901.

for men and for both sexes—Continued.

Professors and instructors.				Students.															
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Summer school.		Total number (excluding duplicates).			
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Resident.	Nonresident.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
0	0	8	5	82	74	40	33	3	2	4	1	11	7	0	0	122	107	98	
0	0	6	2	80	75	13	18	0	0	0	0	0	0	0	0	93	93	99	
5	0	52	0	325	0	374	0	0	0	0	0	59	0	0	0	839	0	100	
0	0	14	3	0	0	126	150	0	0	0	0	0	0	34	38	126	150	101	
8	0	14	0	0	0	54	0	0	0	0	0	52	0	0	0	106	0	102	
4	0	14	4	42	14	32	12	0	0	0	0	68	10	0	0	190	50	163	
0	0	3	9	72	60	4	8	0	0	0	0	0	0	0	0	76	68	104	
0	0	5	8	40	32	6	5	0	0	0	0	0	0	0	0	46	37	105	
0	0	17	10	53	37	77	64	1	0	0	0	0	0	6	20	139	133	106	
2	0	10	4	50	18	8	7	0	0	0	0	0	0	0	0	104	108	107	
0	0	8	0	38	0	25	0	0	0	0	0	0	0	0	0	63	0	108	
0	0	4	6	41	19	10	12	0	0	0	0	0	0	0	0	95	90	109	
0	0	10	0	88	0	109	0	0	0	0	0	0	0	0	0	197	0	110	
0	0	6	6	42	29	34	19	0	0	0	0	0	0	0	0	76	48	111	
63	0	85	25	88	30	131	84	4	2	0	0	383	28	170	500	850	970	112	
0	0	9	0	0	0	120	0	0	0	0	0	0	0	0	0	120	0	113	
0	0	14	4	53	52	71	77	0	0	6	0	0	0	0	0	130	129	114	
0	0	14	10	48	17	63	60	2	0	2	0	0	0	0	0	195	181	115	
0	0	24	10	48	40	122	162	1	1	2	3	0	0	0	0	185	252	116	
0	0	8	8	25	22	20	22	0	0	0	0	0	0	0	0	47	79	117	
0	0	22	13	81	67	104	66	0	0	0	0	0	0	24	99	371	465	118	
96	5	132	18	0	0	464	343	55	35	31	9	712	47	50	85	1,117	395	119	
0	0	2	4	30	40	2	8	0	0	0	0	0	0	0	0	40	52	120	
0	0	6	2	30	25	6	4	0	0	0	0	0	0	0	0	36	29	121	
3	0	13	7	45	23	17	18	0	0	0	0	14	1	0	0	66	49	122	
2	0	17	10	87	65	53	41	0	0	1	1	18	0	0	0	264	251	123	
0	0	22	12	123	221	199	179	3	1	0	0	0	0	0	0	325	401	124	
0	0	10	6	92	77	66	74	0	1	1	3	0	0	14	29	168	171	125	
2	0	8	6	38	35	16	8	0	0	9	0	2	0	0	0	95	81	126	
0	0	18	9	209	170	53	41	1	1	1	0	0	0	0	0	264	212	127	
0	0	7	5	53	35	5	8	0	0	0	0	0	0	0	0	58	43	128	
0	0	8	2	37	33	19	38	1	0	0	0	0	0	0	0	69	114	129	
0	0	6	2	36	33	43	28	0	0	0	0	0	0	0	0	100	74	130	
0	0	11	5	34	36	26	16	0	0	0	0	0	0	0	0	60	52	131	
4	0	24	0	79	0	53	0	0	0	4	0	14	0	0	0	155	0	132	
0	0	22	13	135	93	160	102	0	0	0	0	0	0	0	0	485	292	133	
0	0	7	7	50	25	36	30	0	0	0	0	0	0	0	0	106	55	134	
0	0	3	2	23	26	3	4	0	0	0	0	0	0	0	0	26	30	135	
3	1	13	1	42	36	10	3	0	0	0	0	2	0	0	0	170	194	136	
60	0	71	3	19	14	21	1	0	0	0	0	134	0	0	0	178	135	137	
42	3	75	11	0	0	495	326	34	27	6	2	291	8	0	0	799	434	138	
0	0	5	3	39	22	13	6	0	0	0	0	0	0	0	0	90	85	139	
0	0	3	5	35	39	30	28	0	0	0	0	0	0	0	0	65	67	140	
0	0	33	13	34	37	69	28	6	0	0	0	0	0	0	0	408	457	141	
0	0	12	11	61	42	64	70	0	0	0	16	13	0	0	0	274	356	142	
0	0	30	0	266	0	89	0	0	0	0	0	0	0	0	0	355	0	143	
0	0	14	4	30	16	28	17	0	0	0	0	0	0	0	0	73	79	144	
0	0	8	2	42	30	26	19	0	0	0	0	0	0	0	0	148	64	145	
0	0	15	10	71	57	78	70	0	0	0	0	0	0	0	0	149	127	146	
0	0	14	8	61	52	23	37	1	0	0	0	0	0	0	0	85	89	147	
0	0	9	4	55	66	31	18	0	0	0	0	9	5	0	0	102	107	148	
0	0	4	2	19	27	6	4	0	0	0	0	0	0	0	0	42	41	149	
0	0	11	4	91	59	37	9	0	0	0	0	0	0	0	0	180	117	150	
0	0	3	4	10	11	2	3	0	0	0	0	0	0	0	0	129	95	151	
0	0	21	20	532	307	36	25	0	0	0	0	0	0	0	0	568	332	152	
0	0	5	0	61	3	8	0	0	0	0	0	0	0	0	0	69	3	153	

TABLE 30.—Statistics of universities and colleges

Location.	Name.	Religious or nonsectarian control.	Year of first open- ing.	Professors and instructors.			
				Preparatory department.		Collegiate department.	
				Men.	Women.	Men.	Women.
1	2	3	4	5	6	7	8
KENTUCKY—cont'd.							
154 Danville.....	Central University of Kentucky	Presb.....	1822	7	9	13	0
155 Georgetown.....	Georgetown College.....	Bapt.....	1829	7	7	8	2
156 Glasgow.....	Liberty College.....	Bapt.....	1875	3	8	2	5
157 Lexington.....	Agricultural and Mechanical Col- lege of Kentucky.	State.....	1866	5	0	31	0
158 ..do.....	Kentucky University*.....	Christian...	1836	10	1	7	1
159 Russellville.....	Bethel College.....	Bapt.....	1854	2	0	5	0
160 St. Marys.....	St. Mary's College.....	R. C.....	1821	3	0	6	0
161 Winchester.....	Kentucky Wesleyan College.....	M. E. So.....	1866	3	1	5	1
LOUISIANA.							
162 Baton Rouge.....	Louisiana State University.....	State.....	1860	7	0	23	0
163 Convent.....	Jefferson College.....	R. C.....	1864	2	0	13	0
164 Jackson.....	Centenary College of Louisiana.....	M. E. So.....	1825	7	0	8	0
165 New Orleans.....	College of the Immaculate Concep- tion.	R. C.....	1847	6	0	13	0
166 ..do.....	Leland University.....	Bapt.....	1870	4	5	5	3
167 ..do.....	New Orleans University.....	M. E.....	1873	6	4	6	3
168 ..do.....	Straight University.....	Cong.....	1869	0	10	2	0
169 ..do.....	Tulane University.....	Nonsect.....	1834	0	11	32	9
MAINE.							
170 Brunswick.....	Bowdoin College.....	Cong.....	1802	0	0	19	0
171 Lewiston.....	Bates College.....	Free Bapt.....	1863	0	0	15	2
172 Orono.....	University of Maine.....	State.....	1867	0	0	44	0
173 Waterville.....	Colby College.....	Bapt.....	1818	0	0	14	0
MARYLAND.							
174 Annapolis.....	St. John's College.....	Nonsect.....	1789	2	0	8	0
175 Baltimore.....	Johns Hopkins University.....	Nonsect.....	1876	0	0	78	0
176 ..do.....	Loyola College.....	R. C.....	1852	9	0	13	0
177 ..do.....	Morgan College.....	M. E.....	1876	3	2	2	1
178 Chestertown.....	Washington College.....	Nonsect.....	1783	7	2	7	2
179 Collegepark.....	Maryland Agricultural College.....	State.....	1859	1	0	16	0
180 Ellicott City.....	Rock Hill College.....	R. C.....	1857	6	0	8	0
181 ..do.....	St. Charles College.....	R. C.....	1848	13	0	16	0
182 Mount St. Marys.....	Mount St. Mary's College.....	R. C.....	1808	25	0	15	0
183 New Windsor.....	New Windsor College.....	Presb.....	1843	3	3	5	4
184 Westminster.....	Western Maryland College.....	Meth. Prot..	1868	2	4	13	7
MASSACHUSETTS.							
185 Amherst.....	Amherst College.....	Nonsect.....	1821	0	0	35	0
186 Boston.....	Boston College.....	R. C.....	1864	16	0	18	0
187 ..do.....	Boston University.....	M. E.....	1873	0	0	25	2
188 Cambridge.....	Harvard University.....	Nonsect.....	1638	0	0	277	0
189 Springfield.....	French-American College.....	Nonsect.....	1885	5	7	5	7
190 Tufts College.....	Tufts College.....	Univ.....	1854	5	0	34	1
191 Williamstown.....	Williams College.....	Nonsect.....	1793	0	0	30	0
192 Worcester.....	Clark University.....	Nonsect.....	1889	0	0	11	0
193 ..do.....	College of the Holy Cross.....	R. C.....	1843	22	0	17	0
MICHIGAN.							
194 Adrian.....	Adrian College.....	Meth. Prot..	1859	2	0	6	3
195 Albion.....	Albion College.....	M. E.....	1843	6	5	9	3
196 Alma.....	Alma College.....	Presb.....	1887	10	4	10	4
197 Ann Arbor.....	University of Michigan.....	State.....	1837	0	0	142	8
198 Detroit.....	Detroit College.....	R. C.....	1877	6	0	8	0
199 Hillsdale.....	Hillsdale College.....	Free Bapt.....	1855	0	0	7	1
200 Holland.....	Hope College.....	Reformed.....	1866	12	1	13	1
201 Kalamazoo.....	Kalamazoo College*.....	Bapt.....	1855	4	4	9	4
202 Olivet.....	Olivet College.....	Cong.....	1859	4	3	10	4

* Statistics of 1900-1901.

for men and for both sexes—Continued.

Professors and instructors.				Students.															
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Summer school.		Total number (excluding duplicates).			
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
76	0	100	9	239	200	189	0	4	0	0	0	795	0	0	0	1,005	200		
0	0	10	9	71	56	104	82	3	1	0	0	0	0	0	0	191	149		
0	0	3	8	20	20	30	80	0	0	0	0	0	0	0	0	50	100		
0	0	36	0	100	10	321	58	11	6	0	0	0	0	0	0	500	111		
41	0	62	1	150	27	125	30	4	2	0	0	316	0	0	0	912	138		
0	0	7	0	41	0	65	0	0	0	0	0	0	0	0	0	106	0		
0	0	9	0	67	0	27	0	0	0	0	0	0	0	0	0	94	0		
0	0	8	2	42	20	80	31	0	0	0	0	0	0	0	0	122	51		
0	0	27	0	162	0	257	0	1	0	0	0	0	0	0	0	420	0		
0	0	15	0	34	0	135	0	0	0	0	0	0	0	0	0	169	0		
0	0	10	0	80	3	24	5	1	0	0	1	0	0	0	0	129	15		
0	0	19	0	182	0	176	0	0	0	0	0	0	0	0	0	501	0		
2	0	7	5	44	44	5	0	3	1	3	0	25	0	0	0	75	45		
14	2	19	8	14	23	9	3	0	0	0	0	72	1	0	0	95	58		
1	0	3	10	29	28	2	0	0	0	0	0	3	0	0	0	210	382		
37	0	66	20	0	165	273	258	29	27	1	3	538	1	0	0	844	494		
19	0	34	0	0	0	254	0	0	0	0	0	91	0	0	0	341	0		
5	0	20	2	0	0	167	128	1	1	3	3	23	5	0	0	188	137		
10	0	54	0	0	0	329	16	5	0	0	0	47	0	0	0	395	16		
0	0	14	0	0	0	109	82	0	0	0	0	0	0	0	0	109	82		
0	0	10	0	49	0	101	0	0	0	0	0	0	0	0	0	150	0		
65	1	143	1	0	0	164	0	173	0	0	0	312	45	0	0	649	45		
0	0	18	0	117	0	49	0	0	0	0	0	0	0	0	0	166	0		
3	0	5	2	41	16	5	1	0	0	0	0	5	0	0	0	48	17		
0	0	7	2	19	17	39	39	0	0	0	0	0	0	0	0	58	56		
0	0	17	0	39	0	123	0	0	0	0	0	0	0	0	0	162	0		
0	0	13	0	80	0	40	0	0	0	0	0	0	0	0	0	120	0		
0	0	17	0	176	0	69	0	0	0	0	0	0	0	0	0	245	0		
0	0	40	0	70	0	100	0	0	0	0	0	30	0	0	0	200	0		
0	0	7	5	20	23	3	1	0	0	1	0	0	0	0	0	24	24		
0	0	15	8	47	23	73	88	0	0	0	0	0	0	0	0	120	111		
0	0	35	0	0	0	404	0	0	0	0	0	0	0	0	0	404	0		
0	0	25	0	220	0	160	0	0	0	0	0	0	0	0	0	380	0		
99	5	137	8	0	0	121	329	55	30	0	0	597	57	0	0	1,007	329		
206	0	520	0	0	0	2,564	0	301	0	11	0	1276	0	(a)	(a)	4,984	0		
0	0	5	7	65	25	13	1	0	0	0	0	0	0	0	0	78	26		
96	3	124	3	7	0	201	103	5	1	1	0	488	64	28	5	702	170		
0	0	30	0	0	0	398	0	0	0	0	0	0	0	0	0	398	0		
0	0	11	0	0	0	0	0	31	4	0	0	0	0	0	0	31	4		
0	0	33	0	174	0	194	0	0	0	5	0	0	0	0	0	373	0		
0	0	9	5	12	4	40	15	0	0	0	0	26	0	0	0	95	73		
0	0	15	13	64	27	120	69	0	2	21	5	0	0	0	0	249	176		
0	0	12	11	26	16	45	35	0	0	0	0	0	0	0	0	84	160		
131	3	235	12	0	0	1,149	633	70	35	1	1	1576	57	285	131	2,901	808		
0	0	12	0	110	0	78	0	0	0	0	0	0	0	0	0	188	0		
2	0	13	2	45	39	64	47	3	1	0	0	31	2	0	0	165	146		
4	0	16	1	95	20	80	11	0	0	0	0	24	0	0	0	199	31		
0	0	10	4	50	25	87	55	0	0	0	0	0	0	0	0	137	80		
0	0	13	9	31	43	65	94	0	0	0	0	0	0	0	0	101	160		

a 982 students unclassified as to sex.

TABLE 30.—Statistics of universities and colleges

	Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Men.	Women.	Men.	Women.
	1	2	3	4	5	6	7	8
MINNESOTA.								
203	Collegeville	St. John's University	R. C.	1857	10	0	16	0
204	Minneapolis	Augsburg Seminary	Luth.	1869	9	0	9	0
205	do	University of Minnesota	State	1868	28	5	92	15
206	Northfield	Carleton College	Cong.	1870	2	4	10	3
207	do	St. Olaf College	Luth.	1874	15	2	15	3
208	St. Paul	Hamline University	M. E.	1854	14	4	15	4
209	do	Macalester College	Presb.	1885	4	3	8	3
210	St. Peter	Gustavus Adolphus College	Luth.	1862	8	2	9	1
211	Winnipeg City	Parker College	Free Bapt.	1888	2	4	2	4
MISSISSIPPI.								
212	Clinton	Mississippi College	Bapt.	1827	2	0	7	0
213	Holly Springs	Rust University	M. E.	1868	10	1	6	1
214	Jackson	Millsaps College	M. E. So.	1892	3	0	8	0
215	University	University of Mississippi	State	1848	0	0	19	1
MISSOURI.								
216	Albany	Central Christian College	Christian	1892	4	3	4	3
217	Bolivar	Southwest Baptist College*	Bapt.	1878	2	1	5	1
218	Bowling Green	Pike College	Nonsect.	1882	3	6	3	6
219	Cameron	Missouri Wesleyan College	M. E.	1887	3	4	4	2
220	Canton	Christian University*	Christian	1853	0	0	17	3
221	Clarksburg	Clarksburg College	Bapt.	1876	2	2	6	1
222	Columbia	University of the State of Missouri	State	1840	0	0	79	6
223	Fayette	Central College	M. E. So.	1857	3	0	7	0
224	Fulton	Westminster College	Presb.	1853	10	0	9	0
225	Glasgow	Pritchett College	Nonsect.	1866	3	4	5	1
226	Lagrange	La Grange College	Bapt.	1858	6	3	6	3
227	Liberty	William Jewell College	Bapt.	1849	17	0	14	0
228	Marshall	Missouri Valley College	Cum. Presb.	1889	10	3	10	3
229	Odessa	Odessa College	Nonsect.	1883	0	1	1	3
230	Parkville	Park College	Presb.	1875	3	6	12	0
231	St. Louis	Christian Brothers College	R. C.	1851	17	0	9	0
232	do	St. Louis University	R. C.	1829	12	0	17	0
233	do	Washington University	Nonsect.	1859	38	31	23	0
234	Springfield	Drury College	Cong.	1873	3	4	9	4
235	Tarkio	Tarkio College	U. Presb.	1883	4	5	6	4
236	Trenton	Ruskin College	Nonsect.	1900	5	3	5	3
237	Warrenton	Central Wesleyan College	M. E.	1864	7	2	6	1
MONTANA.								
238	Missoula	University of Montana	State	1895	8	5	8	5
NEBRASKA.								
239	Bellevue	Bellevue College	Presb.	1883	4	7	7	6
240	Bethany	Cotner University	Christian	1889	8	3	6	2
241	College View	Union College	7th D. Adv.	1891	7	6	11	6
242	Crete	Doane College	Cong.	1872	6	1	7	1
243	Grand Island	Grand Island College	Bapt.	1892	8	5	9	4
244	Hastings	Hastings College	Presb.	1882	6	2	6	2
245	Lincoln	University of Nebraska	State	1869	0	0	160	18
246	Omaha	Creighton University	R. C.	1879	12	0	9	0
247	University Place	Nebraska Wesleyan University	M. E.	1888	12	9	10	1
248	York	York College	U. B.	1890	4	3	3	2
NEVADA.								
249	Reno	Nevada State University	State	1886	6	3	13	4
NEW HAMPSHIRE.								
250	Hanover	Dartmouth College	Cong.	1769	0	0	54	0
251	Manchester	St. Anselm's College	R. C.	1893	14	0	8	0

* Statistics of 1900-1901.

for men and for both sexes—Continued.

Professors and instructors.				Students.															
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Summer school.		Total number (excluding duplicates).			
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
9	0	39	0	120	0	90	0	0	0	0	0	46	0	0	0	331	0	203	
3	0	9	0	72	0	65	0	0	0	0	0	43	0	0	0	180	0	204	
159	5	246	28	470	118	998	666	127	49	0	0	1017	38	77	223	2,614	1,042	205	
0	0	13	9	44	36	80	138	0	1	0	0	0	0	0	0	135	201	206	
0	0	15	3	221	53	84	3	0	0	0	0	0	0	0	0	305	56	207	
50	1	66	5	64	30	216	86	0	0	7	2	130	9	0	0	417	117	208	
0	0	10	3	54	25	*37	22	0	0	0	0	0	0	0	0	94	55	209	
0	0	17	4	63	22	46	7	0	0	0	0	0	0	0	0	237	102	210	
0	0	4	4	13	4	8	3	0	0	0	0	0	0	0	0	40	66	211	
0	0	9	0	96	0	175	0	0	0	0	0	0	0	0	0	271	0	212	
0	0	10	1	16	18	8	0	0	0	0	0	0	0	0	0	179	166	213	
3	0	14	0	60	0	159	3	0	0	0	0	18	0	0	0	237	3	214	
2	0	21	1	0	0	157	20	6	1	17	2	53	0	53	82	286	105	215	
0	0	4	3	10	10	50	10	0	0	0	0	0	0	0	0	60	20	216	
0	0	7	2	36	24	37	20	0	0	0	0	5	0	0	0	78	44	217	
0	0	3	6	15	20	30	60	0	0	0	0	0	0	0	0	45	80	218	
0	0	4	5	79	89	10	10	0	0	0	0	0	0	15	25	89	99	219	
0	0	17	3	39	10	30	6	0	0	0	0	30	1	0	0	90	17	220	
0	0	6	3	17	36	9	21	0	0	0	0	0	0	0	0	26	57	221	
27	0	99	6	0	0	815	233	6	7	28	9	228	3	250	257	1,216	455	222	
0	0	12	0	116	7	60	18	0	0	0	0	0	0	0	0	176	25	223	
0	0	12	0	39	0	52	0	1	1	0	0	0	0	0	0	92	1	224	
0	0	5	4	33	27	2	6	0	0	0	0	0	0	0	0	35	33	225	
0	0	6	3	12	18	58	72	0	0	0	0	0	0	0	0	70	90	226	
0	0	31	0	150	0	149	0	24	0	0	0	0	0	0	0	323	0	227	
0	0	10	3	73	62	62	54	0	0	0	0	0	0	0	0	138	125	228	
0	0	1	4	8	10	22	30	0	0	0	0	0	0	0	0	31	66	229	
0	0	15	6	131	111	94	72	0	0	0	0	0	0	0	0	225	183	230	
0	0	26	0	250	0	62	0	0	0	0	0	0	0	0	0	312	0	231	
8	0	35	0	189	0	139	0	0	0	0	0	68	0	0	0	479	0	232	
94	0	163	36	623	432	117	60	3	8	0	0	553	0	0	0	1,445	679	233	
0	0	12	8	108	125	45	60	0	0	0	0	0	0	27	48	180	235	234	
0	0	10	9	48	57	39	40	0	0	0	0	0	0	0	0	123	126	235	
0	0	5	3	60	28	7	3	0	0	0	0	0	0	30	70	90	98	236	
4	0	14	3	114	56	70	24	0	0	0	0	31	0	16	14	200	94	237	
0	0	8	5	56	90	32	28	0	3	0	0	0	0	0	0	118	121	238	
0	0	10	15	44	39	28	22	0	0	0	0	0	0	0	0	75	67	239	
28	0	34	7	39	34	13	1	0	0	0	0	114	10	0	0	174	83	240	
0	0	18	8	85	115	40	60	0	0	0	0	0	0	0	0	123	175	241	
0	0	8	1	27	21	45	54	1	0	0	0	0	0	0	0	73	75	242	
0	0	10	7	64	55	20	13	0	0	0	0	0	0	0	0	84	68	243	
0	0	6	2	32	24	14	8	0	0	0	0	0	0	0	0	46	32	244	
4	0	170	22	157	21	726	592	59	49	0	0	324	9	117	139	1,324	965	245	
37	0	55	0	156	0	71	0	0	0	0	0	129	13	0	0	356	113	246	
0	0	24	16	174	81	134	65	0	1	0	0	0	0	0	0	285	315	247	
0	0	7	5	65	55	12	3	0	0	0	0	0	0	9	56	133	168	248	
0	0	17	6	63	65	112	91	0	0	3	0	0	0	0	0	178	156	249	
18	0	67	0	0	0	663	0	13	0	10	0	72	0	0	0	768	0	250	
0	0	22	0	68	0	27	0	0	0	0	0	0	0	0	0	95	0	251	

TABLE 30.—Statistics of universities and colleges

	Location.	Name.	Religious or nonsectarian control.	Year of first open- ing.	Professors and instructors.			
					Prepar- atory depart- ment.		Collegi- ate depart- ment.	
					Men.	Women.	Men.	Women.
	1	2	3	4	5	6	7	8
NEW JERSEY.								
252	Jersey City	St. Peter's College	R. C	1878	5	0	3	0
253	Newark	St. Benedict's College	R. C	1868	2	0	6	0
254	New Brunswick	Rutgers College	Reformed	1766	7	5	29	0
255	Princeton	Princeton University	Nonsect	1746	0	0	101	0
256	South Orange	Seton Hall College	R. C	1856	6	0	14	0
NEW MEXICO.								
257	Albuquerque	University of New Mexico	Territory ...	1892	8	2	8	2
NEW YORK.								
258	Alfred	Alfred University	Nonsect	1836	5	3	16	5
259	Allegany	St. Bonaventure's College	R. C	1859	3	0	14	0
260	Annandale	St. Stephen's College	P. E.	1860	0	0	9	0
261	Brooklyn	Adelphi College	Nonsect	1896	27	20	19	12
262	do	Polytechnic Institute of Brooklyn	Nonsect	1854	32	4	20	0
263	do	St. Francis College*	R. C	1859	14	0	13	0
264	do	St. John's College	R. C	1870	18	0	18	0
265	Buffalo	Canisius College	R. C	1870	24	0	7	0
266	Canton	St. Lawrence University	Univ	1858	0	0	9	0
267	Clinton	Hamilton College	Nonsect	1812	0	0	20	0
268	Geneva	Hobart College	P. E.	1822	0	0	19	0
269	Hamilton	Colgate University	Bapt.	1819	8	0	18	0
270	Ithaca	Cornell University	Nonsect	1868	0	0	187	3
271	New York	College of St. Francis Xavier	R. C	1847	19	0	15	0
272	do	College of the City of New York	City	1849	30	0	61	0
273	do	Columbia University	Nonsect	1754	0	0	174	0
274	do	Manhattan College	R. C	1863	8	0	17	0
275	do	New York University	Nonsect	1831	0	0	41	0
276	do	St. John's College	R. C	1841	14	0	18	0
277	Niagara University	Niagara University	R. C	1856	12	0	10	0
278	Rochester	University of Rochester	Bapt.	1850	0	0	20	0
279	Schenectady	Union College	Nonsect	1795	0	0	20	0
280	Syracuse	Syracuse University	M. E.	1871	0	0	50	8
NORTH CAROLINA.								
281	Belmont	St. Mary's College	R. C	1878	2	0	12	0
282	Chapel Hill	University of North Carolina	State	1795	0	0	36	0
283	Charlotte	Biddle University	Presb.	1878	8	0	8	0
284	Davidson	Davidson College	Presb.	1837	0	0	14	0
285	Durham	Trinity College	M. E. So.	1851	6	0	23	0
286	Elon College	Elon College	Christian	1890	8	3	8	3
287	Guilford College	Guilford College	Friends	1837	0	1	6	1
288	Hickory	Lenoir College	Luth	1891	2	1	6	2
289	Mount Pleasant	North Carolina College*	Luth	1859	2	0	4	0
290	Newton	Catawba College	Reformed	1851	5	5	5	5
291	Raleigh	Shaw University	Bapt.	1865	7	6	2	2
292	Salisbury	Livingstone College	A. M. E. Z.	1882	6	4	7	3
293	Wake Forest	Wake Forest College	Bapt.	1834	0	0	14	0
294	Weaverville	Weaverville College*	M. E. So.	1873	0	1	4	0
NORTH DAKOTA.								
295	Fargo	Fargo College	Cong	1887	6	5	6	5
296	University	University of North Dakota	State	1884	8	2	19	2
297	Wahpeton	Red River Valley University	M. E.	1892	5	2	4	2
OHIO.								
298	Akron	Buchtel College	Univ	1872	4	4	10	6
299	Alliance	Mount Union College	M. E.	1846	6	3	10	2
300	Athens	Ohio University	State	1809	0	0	22	5
301	Berea	Baldwin University	M. E.	1846	8	2	8	2
302	do	German Wallace College	M. E.	1864	3	3	10	2
303	Cedarville	Cedarville College	Ref. Presb.	1894	5	2	6	1
304	Cincinnati	St. Xavier College	R. C	1831	14	0	10	0

* Statistics of 1900-1901.

for men and for both sexes—Continued.

Professors and instructors.				Students.															
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Summer school.		Total number (excluding duplicates).			
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Resident.	Nonresident.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
0	0	8	0	71	0	18	0	0	0	0	0	0	0	0	0	92	0	252	
0	0	8	0	16	0	40	0	0	0	0	0	0	0	0	0	56	0	253	
0	0	36	5	107	48	222	0	2	0	0	0	0	0	0	0	331	48	254	
0	0	101	0	0	0	1,232	0	122	0	0	0	0	0	0	0	1,354	0	256	
5	0	20	0	55	0	70	0	0	0	0	0	33	0	0	0	153	0	255	
0	0	8	2	45	38	7	3	0	0	0	0	0	0	0	0	52	41	257	
4	2	26	8	81	95	63	38	2	0	2	0	6	3	0	0	147	130	258	
6	0	23	0	33	0	98	0	0	0	0	0	50	0	0	0	181	0	259	
0	0	9	0	0	0	48	0	0	0	0	0	0	0	0	0	48	0	260	
0	0	28	26	76	146	18	179	0	0	0	0	0	0	0	0	139	463	261	
0	0	52	4	503	0	95	0	0	0	0	0	0	0	0	0	598	0	262	
0	0	27	0	243	0	41	0	0	0	0	0	0	0	0	0	284	0	263	
0	0	18	0	164	0	48	0	0	0	0	0	0	0	0	0	212	0	264	
0	0	31	0	277	0	34	0	0	0	0	0	0	0	0	0	311	0	265	
5	0	14	0	0	0	77	51	1	0	5	6	14	5	0	0	94	61	266	
0	0	20	0	0	0	185	0	0	0	0	0	0	0	0	0	185	0	267	
0	0	19	0	0	0	100	0	0	0	0	0	0	0	0	0	100	0	268	
10	0	31	0	142	0	173	0	0	0	0	0	37	0	0	0	352	0	269	
145	0	360	7	0	0	1,697	326	150	89	0	0	635	47	377	224	2,697	593	270	
0	0	34	0	544	0	126	0	0	0	0	0	0	0	0	0	670	0	271	
0	0	91	0	1,010	0	866	0	0	0	0	0	0	0	0	0	1,876	0	272	
182	0	385	0	0	0	1,118	0	353	155	0	0	1249	0	153	426	2,835	578	273	
0	0	25	0	164	0	76	0	0	0	0	0	0	0	0	0	240	0	274	
137	4	212	4	104	0	255	0	125	75	0	0	916	112	41	22	1,558	380	275	
0	0	32	0	275	0	138	0	0	0	0	0	0	0	0	0	413	0	276	
8	0	18	0	108	0	80	0	0	0	0	0	46	0	0	0	234	0	277	
0	0	20	0	0	0	194	65	3	3	8	0	0	0	0	0	205	68	278	
54	0	74	0	0	0	195	0	0	0	0	0	330	0	0	0	525	0	279	
69	1	133	23	0	0	554	346	26	20	0	0	256	15	0	0	929	877	280	
4	0	18	0	12	0	79	0	6	0	0	0	14	0	0	0	111	0	281	
40	0	75	0	0	0	379	14	14	1	6	1	152	0	38	54	581	70	282	
4	0	14	0	92	0	96	0	0	0	0	0	12	0	22	73	222	73	283	
0	0	14	0	0	0	178	0	3	0	13	0	0	0	0	0	194	0	284	
0	0	29	0	118	17	175	25	0	0	0	0	0	0	0	0	293	42	285	
0	0	8	3	33	30	30	22	0	0	0	0	0	0	0	0	64	62	286	
0	0	6	3	80	25	56	31	0	0	0	0	0	0	0	0	136	56	287	
0	0	7	3	32	12	50	14	0	0	0	0	0	0	0	0	82	26	288	
0	0	5	0	72	0	30	0	0	0	0	0	0	0	0	0	102	0	289	
0	0	5	5	70	55	40	35	0	0	0	0	0	0	0	0	110	90	290	
12	0	21	8	37	28	10	9	0	0	0	0	148	0	0	0	195	37	291	
0	0	12	6	67	97	28	8	0	0	0	0	0	0	0	0	123	162	292	
2	0	16	0	0	0	260	0	0	0	0	0	24	0	0	0	284	0	293	
0	0	4	1	45	50	35	20	0	0	0	0	0	0	0	0	80	70	294	
0	0	6	5	40	38	22	15	0	0	0	0	0	0	0	0	72	90	295	
10	0	37	4	102	127	73	41	2	1	7	1	20	0	0	0	204	170	296	
0	0	5	2	47	27	6	1	0	0	0	0	0	0	0	0	73	138	297	
0	0	13	9	65	38	30	38	0	0	0	0	0	0	0	0	95	76	298	
0	0	17	13	105	61	68	15	0	0	0	0	0	0	82	107	268	253	299	
0	0	22	5	141	125	90	60	2	1	0	0	0	0	45	57	233	186	300	
9	0	20	3	7	4	13	13	0	0	0	0	145	0	3	22	171	50	301	
4	0	14	5	66	40	61	20	0	0	0	0	36	0	0	0	163	60	302	
0	0	7	4	28	10	14	15	0	0	0	0	0	0	0	0	47	42	303	
0	0	24	0	275	0	84	0	11	0	0	0	0	0	0	0	370	0	304	

TABLE 30.—Statistics of universities and colleges

Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.			
				Preparatory department.		Collegiate department.	
				Men.	Women.	Men.	Women.
1	2	3	4	5	6	7	8
OHIO—continued.							
305 Cincinnati	University of Cincinnati	City	1874	0	0	54	2
306 Cleveland	St. Ignatius College	R. C.	1886	9	0	7	0
307 do	Western Reserve University	Nonsect	1826	0	0	41	11
308 Columbus	Capital University	Luth	1859	7	0	9	0
309 do	Ohio State University	State	1870	0	0	118	12
310 Defiance	Defiance College*	Christian	1885	5	3	1	1
311 Delaware	Ohio Wesleyan University	M. E.	1844	20	12	27	5
312 Findlay	Findlay College	Ch. of God	1886	1	1	5	1
313 Gambier	Kenyon College	P. E.	1825	11	0	14	0
314 Granville	Denison University	Bapt.	1831	5	10	14	2
315 Hiram	Hiram College	Christian	1850	10	1	11	0
316 Lima	Lima College	Luth	1893	3	2	5	4
317 Marietta	Marietta College	Nonsect	1855	6	2	12	4
318 New Athens	Franklin College*	Nonsect	1825	0	0	10	3
319 New Concord	Muskingum College	Un. Presb	1837	7	1	8	1
320 Oberlin	Oberlin College	Nonsect	1833	9	6	24	11
321 Oxford	Miami University	State	1824	10	0	13	0
322 Richmond	Richmond College*	Nonsect	1835	1	1	5	0
323 Rio Grande	Rio Grande College	Free Bapt	1876	4	2	4	2
324 Scio	Scio College	M. E.	1857	2	0	5	1
325 Springfield	Wittenberg College	Luth	1845	6	1	12	0
326 Tiffin	Heidelberg University	Reformed	1850	7	0	9	1
327 Westerville	Otterbein University	U. B.	1847	11	2	12	2
328 Wilberforce	Wilberforce University	A. M. E.	1856	3	2	8	2
329 Wilmington	Wilmington College	Friends	1870	2	3	3	3
330 Wooster	University of Wooster	Presb.	1870	11	3	14	5
331 Yellow Springs	Antioch College	Nonsect	1853	6	2	8	1
OKLAHOMA.							
332 Norman	University of Oklahoma	Territory	1892	21	1	21	1
OREGON.							
333 Albany	Albany College	Presb.	1866	3	3	6	3
334 Dallas	Dallas College	Un. Evang.	1900	1	1	7	2
335 Eugene	University of Oregon	State	1876	0	0	26	4
336 Forest Grove	Pacific University	Cong	1854	2	2	10	3
337 McMinnville	McMinnville College	Bapt.	1858	4	2	4	2
338 Newberg	Pacific College	Friends	1891	4	3	4	3
339 Philomath	Philomath College	U. B.	1867	3	1	3	1
340 Salem	Willamette University	M. E.	1844	4	4	7	1
PENNSYLVANIA.							
341 Allegheny	Western University of Pennsylvania	Nonsect	1786	0	0	14	0
342 Allentown	Muhlenberg College	Luth	1867	2	0	10	0
343 Annville	Lebanon Valley College	U. B.	1866	8	2	12	1
344 Beatty	St. Vincent College	R. C.	1846	3	0	5	0
345 Beaver	Beaver College	M. E.	1853	2	5	4	5
346 Beaver Falls	Geneva College	Ref. Presb.	1849	3	4	7	3
347 Bethlehem	Moravian College	Moravian	1807	0	0	6	0
348 Carlisle	Dickinson College	M. E.	1783	6	0	18	0
349 Chester	Pennsylvania Military College	Nonsect	1862	0	0	14	0
350 Collegeville	Ursinus College	Reformed	1870	6	6	13	2
351 Easton	Lafayette College	Presb.	1832	0	0	30	0
352 Gettysburg	Pennsylvania College	Luth	1832	3	1	11	0
353 Greenville	Thiel College	Luth	1870	9	1	9	0
354 Grove City	Grove City College	Nonsect	1884	2	1	8	2
355 Haverford	Haverford College	Friends	1833	0	0	22	0
356 Huntingdon	Juniata College	Ger. Bapt.	1876	6	1	4	1
357 Lancaster	Franklin and Marshall College	Reformed	1836	7	0	14	0
358 Lewisburg	Bucknell University	Bapt.	1846	5	5	25	0
359 Lincoln University	Lincoln University	Presb.	1854	0	0	11	0
360 Meadville	Allegheny College	M. E.	1815	5	2	14	1
361 Myerstown	Albright College*	Un. Evang.	1881	3	1	10	5
362 New Berlin	Central Pennsylvania College ^a	Un. Evang.	1855	1	1	7	0
363 New Wilmington	Westminster College	Un. Presb.	1852	0	0	7	5

*Statistics of 1900-1901.

for men and for both sexes—Continued.

Professors and instructors.				Students.															
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Summer school.		Total number (excluding duplicates).			
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
106	0	165	2	0	0	420	368	15	15	0	0	741	0	65	70	1,045	383		
0	0	16	0	145	0	36	0	0	0	0	0	0	0	0	0	181	0		
108	0	141	9	0	0	206	222	10	6	0	0	339	0	0	0	555	228		
4	0	9	0	33	0	43	0	1	0	0	0	24	0	0	0	101	0		
8	0	126	12	0	0	1,088	191	0	0	32	17	186	2	0	0	1,306	210		
0	0	5	5	60	61	2	2	0	0	0	0	0	0	0	0	62	63		
57	3	85	19	161	115	352	233	4	2	19	4	70	8	0	0	828	557		
1	0	11	2	12	7	23	6	0	0	0	0	11	1	0	0	112	204		
4	0	29	0	88	0	102	0	0	0	0	0	18	0	0	0	208	0		
0	0	19	12	132	54	132	94	2	0	0	0	0	0	0	0	266	148		
0	0	13	1	95	40	104	55	0	0	0	0	0	0	0	0	199	95		
0	0	6	4	46	56	14	8	0	0	0	0	0	0	15	25	60	64		
0	0	14	6	69	40	61	31	2	0	0	0	0	0	0	0	141	129		
0	0	10	3	10	6	59	18	0	0	0	0	0	0	0	0	64	24		
0	0	9	7	46	31	64	35	0	0	0	0	0	0	19	16	109	104		
7	0	61	25	136	134	235	256	7	1	0	0	35	0	11	16	516	866		
0	0	18	0	38	14	57	12	3	0	0	0	0	0	0	0	98	26		
0	0	6	1	21	11	5	0	0	0	0	0	0	0	0	0	26	11		
0	0	5	2	18	14	10	4	0	0	0	0	0	0	0	0	49	67		
0	0	11	4	34	33	25	13	0	0	0	0	37	0	0	0	129	159		
3	0	22	6	91	49	123	44	2	2	0	0	22	1	29	37	267	133		
4	0	19	2	32	21	73	28	0	0	0	0	17	1	26	48	236	105		
0	0	25	7	102	99	53	25	0	0	0	0	0	0	35	43	190	167		
7	0	17	6	48	69	16	26	0	0	0	0	15	1	0	0	155	232		
0	0	5	5	38	30	38	23	1	1	0	0	0	0	0	0	77	54		
0	0	45	13	77	40	125	97	2	1	0	0	0	0	185	233	355	354		
0	0	8	3	34	35	22	10	0	0	0	0	0	0	0	0	56	45		
5	0	21	2	133	89	44	32	3	0	0	0	26	4	0	0	216	143		
0	0	8	6	46	35	14	13	0	0	0	0	0	0	0	0	104	63		
0	0	7	2	22	27	18	7	0	0	0	0	0	0	0	0	44	73		
28	0	74	9	0	0	184	87	0	0	0	0	96	9	10	10	360	110		
0	0	10	5	99	62	32	16	0	0	0	0	0	0	0	0	131	78		
0	0	5	5	7	6	31	30	0	0	0	0	0	0	0	0	67	91		
0	0	4	3	24	18	40	35	0	0	0	0	0	0	0	0	64	53		
0	0	3	1	25	20	4	1	0	0	0	0	0	0	0	0	29	21		
28	0	40	8	0	0	20	24	0	0	3	0	36	4	58	78	170	228		
116	0	120	0	0	0	178	10	0	0	0	0	702	2	0	0	880	12		
0	0	12	0	31	0	119	0	0	0	0	0	0	0	0	0	150	0		
0	0	27	2	72	29	99	29	0	0	0	19	11	0	0	0	283	168		
9	0	33	0	87	0	79	0	0	0	0	0	0	37	0	0	282	0		
0	0	7	10	34	79	9	13	0	0	0	0	0	0	0	0	66	236		
0	0	10	7	77	38	34	15	0	0	0	0	0	0	0	0	122	102		
4	0	6	0	0	0	23	0	0	0	4	0	15	0	0	0	42	0		
8	0	31	0	110	10	226	40	2	0	9	0	107	0	0	0	454	50		
0	0	14	0	31	0	120	0	0	0	0	0	0	0	0	0	151	0		
6	0	17	7	51	28	48	10	0	0	0	0	38	0	21	6	134	36		
0	0	30	0	0	0	403	0	3	0	13	0	0	0	0	0	419	0		
0	0	14	1	61	24	165	13	1	0	0	0	0	0	0	0	227	37		
0	0	9	1	20	14	33	29	0	0	0	0	0	0	0	0	53	43		
0	0	12	9	89	44	144	47	0	0	0	0	0	0	96	98	343	259		
0	0	22	0	0	0	122	0	3	0	0	0	0	0	0	0	125	0		
3	0	17	3	22	20	14	2	0	0	0	0	0	7	0	0	176	157		
5	0	24	0	173	0	164	0	1	0	4	0	54	0	0	0	378	0		
0	0	30	9	83	86	46	55	3	4	41	17	0	0	0	0	381	210		
8	0	13	0	0	0	147	0	0	0	0	0	61	0	0	0	208	0		
0	0	15	2	90	31	137	63	2	1	0	0	0	0	0	0	229	95		
0	0	10	5	39	33	35	12	0	0	0	0	0	0	0	0	74	45		
0	0	8	1	36	17	31	9	0	2	0	0	0	0	0	0	67	28		
0	0	7	5	36	20	115	79	0	0	0	0	0	0	0	0	164	116		

*Consolidated in June, 1902, with Albright College, Myerstown, Pa.

TABLE 30.—Statistics of universities and colleges

Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.			
				Preparatory department.		Collegiate department.	
				Men.	Women.	Men.	Women.
1	2	3	4	5	6	7	8
PENNSYLVANIA—CON.							
364 Philadelphia	Central High School	City	1838	0	0	54	0
365 ..do	La Salle College	R. C.	1867	9	0	14	0
366 ..do	University of Pennsylvania	Nonsect	1740	0	0	107	0
367 Pittsburgh	Holy Ghost College	R. C.	1878	10	0	12	0
368 Selinsgrove	Susquehanna University	Luth.	1858	6	1	11	1
369 South Bethlehem	Lehigh University	Nonsect	1866	0	0	49	0
370 State College	Pennsylvania State College	State	1859	5	1	45	3
371 Swarthmore	Swarthmore College	Friends	1869	0	0	18	8
372 Villanova	Villanova College	R. C.	1842	7	0	11	0
373 Volant	Volant College	Nonsect	1889	4	2	4	2
374 Washington	Washington and Jefferson College	Presb.	1802	10	0	18	0
375 Waynesburg	Waynesburg College	Cum. Presb.	1851	5	1	7	1
RHODE ISLAND.							
376 Providence	Brown University	Bapt.	1764	0	0	76	1
SOUTH CAROLINA.							
377 Charleston	College of Charleston	City	1791	0	0	7	0
378 Clinton	Presbyterian College of South Carolina	Presb.	1880	0	0	6	0
379 Columbia	Allen University	A. M. E.	1881	5	5	4	0
380 ..do	South Carolina College	State	1805	0	0	16	0
381 Due West	Erskine College	A. R. Presb.	1839	2	0	7	1
382 Greenville	Furman University	Bapt.	1852	3	0	11	0
383 Newberry	Newberry College	Luth.	1858	1	0	7	0
384 Orangeburg	Clafin University	Meth.	1869	6	4	5	4
385 Spartanburg	Wofford College	M. E. So.	1854	6	0	8	0
SOUTH DAKOTA.							
386 Huron	Huron College	Presb.	1883	8	4	8	4
387 Mitchell	Dakota University	M. E.	1885	6	5	7	0
388 Redfield	Redfield College	Cong.	1887	6	3	7	3
389 Vermilion	University of South Dakota	State	1882	2	9	15	1
390 Yankton	Yankton College	Cong.	1882	7	3	6	2
TENNESSEE.							
391 Athens	Grant University*	M. E.	1867	3	6	4	5
392 Bristol	King College*	Presb.	1869	4	0	4	0
393 Clarksville	Southwestern Presbyterian University	Presb.	1855	0	0	13	0
394 Greeneville	Greeneville and Tusculum College*	Presb.	1794	7	3	7	3
395 Harriman	American University of Harriman	Nonsect	1893	6	2	10	2
396 Hiwassee College	Hiwassee College	Nonsect	1849	1	1	3	2
397 Jackson	Southwestern Baptist University*	Bapt.	1847	1	1	6	0
398 Jefferson City	Carson and Newman College*	Bapt.	1851	8	5	8	5
399 Knoxville	Knoxville College	Un. Presb.	1875	7	1	2	9
400 ..do	University of Tennessee	State	1794	0	0	38	1
401 Lebanon	Cumberland University	Cum. Presb.	1842	2	0	8	0
402 Limestone	Washington College	Nonsect	1795	2	1	3	2
403 McKenzie	Bethel College	Cum. Presb.	1850	1	1	2	3
404 Maryville	Maryville College	Presb.	1819	3	1	10	4
405 Memphis	Christian Brothers College*	R. C.	1871	10	0	10	0
406 Milligan	Milligan College	Christian	1882	1	2	3	2
407 Nashville	Fisk University	Cong.	1866	4	8	7	5
408 ..do	Roger Williams University	Bapt.	1865	5	8	5	8
409 ..do	University of Nashville*	Nonsect	1785	0	6	16	11
410 ..do	Vanderbilt University	M. E. So.	1875	0	0	35	0
411 ..do	Walden University	M. E.	1866	4	4	6	6
412 Sewanee	University of the South	P. E.	1868	8	0	16	0
413 Spencer	Burritt College	Christian	1848	1	1	4	4
414 Sweetwater	Sweetwater College	Nonsect	1874	2	1	3	2
TEXAS.							
415 Austin	St. Edward's College	R. C.	1885	4	0	13	0
416 ..do	University of Texas	State	1883	0	0	38	7

* Statistics of 1900-1901.

for men and for both sexes—Continued.

Professors and instructors.				Students.															
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Summer school.		Total number (excluding duplicates).			
								Resi-		Nonres-									
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
0	0	54	0	0	0	1,221	0	0	0	0	0	0	0	0	0	1,221	0		
0	0	21	0	149	0	57	0	0	0	0	0	0	0	0	0	206	0		
183	0	272	0	0	0	760	57	148	31	0	0	1364	7	0	0	2,291	282		
0	0	22	0	100	0	110	0	10	0	30	1	0	0	0	0	250	0		
8	0	21	1	117	49	39	7	0	0	0	0	17	0	0	0	174	56		
0	0	49	0	0	0	547	0	2	0	5	0	0	0	0	0	554	0		
0	0	45	3	37	0	408	9	4	0	0	0	0	0	272	1	451	10		
0	0	18	8	0	0	94	113	0	0	0	0	0	0	0	0	94	113		
8	0	21	0	111	0	87	0	0	0	0	0	22	0	0	0	220	0		
0	0	4	2	31	50	9	10	0	0	0	0	0	0	0	0	40	60		
0	0	25	0	107	0	253	0	0	0	0	0	0	0	0	0	360	0		
0	0	10	5	104	74	33	27	0	1	1	0	0	0	0	0	151	182		
0	0	76	1	0	0	650	176	44	34	13	3	0	0	0	0	707	213		
0	0	7	0	0	0	59	0	0	0	0	0	0	0	0	0	59	0		
0	0	6	0	0	0	42	17	0	0	0	0	0	0	0	0	42	17		
0	0	9	5	98	203	9	6	0	0	0	0	0	0	0	0	107	209		
2	0	16	0	0	0	203	12	10	0	0	0	32	0	0	0	215	12		
3	0	12	1	23	6	80	16	4	2	2	1	8	0	0	0	117	25		
0	0	14	0	77	0	153	0	0	0	0	0	0	0	0	0	230	0		
0	0	8	0	26	0	103	24	0	0	14	0	0	0	0	0	143	24		
0	0	8	6	82	78	24	5	0	0	0	0	0	0	0	0	106	83		
0	0	10	0	74	0	175	7	0	0	0	0	0	0	0	0	249	7		
0	0	8	4	90	99	9	2	0	0	0	0	0	0	15	54	114	155		
0	0	8	5	59	25	36	14	0	0	0	0	0	0	0	0	150	123		
0	0	10	3	25	10	11	4	0	0	0	0	0	0	0	0	62	41		
2	0	19	10	120	128	56	56	0	0	2	0	8	0	0	0	191	214		
0	0	9	8	65	52	30	24	0	0	0	0	0	0	0	0	130	159		
49	0	54	11	130	128	19	7	0	0	0	0	261	2	0	0	611	210		
0	0	4	0	12	0	48	0	0	0	0	0	0	0	0	0	60	0		
4	0	13	0	0	0	90	0	0	0	0	0	17	0	0	0	90	0		
0	0	7	3	91	25	14	16	0	0	0	0	0	0	23	37	128	78		
6	0	21	6	112	95	29	13	7	0	31	8	13	0	0	0	192	116		
0	0	3	2	20	18	50	38	0	0	0	0	0	0	0	0	70	56		
9	0	17	2	10	5	132	52	0	0	0	0	50	0	0	0	211	79		
0	0	8	5	101	70	60	18	0	0	0	0	0	0	0	0	190	141		
2	0	8	9	44	41	7	7	0	0	0	0	3	0	0	0	136	167		
51	0	80	1	0	0	302	78	2	1	0	0	248	0	0	0	539	79		
9	0	19	0	141	14	50	7	3	0	6	0	127	0	0	0	327	21		
0	0	5	3	40	25	22	13	0	0	0	0	0	0	0	0	73	38		
0	0	13	4	58	2	2	32	1	0	0	0	0	0	0	0	42	60		
0	0	20	0	150	0	60	0	0	0	0	0	0	0	0	0	210	161		
0	0	4	4	60	50	49	41	0	0	0	0	0	0	0	0	109	91		
1	0	7	9	65	10	60	24	0	0	2	0	6	0	0	0	129	145		
0	0	5	8	57	14	28	1	0	0	0	0	5	0	0	0	134	87		
0	0	16	17	140	166	213	294	0	0	0	0	0	0	0	0	353	460		
58	0	96	0	0	0	185	41	49	13	0	0	418	0	60	0	592	43		
26	0	36	10	57	47	71	61	0	0	0	0	305	30	0	0	433	138		
30	0	49	0	164	0	122	0	0	0	0	0	270	0	0	0	556	0		
0	0	6	4	78	85	37	15	0	0	0	0	0	0	0	0	115	100		
0	0	3	3	16	14	20	12	1	1	0	0	0	0	0	0	37	27		
0	0	17	0	61	0	120	0	0	0	0	0	0	0	0	0	181	0		
26	2	76	9	0	0	417	248	19	14	0	0	383	28	129	140	948	430		
																	415		

TABLE 30.—Statistics of universities and colleges

	Location.	Name.	Religious or nonsectarian control.	Year of first open- ing.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Men.	Women.	Men.	Women.
	1	2	3	4	5	6	7	8
TEXAS—continued.								
417	Brownwood	Howard Payne College	Bapt.	1890	4	5	4	5
418	Fort Worth	Fort Worth University	M. E.	1881	8	6	4	0
419	do	Polytechnic College	M. E. So.	1891	7	5	7	5
420	Galveston	St. Mary's University	R. C.	1854	1	0	2	0
421	Georgetown	Southwestern University	M. E. So.	1873	3	1	8	0
422	Greenville	Burleson College	Bapt.	1893	0	2	3	1
423	Marshall	Wiley University	M. E.	1873	4	3	4	3
424	Sherman	Austin College	Presb.	1850	5	0	6	0
425	Waco	Baylor University	Bapt.	1845	5	3	14	0
426	do	Paul Quinn College	A. M. E.	1881	7	8	4	1
427	do	Texas Christian University	Christian	1873	1	3	8	2
428	Waxahachie	Trinity University	Cum. Presb.	1869	5	1	5	0
UTAH.								
429	Logan	Brigham Young College	L. D. Saints .	1878	26	3	11	1
430	Salt Lake City	University of Utah	State	1850	20	1	20	1
VERMONT.								
431	Burlington	University of Vermont and State Agricultural College.	State	1800	0	0	38	0
432	Middlebury	Middlebury College	Nonsect	1800	0	0	11	0
433	Northfield	Norwich University	Nonsect	1834	0	0	7	0
VIRGINIA.								
434	Ashland	Randolph-Macon College	M. E. So.	1832	0	0	13	0
435	Bridgewater	Bridgewater College	Ger. Bapt.	1884	0	1	12	1
436	Charlottesville	University of Virginia	State	1825	0	0	25	0
437	Emory	Emory and Henry College	M. E. So.	1838	3	0	6	0
438	Fredericksburg	Fredericksburg College	Presb.	1893	6	0	6	0
439	Hampden-Sidney	Hampden-Sidney College	Presb.	1776	0	0	9	0
440	Lexington	Washington and Lee University	Nonsect	1749	0	0	18	0
441	Richmond	Richmond College	Bapt.	1832	0	0	10	0
442	do	Virginia Union University	Bapt.	1899	8	4	6	0
443	Salem	Roanoke College	Evang. Luth.	1853	1	0	9	0
444	Williamsburg	College of William and Mary*	State	1693	3	1	11	0
WASHINGTON.								
445	Burton	Vashon College	Nonsect	1892	7	4	5	1
446	Seattle	University of Washington	State	1862	8	8	22	3
447	Spokane	Gonzaga College	R. C.	1887	2	0	15	0
448	Tacoma	Puget Sound University*	M. E.	1890	4	4	4	4
449	do	Whitworth College	Presb.	1890	6	5	6	5
450	Vancouver	St. James College	R. C.	1856	2	0	5	0
451	Wallawalla	Whitman College	Cong	1866	9	2	8	2
WEST VIRGINIA.								
452	Barboursville	Morris Harvey College	M. E. So.	1888	0	1	2	1
453	Bethany	Bethany College	Christian	1841	3	2	10	0
454	Morgantown	West Virginia University	State	1868	15	3	27	4
WISCONSIN.								
455	Appleton	Lawrence University	M. E.	1849	5	2	16	2
456	Beloit	Beloit College	Nonsect	1847	5	0	25	2
457	Franklin	Mission House	Reformed	1859	9	0	11	0
458	Madison	University of Wisconsin	State	1850	0	0	155	11
459	Milton	Milton College	7th D. Bapt.	1844	6	3	8	3
460	Milwaukee	Concordia College	Luth.	1881	7	0	7	0
461	do	Marquette College	R. C.	1881	7	0	7	0
462	Ripon	Ripon College	Cong	1853	6	5	10	4
463	Watertown	Northwestern University*	Luth.	1865	5	0	5	0
WYOMING.								
464	Laramie	University of Wyoming	State	1887	15	3	15	3

* Statistics of 1900-1901.

for men and for both sexes—Continued.

Professors and instructors.				Students.															
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Summer school.		Total number (excluding duplicates).			
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Resident.	Nonresident.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
0	0	4	5	80	85	25	18	0	0	0	0	0	0	0	0	105	103	417	
21	0	34	8	115	104	24	15	0	0	0	0	134	0	0	0	500	337	418	
0	0	7	5	75	60	45	10	0	0	0	0	0	0	0	0	120	70	419	
0	0	3	0	22	0	30	0	0	0	0	0	0	0	0	0	52	0	420	
0	0	11	1	129	34	149	83	0	0	1	0	0	0	0	0	279	117	421	
0	0	3	3	30	25	40	20	0	0	0	0	0	0	0	0	70	45	422	
0	0	4	3	34	8	8	2	0	0	0	0	0	0	0	0	50	31	423	
0	0	8	0	64	0	63	0	0	0	0	0	0	0	50	0	177	0	424	
3	0	22	3	264	77	152	77	0	0	0	9	100	0	0	0	676	263	425	
0	0	7	8	58	51	44	15	0	0	0	0	3	0	0	0	130	94	426	
0	0	12	8	57	47	51	54	0	0	0	0	0	0	0	0	179	235	427	
0	0	6	2	100	25	50	25	0	0	0	0	0	0	0	0	150	50	428	
0	0	26	3	296	244	24	2	0	0	0	0	0	0	0	0	340	290	429	
0	0	30	2	224	223	124	117	2	0	0	0	0	0	43	45	381	373	430	
31	0	69	0	0	0	234	55	1	0	2	0	215	0	0	0	507	63	431	
0	0	11	0	0	0	70	43	0	0	0	0	0	0	0	0	70	43	432	
0	0	7	0	0	0	70	0	0	0	0	0	0	0	17	0	70	0	433	
0	0	13	0	0	0	125	0	4	0	0	0	0	0	0	0	129	0	434	
2	0	12	2	25	17	88	73	0	0	0	0	11	2	0	0	123	90	435	
31	0	52	0	0	0	270	0	24	0	0	0	339	0	0	0	612	0	436	
0	0	9	0	50	0	70	0	0	0	0	0	0	0	0	0	120	0	437	
0	0	7	3	60	84	26	13	0	0	0	0	0	0	0	0	86	97	438	
4	0	9	0	0	0	105	0	2	0	0	0	0	0	0	0	107	0	439	
3	0	22	0	0	0	181	0	18	0	0	0	57	0	0	0	238	0	440	
0	0	13	0	0	0	160	6	0	0	0	0	44	0	0	0	204	6	441	
5	0	12	4	139	9	16	0	0	0	0	0	62	0	0	0	196	0	442	
0	0	10	0	16	1	110	15	0	0	0	0	0	0	0	0	145	19	443	
0	0	14	1	16	12	157	0	0	0	0	0	0	0	0	0	173	12	444	
0	0	7	6	70	19	41	28	0	0	0	0	0	0	0	0	111	47	445	
5	0	39	11	63	39	265	116	5	8	0	0	96	9	0	0	429	172	446	
3	0	20	0	58	0	189	0	0	0	0	0	38	0	0	0	285	0	447	
0	0	4	4	38	32	9	6	0	0	0	0	0	0	0	0	47	38	448	
0	0	6	5	29	28	6	17	0	0	0	0	0	0	0	0	36	53	449	
0	0	7	0	40	0	30	0	0	0	0	0	0	0	0	0	70	0	450	
0	0	13	3	70	55	32	25	0	0	0	0	0	0	0	0	120	141	451	
1	0	5	5	10	11	40	25	0	0	0	0	8	0	0	0	56	52	452	
0	0	13	2	30	20	60	13	0	0	0	0	0	0	0	0	90	33	453	
3	0	34	4	182	40	228	69	26	3	0	0	117	0	0	0	579	176	454	
0	0	21	9	29	19	122	93	1	2	5	5	0	0	26	19	287	176	455	
0	0	30	2	176	0	138	80	2	0	0	0	0	0	0	0	316	80	456	
4	0	16	0	24	0	29	3	0	0	0	0	25	0	0	0	78	3	457	
47	1	161	15	0	0	1,721	458	92	34	0	0	289	5	249	118	2,087	690	458	
0	0	8	3	33	30	20	14	0	0	0	0	0	0	0	0	63	62	459	
0	0	7	0	131	0	106	0	0	0	0	0	0	0	0	0	237	0	460	
0	0	14	0	114	0	59	0	0	0	0	0	0	0	0	0	203	0	461	
0	0	10	7	22	21	48	31	0	0	0	0	0	0	0	0	70	52	462	
0	0	9	0	89	10	41	1	0	0	0	0	0	0	0	0	130	11	463	
0	0	15	3	58	35	37	40	1	1	2	0	0	0	0	0	92	77	464	

TABLE 31.—Statistics of universities and colleges for men and for both sexes—Continued.

Name.	Number of students in undergraduate courses.											Undergraduate students studying—				Number of students in pedagogy.		Number of students in business course.		Number of students in military drill.
	Classical course.	Other general culture courses.	General science courses.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.	Architecture.	Sanitary engineering.	Latin.	Greek.	Men.	Women.	Men.	Women.			
1																			19	
ALABAMA.																				
1	134	20				8						115	75						142	
2	115	27																		
3	42	27																		
4	38	0	0	0	0	0	0	0	0	0	0	38	20	0	0	0	29	0	0	
5	85	44	11									86	62				57	0	0	
6	66	30	60			7						63	42	10	2				116	
ARIZONA.																				
7	0	17	2	0	2	4	0	4	40	0	0	2	0	0	3	5	8		112	
ARKANSAS.																				
8	250											50	25	5	15	10	5			
9	200																			
10	53											48	20							
11	42	43										85	2			10	8			
12	51																			
13	73	26	13	10	11	42	32					92	67	13	8				358	
14	16	3										19	17			9	7			
CALIFORNIA.																				
15	284	952	194	61	690	91		171	248	12		54	22	12		54	3		779	
16	22	54	28																	
17	8	14	5									34	23			40	0			
18	29	23										76	29	0	0	0	0	0		
19	29	47		0	0	0	0	0	0	0	0	5	4							
20	5	3																		
21	0	0	9	0	0	4	4	4	0	0	0	0	0	0	16	15	7	0		
22	147											147	117							
23	10	16																		
24	91	116	18	0	0	0	0	0	0	0	0	91	91	0	0	72	18	0	0	

	2						177	154	43					2	2	2	2	7
25 Pacific Methodist College*	a646													184	236			
26 Leland Stanford Junior University																		
COLORADO																		
27 University of Colorado	77	135	73	0	0	41	0	41	59	0	0	0	0	93	51	9	14	0
28 Colorado College	216		51	0	0	0	0	0	0	0	0	0	0	48	43	12	16	0
29 College of the Sacred Heart	30													30	30			0
30 University of Denver	a253																	
CONNECTICUT																		
31 Trinity College	60	20	26											38	25			
32 Wesleyan University	166	90	53											263	166			
33 Yale University	a1,240						e62	e31	e30	e6								
DELAWARE																		
34 State College for Colored Students		26				2								13		2		85
35 Delaware College	9	30	2	6	5	29			23					40	10			
DISTRICT OF COLUMBIA																		
36 Catholic University of America																		
37 Columbian University	a94																	
38 Gallaudet College	73	6	5											43	0	3	2	
39 Georgetown University	136													136	120			
40 Gonzaga College	22													22	15			
41 Howard University	28		11											30	27	9	93	68
42 St. John's College		16				0								0	0	0	0	0
FLORIDA																		
43 John B. Stetson University	11	12	36											10	5			58
44 Florida State Agricultural College		16	33	1	6									16				44
45 St. Leo Military College	5	10	15											5	5	3	0	21
46 Florida State College	12	20	15													87	60	15
47 Rollins College	a20																4	0
GEORGIA																		
48 University of Georgia	123													130	85	14	0	152
49 Atlanta Baptist College		10				26		122	9					7	7	0	0	0
50 Atlanta University	49													32	32	13	1	0
51 Morris Brown College	9		1													1	32	
52 Bowdon College	5	40												40	5			
53 North Georgia Agricultural College	40		35	5										75	26	10	5	50
54 Mercer University	106		116											130	54	12	0	10
55 Emory College	95	131	0	0	0	0	0	0	0	0	0	0	0	145	61	4	0	0

*Statistics of 1900-1901.

aIncludes all undergraduates in liberal courses.

bIncludes students in electrical engineering.
cDoes not include freshmen.

TABLE 31.—Statistics of universities and colleges for men and for both sexes—Continued.

Name.	Number of students in undergraduate courses.												Undergraduate students studying—		Number of students in pedagogy.		Number of students in business course.		Number of students in military drill.
	Classical course.	Other general culture courses.	General science courses.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.	Architecture.	Sanitary engineering.	Latin.	Greek.	Men.	Women.	Men.	Women.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
GEORGIA—continued.																			
Clark University	10	6	11									10	10	0	4				
Nannie Lou Warthen Institute	60											60	0	5	3				
Young Harris College	80	60										120	40			2	2		
IDAHO.																			
University of Idaho	30	14	33			15			28			17	10	1	2			125	
ILLINOIS.																			
Hedding College	22	7	2									25	15						
Illinois Wesleyan University	25	50	66									70	20	20		80	0	70	
St. Viator's College	70	20	20									30	16						
Blackburn University	16	14										10	9	9	11	8	5		
Carthage College	13		20									84	84			88	0		
St. Ignatius College	96											57	32						
St. Stanislaus College	57																		
University of Chicago	a 2, 266			0	0	0	0	0	0	0	0	100	4	57	597	0	0	40	
Austin College	12	200										80	100	80	100	50	40		
Evangelical Proseminary	87	7										86	59	7	0				
Eureka College*	33	33										66	16	3	3	20	3		
Northwestern University	132	358										194	157	12	36				
Ewing College	a 23																		
Northern Illinois College*	73	75																	
Knox College	a 279																		
Lombard College	a 82																		
Greenville College	5		15									15	5	4	3	26	20		
Illinois College	a 67																		
Lake Forest University	a 116											35	12						
McKendree College	78											42	34						
Lincoln College	34		8									80	30	1	2				
Monmouth College	12	85	25									90	33						
Northwestern College	63	40	39									48	28			31		10	

83	St. Bede College.....	12	.....	.....	.....	.....	.....	.....	.....	12	.....	57	0
84	St. Francis Solanus College.....	115	.....	.....	.....	.....	.....	.....	.....	125	77	.....	.....
85	Augustana College.....	a77	.....	.....	.....	.....	.....	.....	.....	135	.....	90	20
86	St. Joseph's College.....	135	.....	.....	.....	.....	.....	.....	.....	135	.....	.....	.....
87	Shurtleff College.....	45	8	.....	.....	.....	.....	.....	.....	45	5	7	5
88	University of Illinois.....	14	447	122	227	131	169	100	7	52	21	19	20
89	Westfield College.....	3	12	.....	.....	.....	.....	.....	.....	11	2	3	9
90	Wheaton College.....	28	48	.....	.....	.....	.....	.....	.....	14	12	2	8
INDIANA.													
91	Indiana University.....	1,075	.....	60	.....	.....	.....	.....	.....	157	30	84	72
92	Wabash College.....	a133	.....	.....	.....	.....	.....	.....	.....	113	113	.....	.....
93	Concordia College.....	113	.....	.....	.....	.....	.....	.....	.....	99	30	.....	.....
94	Franklin College.....	30	69	.....	.....	.....	.....	.....	.....	66	41	29	32
95	De Pauw University.....	211	86	33	.....	.....	.....	.....	.....	.....	.....	.....	.....
96	Hanover College.....	39	.....	61	.....	.....	.....	.....	.....	.....	.....	.....	.....
97	Butler College*.....	120	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98	Union Christian College.....	43	20	10	.....	.....	.....	.....	.....	44	19	29	31
99	Moore's Hill College.....	14	17	.....	.....	.....	.....	.....	.....	17	13	20	15
100	University of Notre Dame.....	124	96	3	.....	21	68	59	3	158	124	81	0
101	Earlham College.....	43	183	25	.....	.....	.....	.....	.....	.....	.....	.....	.....
102	St. Meinrad College.....	54	.....	.....	.....	.....	.....	.....	.....	54	44	.....	.....
103	Taylor University.....	42	.....	.....	.....	.....	.....	.....	.....	42	36	8	2
INDIAN TERRITORY.													
104	Indian University.....	3	9	.....	.....	.....	.....	.....	.....	6	4	.....	.....
105	Henry Kendall College.....	8	1	2	.....	.....	.....	.....	.....	8	6	0	3
IOWA.													
106	Coe College.....	58	83	.....	0	0	0	0	0	100	58	7	21
107	Charles City College.....	3	.....	12	.....	.....	.....	.....	.....	7	3	4	25
108	Warburg College.....	25	.....	.....	.....	.....	.....	.....	.....	25	25	.....	.....
109	Amity College.....	22	.....	.....	.....	.....	.....	.....	.....	22	.....	.....	.....
110	Luther College.....	108	1	.....	.....	.....	.....	.....	.....	108	102	2	22
111	Des Moines College.....	a53	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
112	Dyake University.....	a215	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
113	St. Joseph's College.....	120	.....	.....	.....	.....	.....	.....	.....	189	77	100	175
114	Parsons College.....	28	50	.....	.....	.....	.....	.....	.....	120	100	.....	.....
115	Upper Iowa University.....	13	91	.....	.....	.....	.....	.....	.....	50	28	8	12
116	Iowa College.....	284	.....	.....	.....	.....	.....	.....	.....	81	17	18	36
117	Lenox College.....	a42	.....	.....	.....	.....	.....	.....	.....	140	65	2	3
118	Simpson College.....	45	89	36	.....	.....	.....	.....	.....	41	16	0	4
119	State University of Iowa.....	98	557	98	0	0	43	7	0	134	58	3	14
120	Grace College*.....	10	.....	.....	.....	.....	.....	.....	.....	188	69	11	41
121	Palmer College.....	7	3	.....	.....	.....	.....	.....	.....	10	0	.....	.....
122	German College.....	6	29	.....	.....	.....	.....	.....	.....	10	10	.....	.....
123	Iowa Wesleyan University.....	36	43	13	.....	.....	.....	.....	.....	31	14	.....	.....
124	Cornell College.....	73	152	113	.....	40	.....	.....	.....	37	40	67	62
										140	65	17	10

a Includes all undergraduates in liberal courses.

* Statistics of 1900-1901.

TABLE 31.—Statistics of universities and colleges for men and for both sexes—Continued.

Name.	Number of students in undergraduate courses.											Undergraduate students studying—		Number of students in pedagogy.		Number of students in business course.		Number of students in military drill.
	Classical course.	Other general culture courses.	General science courses.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.	Architecture.	Sanitary engineering.	Latin.	Greek.	Men.	Women.	Men.	Women.	
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
IOWA—continued.																		
125 Penn College.....	32	25	52									25	33	11	8	19	6	
126 Central University of Iowa.....	15	9										24	9	8	48	42	9	
127 Morningside College.....	13	54	27									35	14	0	9	28	7	
128 Buena Vista College.....	7	1										22	5	0	9			
129 Tabor College.....	26	31										26	26			29	5	
130 Western College.....	25	46																
KANSAS.																		
131 Midland College.....	17	13	12									37	17	2	2	55	0	
132 St. Benedict's College.....	58											58	34	17	10	97	30	120
133 Baker University.....	180	48										208	180	5	5	0	0	0
134 College of Emporia.....	42	44										86	42	2				
135 Highland University.....	4											2	2	10	5	41	9	
136 Campbell University.....	9	4										9	9	10	6			
137 Kansas City University.....	6	15										15	10	21	48			225
138 University of Kansas.....	619		11	11	7	46	45	2	4			40	15	9	5	30	25	
139 Lane University.....	2											20	2	20	23	92	42	
140 Kansas Christian College.....	35	54	8									15	10	21	34	66	66	18
141 Bethany College.....	22	59	24									81	22	5	10	135	0	
142 Ottawa University.....	89											77	77	15	46			25
143 St. Mary's College.....	20	5	20									45	30	15	15	15	6	
144 Kansas Wesleyan University.....	13	15	15									45	20	20	10	6	0	0
145 Cooper College.....	22	21	17	0	0	0	0	0	0	0	0	33	33	3	18	10		
146 Washington College.....	42											43	22	2	18	16	7	
147 Fairmount College.....	22																	
148 Friends University.....	10																	
149 St. John's Lutheran College.....	21	20	5									46	21	3	25	80	20	
150 Southwest Kansas College.....																		
KENTUCKY.																		
151 Union College.....	5											5	4	128	70			
152 Berea College.....	9			12								56	14					

153	Orden College.....	1	7	131	4	8	4	1	7	1	1	489
154	Central University of Kentucky.....	41	132	41	20	13	10	1	40	20	13	76
155	Georgetown College.....	60	126	60	110	68	26	30	91	65	37	489
156	Liberty College.....	91	68	26	30	27	13	18	91	65	37	76
157	Agricultural and Mechanical College of Kentucky.....	35	30	27	13	18	0	94	27	13	18	0
158	Kentucky University *.....	90	10	11	11	11	23	0	30	63	14	94
159	Bethel College.....	161	161	161	161	161	161	161	161	161	161	161
160	St. Mary's College.....	161	161	161	161	161	161	161	161	161	161	161
161	Kentucky Wesleyan College.....	161	161	161	161	161	161	161	161	161	161	161
LOUISIANA.												
162	Louisiana State University.....	18	20	39	37	34	26	43	27	10	43	0
163	Jefferson College.....	54	54	54	54	54	54	54	54	54	54	0
164	Centenary College of Louisiana.....	8	5	16	8	24	24	6	24	8	24	165
165	College of the Immaculate Conception.....	176	176	176	176	176	176	176	176	176	176	300
166	Leland University.....	5	5	5	5	5	5	5	5	5	5	5
167	New Orleans University.....	9	3	12	9	1	19	7	12	9	1	19
168	Straight University.....	2	2	2	2	2	2	2	2	2	2	1
169	Tulane University.....	16	190	27	106	13	27	49	61	60	49	1
MAINE.												
170	Bowdoin College.....	217	37	0	0	0	0	0	76	62	0	0
171	Bates College.....	293	293	293	293	293	293	293	293	293	293	0
172	University of Maine.....	8	44	52	18	31	112	94	11	7	10	279
173	Colby College.....	191	191	191	191	191	191	191	61	60	191	191
MARYLAND.												
174	St. John's College.....	17	59	17	7	7	7	7	77	17	7	150
175	Johns Hopkins University.....	12	60	88	0	0	0	0	40	11	0	0
176	Loyola College.....	49	49	49	49	49	49	49	49	49	49	49
177	Morgan College.....	6	6	6	6	6	6	6	5	5	5	5
178	Washington College.....	15	63	15	15	15	15	15	63	15	3	37
179	Maryland Agricultural College.....	9	9	27	19	44	2	0	9	0	0	143
180	Rock Hill College.....	40	40	40	40	40	40	40	40	40	40	40
181	St. Charles College.....	69	69	69	69	69	69	69	69	69	69	69
182	Mount St. Mary's College.....	35	35	35	35	35	35	35	100	80	19	0
183	New Windsor College.....	4	4	4	4	4	4	4	4	4	4	4
184	Western Maryland College.....	161	161	161	161	161	161	161	161	161	161	161
MASSACHUSETTS.												
185	Amherst College.....	328	328	328	328	328	328	328	175	76	13	0
186	Boston College.....	160	160	160	160	160	160	160	160	160	160	160
187	Boston University.....	450	450	450	450	450	450	450	450	450	450	450
188	Harvard University.....	157	157	157	157	157	157	157	157	157	157	157
189	French-American College.....	14	14	14	14	14	14	14	5	5	5	5

*Includes all undergraduates in liberal courses.

*Statistics of 1900-1901.

TABLE 31.—Statistics of universities and colleges for men and for both sexes—Continued.

Name.	Number of students in undergraduate courses.											Undergraduate students studying—		Number of students in pedagogy.		Number of students in business course.		Number of students in military drill.
	Classical course.	Other general culture courses.	General science courses.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.	Architecture.	Sanitary engineering.	Latin.	Greek.	Men.	Women.	Men.	Women.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
MASSACHUSETTS—continued.																		
190 Tufts College.....	184		23		2	35	60					60	40					
191 Williams College.....	398											398	266					
192 Clark University.....																		
193 College of the Holy Cross.....	194	0	0	0	0	0	0	0	0	0	0	194	194	39	0	0	0	0
MICHIGAN.																		
194 Adrian College.....	9	46												4	2			
195 Albion College.....	46	143										144	47	11	6	71	20	
196 Alma College.....	16	64										31	16	7	9			
197 University of Michigan.....	1,178				699	95	43	15				72	72	13	21			
198 Detroit College.....	78											20	21					
199 Hillsdale College.....	44	67																
200 Hope College.....	91																	
201 Kalamazoo College*.....	112																	
202 Olivet College.....	41	58	55											7	8			
MINNESOTA.																		
203 St. John's University.....	50	18	20		2							53	50			168	0	
204 Augsburg Seminary.....	65											47	65					
205 University of Minnesota.....	1,179											250	80	25	65			894
206 Carleton College.....	44	97	77	31	90	100	95	21	109			121	44	9	16			
207 St. Olaf College.....	60		17									48	60					
208 Hamline University.....	42	169										100	15	8	10			
209 Macalester College.....	26	33																
210 Gustavus Adolphus College.....	53											53	40	8	10	112	12	
211 Parker College.....														7	8	4	2	
MISSISSIPPI.																		
212 Mississippi College.....	175												75					85
213 Rust University.....	7	1										8	7	100	110	10	10	

TABLE 31.—Statistics of universities and colleges for men and for both sexes—Continued.

	Name.	Number of students in undergraduate courses.										Undergraduate students studying—		Number of students in pedagogy.		Number of students in business course.		Number of students in military drill.	
		Classical course.	Other general culture courses.	General sciences.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.	Architecture.	Sanitary engineering.	Latin.	Greek.	Men.	Women.	Men.		Women.
	1																		
250	Dartmouth College.....	663																	
251	St. Anselm's College.....	27					36					459	294	7	0	27	0		
	NEW JERSEY.																		
252	St. Peter's College.....	18										18	18						
253	St. Benedict's College.....	40																	
254	Rutgers College.....	61		14	57	43	29	19				37	35	12	0			159	
255	Princeton University.....	760		329		143	5					628	462						
256	Seton Hall College.....	70										70	70						
	NEW MEXICO.																		
257	University of New Mexico.....	5		2								3		4	6	5	7		
	NEW YORK.																		
258	Alfred University.....	16	54	35	0	0	0	0	0	0	0	25	21	0	0	0	0	0	
259	St. Bonaventure's College.....	98										98	38			40			
260	St. Stephen's College.....	48										43	47						
261	Adelphi College.....	7	187	3								40	15	0	27				
262	Polytechnic Institute of Brooklyn.....	9	3							1									
263	St. Francis College*.....	41				18	32	22				41	41			51	0	144	
264	St. John's College.....	38										48	48			42	0	80	
265	Canisius College.....	34										34	34						
266	St. Lawrence University.....	32	96									64	32	2	6				
267	Hamilton College.....	160	257									25	160	30	0				
268	Hobart College.....	35	65									35	35						
269	Colgate University.....	92	53	28	0	0	0	0	0	0	0	36	63	12	0	0	0	0	
270	Cornell University.....	α 831			92	792	214			50		505	256					712	
271	College of St. Francis Xavier.....	126										126	126	12	0			250	
272	College of the City of New York.....	470		396	0	0	0	0	0			470	265	710	0	0	0	0	
273	Columbia University.....	492			109	92	115		141	73		231	83						

TABLE 31.—Statistics of universities and colleges for men and for both sexes—Continued.

Name.	Number of students in undergraduate courses.												Undergraduate students studying—		Number of students in pedagogy.		Number of students in business course.		Number of students in military drill.
	Classical course.	Other general culture courses.	General science courses.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.	Architecture.	Sanitary engineering.								
												2	3	4	5	6	7	8		9	10	11	12
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
OHIO—continued.																			
315	Hiram College.....	159	9	6								110	73			32	16		
316	Lima College.....	7												20	18	7	11	84	
317	Marietta College.....	40	52									80	23			3	1		
318	Franklin College*.....	21	51									80	21			12	9		
319	Muskingum College.....	47	52									76	38			0	0	0	
320	Oberlin College.....	491										174	79	2	10	0	0	0	
321	Miami University.....	47	22									47	19						
322	Richmond College*.....	5										5	5						
323	Rio Grande College.....		14									14	2						
324	Scioto College.....	10	28									20	15	9	4	56	42		
325	Wittenberg College.....	167																	
326	Heidelberg University.....	39	62									101	39	3	6	13	41		
327	Otterbein University.....	43	35									78	43	34	27	31	20		
328	Wilberforce University.....	18		23										23	51	29	12	138	
329	Wilmington College.....	22	39									24	16						
330	University of Wooster.....	76	146	3								192	76	8	10				
331	Antioch College.....	10	19									29	10						
OKLAHOMA.																			
332	University of Oklahoma.....	72	0	0	0	0	4	0	0	0	0	12	6	0	0	24	8	0	
OREGON.																			
333	Albany College.....	11	16	0	0	0	0	0	0	0	0			3	12	45	23	0	
334	Dallas College.....	5	13									18	4	2	5	6	2		
335	University of Oregon.....	206										41	22	4	6				
336	Pacific University.....	12	24			10	20	10	10	15		25	12						
337	McMinnville College.....	61																	
338	Pacific College.....	18	57									75	18			15	5		
339	Philomath College.....	5										5	5	2	3	13	7		
340	Willamette University.....	10	4	33								34	12	4	40	5	0		

TABLE 31.—Statistics of universities and colleges for men and for both sexes—Continued.

Name.	Number of students in undergraduate courses.											Undergraduate students studying—		Number of students in pedagogy.		Number of students in business course.		Number of students in military drill.
	Classical course.	Other general culture courses.	General sciences.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.	Architecture.	Sanitary engineering.	Latin.	Greek.	Men.	Women.	Men.	Women.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
SOUTH CAROLINA—continued.																		
383 Newberry College.....	80	---	39	---	---	---	---	---	---	---	---	105	42	---	---	---	---	---
384 Claflin University.....	29	---	---	---	---	---	---	---	---	---	---	29	10	16	40	---	---	---
385 Wofford College.....	60	115	---	---	---	---	---	---	---	---	---	142	60	---	---	---	---	---
SOUTH DAKOTA.																		
386 Huron College.....	5	4	---	---	---	---	---	---	---	---	---	7	5	3	32	33	17	---
387 Dakota University.....	α50	---	---	---	---	---	---	---	---	---	---	---	---	10	60	46	5	---
388 Redfield College.....	α15	---	---	---	---	---	---	---	---	---	---	---	---	3	11	23	16	---
389 University of South Dakota.....	38	58	---	---	15	---	---	---	---	---	---	38	20	8	4	25	10	105
390 Yankton College.....	21	12	11	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
TENNESSEE.																		
391 Grant University*.....	26	---	---	---	---	---	---	9	---	---	---	13	9	---	---	220	80	---
392 King College*.....	40	8	---	---	---	---	---	40	---	---	---	---	30	12	0	18	0	---
393 Southwestern Presbyterian University.....	87	3	---	---	---	---	---	---	---	---	---	51	22	---	---	---	---	---
394 Greeneville and Tusculum College*.....	18	12	---	---	---	---	---	---	---	---	---	30	13	---	---	---	---	---
395 American University of Harrison.....	10	22	10	---	---	---	---	---	---	---	---	28	10	---	---	21	3	56
396 Hiwassee College.....	40	30	---	---	---	---	---	---	---	---	---	25	10	20	15	---	---	---
397 Southwestern Baptist University*.....	α184	---	---	---	---	---	---	---	---	---	---	149	115	---	---	31	7	---
398 Carson and Newman College*.....	α97	---	---	---	---	---	---	---	---	---	---	---	---	---	---	38	25	---
399 Knoxville College.....	13	---	9	---	---	---	---	---	---	---	---	18	14	44	51	---	---	47
400 University of Tennessee.....	154	---	---	46	90	---	---	9	0	0	0	108	32	0	0	0	0	199
401 Cumberland University.....	54	---	---	---	---	3	---	---	---	---	---	41	36	---	---	---	---	---
402 Washington College.....	12	23	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
403 Beloit College.....	4	---	---	---	---	---	---	---	---	---	---	35	8	---	---	---	---	---
404 Maryville College.....	33	33	3	---	---	---	---	---	---	---	---	30	14	---	---	---	---	---
405 Christian Brothers College*.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	41	0	---
406 Milligan College.....	25	61	---	---	---	---	---	---	---	---	---	40	25	20	22	15	0	---
407 Fisk University.....	79	---	5	---	---	---	---	---	---	---	---	74	69	0	17	5	0	---
408 Roger Williams University.....	29	0	0	0	0	0	0	0	0	0	0	13	13	5	39	0	0	---
409 University of Nashville*.....	α507	---	---	---	---	---	---	---	---	---	---	500	100	270	280	---	---	---

TABLE 31.—Statistics of universities and colleges for men and for both sexes—Continued.

Name.	Number of students in undergraduate courses.												Undergraduate students studying—		Number of students in pedagogy.		Number of students in business course.		Number of students in military drill.
	Classical course.	Other general culture courses.	General science courses.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Chemical engineering.	Mining engineering.	Architecture.	Sanitary engineering.	Latin.	Greek.	Men.	Women.	Men.	Women.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
WASHINGTON.																			
445	Vashon College.....	16	53									38	8			24	6	104	
446	University of Washington.....	285										112	69	0	0	0	0	120	
447	Gonzaga College.....	121							51							77	0	120	
448	Puget Sound University *.....	10	5									8	5						
449	Whitworth College.....	9		14								23	8						
450	St. James College.....	30																	
451	Whitman College.....	20	11	26								40	18	2	6				
WEST VIRGINIA.																			
452	Morris Harvey College.....	5	7									30	5			17	7		
453	Bethany College.....	a 73										44	24	14	10	8	1		
454	West Virginia University.....	181			37	b 79						16	15	17	10	19	12	144	
WISCONSIN.																			
455	Lawrence University.....	27	118	47								163	32	14	13	40	52		
456	Beloit College.....	60	90	68	0	0	0	0	0	0	0	70	40	6	12	0	0	0	
457	Mission House.....	32	0	0	0	0	0	0	0	0	0	32	32	0	0	0	0	0	
458	University of Wisconsin.....	220	568	156	448	c 297	93	116				364	126	110	79			671	
459	Milton College.....	11	14	9								32	10						
460	Concordia College.....	106										106	106						
461	Marquette College.....	59										59	59	0	0	30	0	0	
462	Ripon College.....	20	20	29								34	17	1	3				
463	Northwestern University *.....	42										42	42			17	6	78	
WYOMING.																			
464	University of Wyoming.....	2	12	6	1	11	0	0	0	23	0	0	10	6	1	31	23	11	75

* Statistics of 1900-1901.

a Includes all undergraduates in liberal courses

b Includes all engineering students.

c Includes 15 in general engineering and 218 freshmen engineers.

TABLE 32.—Statistics of universities and colleges

	Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.		Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.	Number of fellowships.	Number of scholarships.	Volumes.	Pamphlets.	Value.
1		2	3	4	5	6	7	8	9	10
ALABAMA.										
1	Howard College*.....	\$60	\$15	\$100	\$100	.....	7	6,000	7,000	\$10,000
2	Southern University.....	50	9	90	113	.....	.....	7,500	.....	6,000
3	Lafayette College.....	8	1	72	96	.....	.....	200	.....	75
4	St. Bernard College.....	.....	.....	a 180	.....	0	0	3,550	930	10,200
5	Spring Hill College.....	65	.....	.....	225	.....	.....	20,000	7,000	.....
6	University of Alabama.....	0	9-15	130	160	6	0	25,000	6,000	50,500
ARIZONA.										
7	University of Arizona.....	0	1-25	130	225	0	0	5,828	11,000	12,273
ARKANSAS.										
8	Arkadelphia Methodist College..	50	.....	90	120	0	13	1,000	100	500
9	Ouachita Baptist College.....	50	.....	80	120	.....	10	3,000	1,000	6,000
10	Arkansas College.....	50	5-8	.....	.....	0	6	3,950	1,500	4,000
11	Arkansas Cumberland College..	36	3	140	150	.....	.....	4,000	.....	2,000
12	Hendrix College.....	60	4	85	120	.....	15	7,375	7,000	8,500
13	University of Arkansas.....	(b)	5	81	112	0	.....	8,621	7,428	11,500
14	Philander Smith College.....	12	.....	40	64	.....	.....	1,600	200	900
CALIFORNIA.										
15	University of California.....	.....	.....	.....	225	9	68	95,000	60,000	200,000
16	Pomona College.....	60	3	150	250	.....	.....	6,000	.....	6,000
17	Occidental College.....	60	.....	150	200	.....	2	2,500	500	3,000
18	St. Vincent's College*.....	50	.....	200	.....	.....	.....	3,000	500	3,000
19	University of Southern California.	62	10-30	160	200	.....	.....	4,800	.....	3,800
20	California College.....	70	.....	220	220	.....	3	2,900	400	2,500
21	Throop Polytechnic Institute.....	75	3-15	140	220	0	12	2,000	1,400	2,250
22	St. Ignatius College.....	80	.....	.....	.....	3	.....	28,250	8,311	72,000
23	University of the Pacific.....	20	.....	198	.....	.....	.....	7,500	.....	.....
24	Santa Clara College.....	.....	.....	a 350	350	0	0	19,000	650	15,000
25	Pacific Methodist College*.....	60	15	125	160	.....	.....	2,000	250	2,000
26	Leland Stanford Junior University.	(c)	1-25	225	300	0	0	63,000	20,000	.....
COLORADO.										
27	University of Colorado.....	0	10	100	225	0	0	25,000	2,000	30,000
28	Colorado College.....	35	8	145	220	0	80	30,000	30,000	27,463
29	College of the Sacred Heart.....	30	10	150	200	.....	8	7,000	.....	3,000
30	University of Denver.....	30	3	115	200	0	40	11,000	.....	25,000
CONNECTICUT.										
31	Trinity College.....	100	30	250	350	1	60	45,130	28,185	45,000
32	Wesleyan University.....	75	27	105	150	.....	3	61,000	.....	55,000
33	Yale University.....	155	.....	350	550	.....	a 116	350,000	100,000	.....
DELAWARE.										
34	State College for Colored Students.	(e)	0	64	.....	.....	.....	400	300	400
35	Delaware College.....	(f)	11-40	160	200	0	.....	12,000	9,000	26,000
DISTRICT OF COLUMBIA.										
36	Catholic University of America..	75	.....	250	350	2	22	34,544	1,450	.....
37	Columbian University.....	100	10	160	250	0	.....	12,000	3,000	15,000
38	Gallaudet College.....	.....	.....	.....	.....	5	93	4,510	.....	10,000
39	Georgetown University.....	100	10	.....	312	.....	20	85,000	15,000	80,000
40	Gonzaga College.....	40	.....	.....	.....	.....	3	10,000	.....	.....
41	Howard University.....	.....	2	100	125	.....	15	27,503	14,861	50,000
42	St. John's College.....	100	20	.....	.....	0	0	4,000	.....	.....

* Statistics of 1900-1901.

a Including tuition.

b Free to residents; \$30 to nonresidents.

c Free to residents; \$20 to nonresidents.

for men and for both sexes—Continued.

Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total.	
11	12	13	14	15	16	17	18	19	20
\$6,000	\$75,000	.....	\$10,400	0	0	0	\$6,000	\$16,400	1
5,600	115,000	\$50,000	4,000	\$2,500	0	0	3,350	9,850	2
23	10,000	.....	2,600	0	\$600	0	0	3,200	3
15,100	88,000	.....	11,000	0	0	0	0	11,000	4
40,000	500,000	.....	.....	.....	.....	.....	.....	.....	5
50,000	200,000	300,000	4,200	24,000	10,000	0	10,000	48,200	6
32,877	123,434	0	1,491	0	20,877	\$40,000	2,460	64,828	7
3,000	50,000	0	.....	.....	.....	.....	.....	.....	8
15,000	100,000	.....	25,000	0	0	0	0	25,000	9
1,500	35,000	10,000	.....	.....	.....	.....	.....	.....	10
1,000	40,000	15,000	1,000	700	0	0	6,500	8,200	11
3,000	65,000	40,000	4,000	1,200	0	0	1,500	6,700	12
50,000	246,000	130,000	3,300	10,400	53,600	33,182	2,575	103,057	13
1,200	40,000	.....	2,611	0	0	0	2,525	5,136	14
190,000	1,900,000	3,147,547	32,549	158,187	346,754	40,000	31,617	609,107	15
20,000	82,500	117,000	11,000	7,750	0	0	1,500	20,250	16
400	22,000	4,000	3,000	150	0	0	0	3,150	17
800	65,000	.....	.....	.....	.....	.....	.....	.....	18
.....	93,000	.....	29,300	0	0	0	3,000	32,300	19
4,000	40,000	37,000	2,400	2,100	0	0	0	4,500	20
20,200	118,180	33,000	25,500	2,799	0	0	2,701	31,000	21
117,200	800,000	.....	5,772	0	0	0	0	5,772	22
4,000	234,417	.....	17,000	0	0	0	0	17,000	23
75,000	14,500	0	.....	.....	.....	.....	.....	.....	24
500	30,000	7,000	1,426	304	0	0	680	2,410	25
.....	.....	20,000,000	.....	.....	.....	.....	.....	.....	26
41,797	232,300	.....	10,000	0	80,000	0	0	90,000	27
20,000	470,000	374,444	17,000	27,600	0	0	0	44,600	28
2,500	200,000	.....	18,000	0	0	0	0	18,000	29
5,000	500,000	200,000	49,252	10,794	0	0	37,292	97,338	30
15,000	1,200,000	750,000	16,500	36,000	0	0	0	52,500	31
87,500	531,700	1,443,754	20,755	61,561	0	0	25,283	107,599	32
.....	.....	.....	475,116	261,024	.....	.....	40,621	776,761	33
1,800	24,000	.....	0	0	3,000	5,000	2,228	10,228	34
30,000	125,000	83,000	60	4,980	12,500	35,000	5,929	58,469	35
108,525	757,607	891,349	1,253	49,103	0	0	16,161	66,517	36
20,000	1,000,000	250,000	98,734	16,916	0	0	13,316	128,966	37
1,000	700,000	0	5,888	0	0	72,000	41	77,929	38
25,000	1,400,000	50,000	76,795	2,134	0	0	12,770	91,699	39
500	100,000	.....	.....	.....	.....	.....	.....	.....	40
100,000	700,000	180,000	0	7,500	0	35,100	6,500	49,100	41
5,000	150,000	.....	12,000	0	0	0	0	12,000	42

d Including fellowships.

e Free to residents; \$22 to nonresidents.

f Free to residents; \$60 to nonresidents.

TABLE 32.—Statistics of universities and colleges

	Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
1		2	3	4	5	6	7	8	9	10
FLORIDA.										
43	John B. Stetson University.....	\$66	.....	.....	\$222	.....	3	12,000	.....	\$32,000
44	Florida State Agricultural College.....	(a)	\$6-18	\$100	130	.....	3	4,000	.....	8,000
45	St. Leo Military College.....	50	.....	100	150	.....	.....	3,000	2,000	1,500
46	Florida State College.....	0	10	100	120	0	0	1,250	600	1,000
47	Rollins College.....	52	5	140	.....	.....	.....	4,000	500	*4,000
GEORGIA.										
48	University of Georgia.....	(b)	15	90	130	1	0	30,000	.....	35,000
49	Atlanta Baptist College.....	12	0	80	.....	.....	.....	2,500	500	2,000
50	Atlanta University.....	16	0	80	80	.....	0	11,500	700	11,000
51	Morris Brown College*.....	9	.....	58	.....	.....	.....	1,500	300	1,000
52	Bowdon College.....	31	.....	72	90	.....	.....	500	500	200
53	North Georgia Agricultural College.....	0	10	75	125	0	0	4,250	3,000	5,000
54	Mercer University.....	50	5	65	90	.....	20	15,000	1,000	10,000
55	Emory College.....	60	7	100	130	0	0	21,436	6,911	15,000
56	Clark University.....	.....	12	80	.....	.....	.....	1,000	200	1,000
57	Nannie Lou Warthen Institute.....	20	1	72	81	0	1	35	25	40
58	Young Harris College.....	10	.....	75	100	.....	.....	900	300	1,200
IDAHO.										
59	University of Idaho.....	(c)	.....	150	300	0	0	4,500	2,100	7,000
ILLINOIS.										
60	Hedding College.....	40	6	60	150	.....	15	2,000	.....	2,000
61	Illinois Wesleyan University.....	40	10	150	200	0	10	10,000	3,000	.....
62	St. Viator's College.....	.....	25	200	.....	.....	.....	9,000	.....	*10,000
63	Blackburn University.....	35	2	131	175	.....	5	4,000	500	4,000
64	Carthage College.....	30	3	125	150	.....	.....	5,000	2,000	5,000
65	St. Ignatius College.....	40	0	.....	.....	.....	3	25,000	6,000	31,000
66	St. Stanislaus College.....	30	.....	140	140	.....	.....	1,000	.....	800
67	University of Chicago.....	120	.....	.....	.....	200	200	300,000	.....	314,950
68	Austin College.....	40	5	100	120	.....	.....	4,000	.....	3,000
69	Evangelical Proseminary.....	.....	.....	150	.....	0	0	1,837	115	2,000
70	Eureka College*.....	39	3	120	160	.....	.....	6,500	2,000	7,500
71	Northwestern University.....	70	.....	150	250	6	93	68,325	35,000	103,000
72	Ewing College.....	30	6	78	85	.....	.....	5,000	2,000	8,000
73	Northern Illinois College*.....	40	.....	100	125	.....	.....	575	200	650
74	Knox College.....	50	.....	.....	.....	.....	3	10,000	.....	5,000
75	Lombard College.....	35	15	150	200	.....	16	7,000	1,000	5,000
76	Greenville College.....	48	6	100	125	.....	13	5,000	1,000	5,000
77	Illinois College.....	50	.....	120	130	.....	14	14,000	.....	.....
78	Lake Forest University.....	40	12	175	200	0	35	16,000	2,000	20,000
79	McKendree College.....	36	.....	150	200	.....	.....	9,000	.....	25,000
80	Lincoln College.....	10	15	95	114	.....	2	3,000	1,000	2,000
81	Monmouth College.....	30	17	150	200	.....	6	3,000	1,000	3,000
82	Northwestern College.....	24	15	100	150	.....	.....	6,000	300	10,500
83	St. Bede College.....	30	.....	180	200	.....	.....	8,000	.....	6,000
84	St. Francis Solanus College.....	30	.....	140	160	.....	4	5,450	350	7,000
85	Augustana College.....	36	6	135	175	.....	.....	15,000	3,000	.....
86	St. Joseph's College.....	.....	.....	.....	.....	.....	.....	5,000	.....	5,000
87	Shurtleff College.....	36	10	120	130	.....	25	8,000	1,000	8,000
88	University of Illinois.....	0	24	165	250	4	316	60,000	19,000	80,000
89	Westfield College.....	30	1	100	120	0	0	3,000	.....	1,500
90	Wheaton College.....	20	12	100	200	.....	.....	3,000	.....	3,000
INDIANA.										
91	Indiana University.....	3	1	100	120	.....	.....	25,000	16,000	123,000
92	Wabash College*.....	24	15	200	225	1	10	37,000	3,000	50,000
93	Concordia College.....	40	0	.....	72	0	0	4,700	.....	5,000

* Statistics of 1900-1901.

a Free to residents; \$20 to nonresidents.

b Free to residents; \$50 to nonresidents.

UNIVERSITIES, COLLEGES, AND TECHNOLOGICAL SCHOOLS. 1463

for men and for both sexes—Continued.

Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
\$45,000	\$300,000	\$208,000	\$12,978	\$16,676	0	— 0	\$5,275	\$34,929	\$70,778	43
22,000	112,069	154,300	2,336	8,956	\$61,250	\$12,500	0	85,042	.....	44
503	25,000	.....	5,000	0	0	0	2,000	7,000	100	45
3,009	50,030	65,000	1,200	4,500	5,000	0	0	10,700	.....	46
*16,486	*89,849	.....	*3,000	0	0	0	*200	*3,200	.....	47
25,000	450,000	380,000	6,447	28,664	0	16,667	1,078	52,856	43,833	48
4,000	73,000	21,000	888	1,000	0	0	0	1,838	6,319	49
1,000	250,000	45,000	2,300	1,650	0	0	100	4,050	35,000	50
500	100,000	0	4,500	0	0	0	5,500	10,000	.....	51
.....	18,000	0	.....	.....	.....	.....	.....	.....	.....	52
3,000	35,000	9,000	1,500	1,000	12,000	0	0	14,500	150	53
3,000	200,000	268,000	10,490	7,038	0	0	0	17,528	70,000	54
4,000	125,000	157,587	8,935	9,885	0	0	4,789	23,609	6,000	55
2,000	250,000	.....	3,250	0	0	0	7,000	10,250	300	56
350	10,000	.....	2,100	0	700	0	0	2,800	.....	57
500	40,000	19,000	1,200	900	300	0	465	2,865	.....	58
50,000	200,000	.....	300	0	11,000	40,000	966	52,266	150	59
2,000	60,000	60,000	3,000	3,000	0	0	0	6,000	5,000	60
10,000	120,000	100,000	10,000	5,000	0	0	0	15,000	10,000	61
*1,000	*200,000	.....	*30,000	0	0	0	0	*30,000	.....	62
3,000	52,000	22,000	1,900	2,500	0	0	2,600	7,000	3,523	63
5,000	40,000	50,000	2,279	2,884	0	0	3,641	8,804	9,500	64
50,000	200,000	2,000	13,060	100	0	0	0	13,160	.....	65
500	100,000	.....	4,800	0	0	0	0	7,800	.....	66
518,320	4,109,036	8,206,672	371,536	258,187	0	0	37,461	667,184	2,983,355	67
3,000	80,000	.....	6,000	0	0	0	1,200	7,200	.....	68
3,000	50,000	3,500	4,388	152	0	0	12,391	16,926	3,050	69
3,000	120,000	40,000	6,760	1,300	0	0	2,000	10,000	.....	70
140,000	2,950,000	2,974,668	227,357	121,205	0	0	36,235	384,797	33,472	71
1,600	56,000	10,000	.....	.....	.....	.....	.....	.....	.....	72
600	100,000	.....	6,500	0	0	0	500	7,000	.....	73
10,000	207,890	256,926	15,716	13,421	0	0	1,034	30,171	.....	74
10,000	125,000	185,000	6,500	9,000	0	0	0	15,500	6,000	75
1,000	40,000	.....	5,000	0	0	0	2,000	7,000	2,000	76
.....	150,000	155,000	.....	.....	.....	.....	.....	.....	.....	77
.....	750,000	650,000	93,500	25,800	0	0	8,000	127,300	60,000	78
1,500	65,000	86,976	3,759	2,225	0	0	396	6,380	500	79
5,000	75,000	115,000	1,745	5,005	0	0	0	6,750	75,000	80
4,000	83,000	100,000	10,594	12,077	0	0	2,602	25,273	20,000	81
10,000	100,000	105,000	6,745	4,450	0	0	9,725	20,920	8,000	82
12,000	125,000	.....	.....	.....	.....	.....	.....	.....	0	83
10,500	150,000	.....	30,000	0	0	0	0	30,000	0	84
*9,140	*168,000	*60,000	*15,415	*2,000	.....	.....	*14,704	*32,119	.....	85
.....	100,000	.....	.....	.....	.....	.....	.....	.....	.....	86
5,000	100,000	143,436	7,824	6,040	0	0	0	13,864	7,028	87
325,000	1,175,000	597,221	156,892	32,177	524,561	40,000	25,160	778,790	.....	88
2,500	40,000	750	2,050	100	0	0	1,000	3,150	2,500	89
6,500	145,000	65,000	8,800	3,048	0	0	10,400	22,248	9,170	90
25,000	300,550	600,000	15,972	115,095	100,000	0	0	231,067	60,000	91
50,000	250,000	468,000	5,000	50,000	0	0	0	35,000	.....	92
500	75,000	.....	.....	.....	.....	.....	.....	.....	.....	93

* Free to residents; \$15 to nonresidents.

d Including tuition.

TABLE 32.—Statistics of universities and colleges

	Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Low est.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
INDIANA—continued.										
94	Franklin College.....	\$42		\$85	\$150			13,500	1,000	\$14,000
95	De Pauw University.....		\$45	175	200			25,290	3,600	35,750
96	Hanover College.....	0	21	125	175			15,000		
97	Butler College*.....	45		117	150			7,500		
98	Union Christian College.....	18	15	54	72			3,800	400	10,000
99	Moore's Hill College.....	30	7	76	100			5,000	1,500	*10,000
100	University of Notre Dame.....	100	10		200	3		60,000		75,000
101	Earlham College.....	77	0		138	0	35	6,000		10,000
102	St. Meinrad College.....	30		125		0	0	16,000		
103	Taylor University.....	36		72	108			4,000	2,500	2,000
INDIAN TERRITORY.										
104	Indian University.....	18	2	120	140			1,200		1,000
105	Henry Kendall College.....	23	3	105	150	0	0	2,000	1,500	500
IOWA.										
106	Coe College.....	40	0	180	225	0	0	3,500	500	3,800
107	Charles City College.....	38		100	120		5	1,500	1,000	2,000
108	Wartburg College.....	40	5	130	150			2,940		3,500
109	Amity College.....	24	2	65	123			2,000	200	3,000
110	Luther College.....	0	20	88		0	0	10,890		13,000
111	Des Moines College.....	42	8	90	136			3,700	1,000	8,000
112	Drake University.....	46		114	133	0	0	7,000	1,000	8,000
113	St. Joseph's College.....			a 195				2,000	500	3,800
114	Parsons College.....	41	3	175	225	20		5,000	3,000	5,000
115	Upper Iowa University.....	38	1	77	168	0	5	5,000	1,500	10,000
116	Iowa College.....	55		120	180			28,160		10,000
117	Lenox College.....	30	9	100	150	0	0	3,000	2,000	4,500
118	Simpson College.....	32	8	104	124			3,100		1,300
119	State University of Iowa.....	25		150	250	12	10	68,000	7,000	100,000
120	Graceland College*.....	32	2	200	225	12		925	200	1,000
121	Palmer College.....	30		72	100			1,200		
122	German College.....	30		150				1,200		650
123	Iowa Wesleyan University.....	41	2	100	125	0	0	8,000	1,500	15,000
124	Cornell College.....	44		111	213	0	75	22,090	5,000	26,512
125	Penn College.....	40		100	175	0	21	5,800	1,500	3,000
126	Central University of Iowa.....	24	19	135	175	0	9	4,000		5,000
127	Morningside College.....	39		100	160	0	0	3,805	600	
128	Buena Vista College.....	37	16	90	108			3,000	500	3,000
129	Tabor College.....	39	1	108	144	12		12,000		
130	Western College.....	36		100	120			3,000	500	4,000
KANSAS.										
131	Midland College.....	40		100	175			6,000	2,000	5,000
132	St. Benedict's College.....	60		140			1	15,000	3,000	
133	Baker University.....	30	0	100	175			7,950	1,000	20,000
134	College of Emporia.....	30	0	150	200	0	3	6,000	5,000	5,000
135	Highland University.....	25	3	115	150		6	1,500		
136	Campbell University.....	36	5	118	130			2,900	1,500	1,500
137	Kansas City University.....	36		125	150			1,000	500	
138	University of Kansas.....	0	0	120	225	6	0	37,764	554	65,000
139	Lane University.....	30	3	75	100			500	200	50
140	Kansas Christian College.....	30	1	70	85	0	0	3,000	500	3,000
141	Bethany College.....	50	5	99	130			7,000	2,000	10,000
142	Ottawa University.....	30	4	100	175	0	47	3,500	1,000	5,000
143	St. Mary's College.....	69		250	300			15,000	1,050	12,000
144	Kansas Wesleyan University.....	35		50	100	0	0	4,000	1,000	
145	Cooper College.....	30		150	200		1	1,500	500	2,000
146	Washburn College.....	40		160	200			10,000		8,000
147	Fairmount College.....	36	6	138	220	0	0	22,040	30,000	10,000
148	Friends University.....	40	1	100	150		1	2,500	1,000	2,500
149	St. John's Lutheran College.....	33	4	68	100	0		800	200	2,000
150	Southwest Kansas College.....	38	9	100	125		0	6,000	800	6,000

*Statistics of 1900-1901.

a Including tuition.

for men and for both sexes—Continued.

Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
\$33,000	\$70,000	\$245,000	\$5,000	\$12,000	0	0	0	\$17,000	\$20,000	94
7,480	315,420	213,256	15,570	11,664	0	0	\$10,180	37,414	175,450	95
10,000	175,000	200,000								96
7,500	150,000	250,000	5,000	15,000	0	0	0	20,000		97
1,000	40,000	75,000	2,485	3,890	0	0	1,280	7,655	50,000	98
*2,000	*30,000	20,000	*3,000	*1,000	0	0	*1,500	*5,500		99
200,000	2,000,000									100
11,000	350,000	200,000	11,000	8,850	0	0	0	19,850	45,000	101
30,000	300,000									102
700	85,000	15,000	6,000	1,000	0	0	200	7,200	4,000	103
200	35,000	1,000	420	0	0	0	5,400	5,820	3,400	104
2,500	50,000		5,250	0	0	0	0	5,250	8,500	105
2,000	100,000	210,000	5,500	3,000	0	0	10,800	19,300	170,000	106
500	60,000	25,000	3,500	1,300	0	0	800	5,600	1,000	107
1,500	80,000	2,800	2,840	0	0	0	8,742	11,588	14,154	108
600	30,000	22,917	1,610	1,800	0	0	0	3,410		109
	80,000	10,645	1,993	470	0	0	0	2,463		110
2,500	85,000	60,000	3,000	3,000	0	0	5,000	11,000	125,000	111
25,000	118,338	226,865	45,000	10,000	0	0	1,500	56,500	49,000	112
10,000	300,000								75,000	113
10,000	100,000	170,000	4,500	8,000	0	0	0	12,500	24,000	114
2,000	150,000	76,000	12,500	6,000	0	0	0	18,500	53,000	115
5,000	300,000	360,000	20,272	22,821	0	0	5,887	48,981	1,800	116
1,500	40,000	5,000	3,189	350	0	0	600	4,133	100	117
4,500	116,500	69,323	14,201	2,617			2,819	19,637	18,546	118
207,750	673,000	235,120	58,773	12,620	\$188,775		22,110	282,278	5,099	119
1,500	30,000		3,160	0	0	0	0	3,160	18,000	120
	35,000	51,650	1,200	800	0	0	0	2,000	50,000	121
	20,000	28,800	728	2,233	0	0	0	2,961	3,000	122
20,000	150,000	67,000	14,000	2,450	0	0	4,500	20,950	1,250	123
65,348	210,850	329,918	23,214	13,222	0	0	0	42,486	18,155	124
4,000	51,000	75,000	10,010	3,020	0	0	400	13,480	17,000	125
6,000	25,000	40,000	2,500	2,000	0	0	0	4,500	30,000	126
6,000	175,000		11,814	0	0	0	14,973	26,787		127
3,000	35,000	50,000	3,700	100	0	0	0	3,800	6,000	128
22,219	86,250	90,000	3,317	4,900	0	0	300	8,517	4,500	129
6,400	67,500		9,000	0	0	0	2,000	11,000	36,000	130
3,000	50,000	26,136	4,325	1,272	0	0	9,154	14,751	721	131
35,650	128,000	10,000	16,000	1,000	0	0	10,000	27,000	10,000	132
1,000	120,000	0	2,523	0	0	0	6,477	9,000	0	133
	10,000	40,000						2,700	900	134
8,900	50,000		9,750	0	0	0	0	9,750	500	135
500	200,000	0								136
170,000	1,500,000	140,000	0	7,500	220,000	0	0	227,500	0	137
500	20,000		2,747	0	0	0	1,000	3,747		138
1,000	14,000	5,000	1,400	350	0	0	0	1,750	0	139
15,000	110,000		16,000	0	0	0	0	16,000		140
10,000	108,900	85,000	5,372	4,519	0	0	4,899	14,790	28,500	141
5,000	200,000	0	55,000	0	0	0	5,000	60,000	0	142
1,500	75,000	10,000	3,800	200	0	0	1,000	5,000	1,000	143
500	30,000	30,000	2,000	2,000	0	0	0	4,000	3,000	144
20,000	300,000	75,000	12,892	5,139	0	0	3,424	21,455	60,808	145
5,000	100,000	100,000								146
	200,000									147
100	50,000		1,000	0	0	0	3,000	4,000		148
	60,000	5,000	6,200	0	0	0	3,000	9,200		149
										150

TABLE 32.—*Statistics of universities and colleges*

	Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
KENTUCKY.										
151	Union College.....	\$36	.....	\$76	\$110	0	1	1,000	250	\$800
152	Berea College.....	29	.....	75	100	.....	.....	29,000	.....	13,100
153	Ogden College.....	40	\$10	100	120	0	40	3,800	2,750	6,000
154	Central University of Kentucky.....	50	16	100	180	0	90	25,000	.....	.....
155	Georgetown College.....	45	10	85	125	0	11	12,000	1,500	10,000
156	Liberty College.....	40	.....	120	.....	0	0	.....	.....	.....
157	Agricultural and Mechanical College of Kentucky.....	15	10	175	225	7	.....	5,000	10,800	10,600
158	Kentucky University*.....	22	.....	130	175	.....	.....	18,000	3,000	15,000
159	Bethel College.....	55	.....	100	120	.....	20	6,000	1,500	10,000
160	St. Mary's College.....	30	.....	.....	135	.....	.....	4,000	1,000	3,000
161	Kentucky Wesleyan College.....	30	20	90	120	.....	150	4,000	1,000	4,500
LOUISIANA.										
162	Louisiana State University.....	0	0	126	140	0	37	23,000	.....	25,000
163	Jefferson College.....	.....	.....	180	220	.....	3	3,130	1,700	6,500
164	Centenary College of Louisiana.....	50	16	119	140	0	0	4,000	500	3,000
165	College of Immaculate Conception.....	60	.....	.....	.....	.....	.....	10,000	2,000	10,000
166	Leland University*.....	0	0	85	96	.....	.....	1,500	.....	1,000
167	New Orleans University.....	.....	.....	90	110	0	0	3,000	2,000	.....
168	Straight University.....	8	.....	96	.....	0	0	2,500	1,000	800
169	Tulane University.....	85	15	175	260	0	232	25,000	5,000	20,600
MAINE.										
170	Bowdoin College.....	75	0	200	350	0	82	73,195	.....	100,000
171	Bates College.....	50	17	100	150	.....	70	24,424	.....	30,000
172	University of Maine.....	30	30	133	152	5	.....	21,669	7,500	24,500
173	Colby College.....	60	.....	125	150	0	70	37,800	20,000	50,000
MARYLAND.										
174	St. John's College.....	75	30	160	180	.....	.....	6,500	.....	10,000
175	Johns Hopkins University.....	150	5	170	210	23	87	104,000	100,000	133,691
176	Loyola College.....	50	.....	.....	.....	.....	18	40,000	5,000	90,000
177	Morgan College.....	13	6	65	75	.....	2	4,000	1,000	4,000
178	Washington College.....	50	.....	140	150	0	46	2,500	.....	3,000
179	Maryland Agricultural College.....	24	3	150	.....	0	26	3,600	2,650	4,600
180	Rock Hill College.....	60	15	200	.....	0	0	8,000	4,000	15,000
181	St. Charles College.....	0	.....	180	.....	.....	.....	19,000	.....	.....
182	Mount St. Mary's College.....	24	.....	300	.....	0	0	26,000	1,000	70,000
183	New Windsor College.....	45	.....	155	155	0	0	2,000	500	1,500
184	Western Maryland College.....	45	.....	155	180	.....	.....	6,000	.....	.....
MASSACHUSETTS.										
185	Amherst College.....	110	.....	300	500	2	105	76,000	.....	.....
186	Boston College.....	62	.....	.....	.....	.....	15	45,000	.....	.....
187	Boston University.....	100	25	144	270	2	408	25,000	.....	.....
188	Harvard University.....	150	.....	200	300	29	313	576,900	330,000	.....
189	French-American College.....	40	.....	105	.....	.....	.....	2,500	1,000	2,500
190	Tufts College.....	100	15	250	380	2	100	42,864	30,530	12,000
191	Williams College.....	105	10	149	254	.....	100	47,313	17,020	100,000
192	Clark University.....	100	.....	200	.....	.....	.....	20,000	.....	.....
193	College of the Holy Cross.....	60	12	185	235	0	8	20,500	.....	20,000
MICHIGAN.										
194	Adrian College.....	45	0	100	126	.....	.....	6,500	.....	6,500
195	Albion College.....	24	.....	100	160	.....	9	14,398	5,000	20,000
196	Alma College.....	32	.....	105	130	0	70	17,853	15,000	16,957
197	University of Michigan.....	(b)	.....	250	400	11	.....	164,264	2,000	300,000
198	Detroit College.....	60	15	80	105	.....	13	8,000	2,000	20,000
199	Hillsdale College.....	2	25	100	175	.....	.....	10,816	4,433	17,201

* Statistics of 1900-1901.

a Including tuition.

for men and for both sexes—Continued.

Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total.	
11	12	13	14	15	16	17	18	19	20
	\$12,500	\$4,840	\$2,520	\$130	0	0	\$244	\$2,894	\$10,200
\$20,570	132,115	492,013	6,427	15,716	0	0	0	22,143	23,797
1,500	40,000	130,000	1,052	7,025	0	0	0	8,077	
10,000	100,000	400,000						28,000	95,000
3,000	190,000	230,000	10,000	13,500	0	0	0	23,500	5,780
	25,000		5,000	0	0	0	0	5,000	
77,690	578,000	165,000	3,588	8,645	\$55,078	\$36,375	22,566	136,252	
5,000	300,000	300,000	9,283	17,011	0	0	0	26,294	
6,000	70,000	100,000	2,700	6,000	0	0	0	8,700	
	50,000		10,000	0	0	0	0	10,000	
2,500	65,000	50,000	3,000	2,500	0	0	1,500	7,000	3,000
43,000	223,000	318,313	3,626	14,556	21,000	27,651	3,733	70,566	33,000
6,000	65,000		25,000	0	0	0	0	25,000	0
1,200	100,000	7,000	3,633	2,646	0	0	1,671	8,000	2,100
5,000	900,000	0	15,000	0	0	0	0	15,000	
200	120,000	117,500	0	6,117				6,117	
1,000	125,000		13,900	0	0	0	6,100	20,000	50
200	80,000	6,000	4,110	500	0	0	6,390	11,000	1,500
106,000	830,000	1,230,000	41,940	87,000	0	0	0	128,940	
55,804	790,578	863,940	32,000	27,919	0	0	0	59,919	72,000
5,000	200,000	368,266	10,554	20,450	0	0	0	31,004	31,000
50,500	247,241	219,900	21,452	9,915	15,000	40,000	18,619	104,986	695
25,000	250,000	456,000	13,018	14,144	0	0	770	27,932	10,800
15,000	250,000	0	8,000	0	14,200	0	0	22,200	35,000
121,394	986,127	2,428,000	38,950	117,000	24,000	0	0	179,950	
5,000	800,000	5,000	2,900	0	0	0	0	2,900	5,500
400	30,000	20,000	829	683	0	0	5,781	7,293	
1,000	60,000	20,000	2,500	1,200	9,000	0	0	12,700	
32,000	120,000	115,943	16,313	3,478	21,000	40,000	8,412	89,203	
6,000	100,000		25,000	0	0	0	0	25,000	
	150,000								
10,000	175,000								
	20,000	0	1,350	0	0	0	0	1,350	
10,000	150,000								
	1,000,000	1,700,000	43,000	65,000	0	0	2,500	110,500	95,000
	537,800	0	15,000	0	0	0	0	15,000	12,000
	840,000	1,037,665	79,363	73,600	0	0	0	152,963	40,346
1,500,000	5,300,000	14,114,541	687,758	625,549	0	0	122,986	1,436,233	1,095,737
2,500	95,000	21,000	3,400	1,000	0	0	0	4,400	25,600
50,000	1,000,000	1,250,000	100,000	35,000	0	0	0	135,000	40,000
103,000	472,325	1,168,709	48,144	61,443	0	0	0	109,587	
8,000	500,000	8,000	20,400	320	0	0	0	20,720	
3,000	125,000		9,142	10,000	0	0	0	19,142	
50,000	200,000	255,000	15,095	14,421	0	0	0	29,516	21,000
6,000	132,750	224,701	5,416	12,123	0	0	652	18,201	52,627
800,000	1,684,150	545,964	196,424	38,500	403,525	0	102,551	741,000	
5,000	200,000								
36,972	80,000	241,063	1,747	10,473	0	0	0	12,220	3,705

b Residents, \$30; nonresidents, \$40.

TABLE 32.—Statistics of universities and colleges

	Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.		Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.	Number of fellowships.	Number of scholarships.	Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	MICHIGAN—continued.									
200	Hope College.....	\$18	.....	\$150	\$175	.....	.....	15,000	.....	\$25,000
201	Kalamazoo College*.....	30	\$5	150	200	.....	.....	7,116	.....	5,000
202	Olivet College.....	45	.....	175	200	.....	.....	28,000	.....	50,000
	MINNESOTA.									
203	St. John's University.....	50	10	.....	150	0	1	18,000	5,000	35,000
204	Augsburg Seminary.....	25	2	100	125	.....	.....	1,000	.....	1,500
205	University of Minnesota.....	15	.....	200	300	3	.....	84,000	26,000	85,000
206	Carleton College.....	34	6	125	175	.....	.....	17,000	.....	17,000
207	St. Olaf College.....	15	7	75	.....	.....	.....	5,000	.....	3,500
208	Hamline University.....	34	9	162	212	.....	.....	6,000	900	6,000
209	Macalester College*.....	32	10	150	250	.....	.....	7,500	200	3,000
210	Gustavus Adolphus College.....	30	3-5	110	140	.....	.....	9,000	2,000	18,000
211	Parker College.....	20	5	48	76	.....	.....	700	.....	600
	MISSISSIPPI.									
212	Mississippi College.....	35	.....	100	125	.....	5	3,000	500	4,000
213	Rust University.....	14	.....	.....	70	.....	.....	5,000	1,000	1,000
214	Millsaps College.....	30	5	60	120	.....	4	3,000	2,500	5,000
215	University of Mississippi.....	0	10	90	140	1	6	19,238	3,500	50,000
	MISSOURI.									
216	Central Christian College.....	40	5	110	160	.....	.....	300	200	300
217	Southwest Baptist College*.....	36	.....	72	90	.....	.....	1,000	150	850
218	Pike College.....	40	3	120	135	.....	.....	.....	.....	.....
219	Missouri Wesleyan College.....	35	.....	95	115	.....	.....	2,000	.....	1,000
220	Christian University*.....	42	.....	.....	125	.....	.....	1,000	500	1,500
221	Clarksburg College.....	40	.....	75	100	.....	.....	3,500	1,200	4,500
222	University of the State of Missouri.....	0	5	115	177	10	6	46,000	35,000	80,000
223	Central College.....	50	10	103	140	.....	.....	6,500	.....	12,000
224	Westminster College.....	40	10	100	130	.....	7	7,500	.....	8,000
225	Pritchett College.....	46	.....	125	175	0	13	1,000	.....	1,000
226	La Grange College.....	40	5	75	100	.....	1	7,000	1,000	1,500
227	William Jewell College.....	40	10	100	150	.....	20	12,000	5,000	15,000
228	Missouri Valley College.....	38	9	90	144	.....	45	9,100	.....	23,000
229	Odessa College.....	40	0	140	175	.....	.....	400	150	350
230	Park College.....	30	.....	60	100	.....	.....	15,000	3,000	12,200
231	Christian Brothers College.....	60	20	200	250	.....	.....	20,000	.....	12,500
232	St. Louis University.....	60	10	120	180	0	3	41,500	10,600	200,000
233	Washington University.....	150	5	225	300	0	34	25,000	.....	28,325
234	Drury College.....	50	8	90	150	0	20	25,800	20,000	12,500
235	Tarkio College.....	30	1	100	120	.....	.....	1,390	300	2,500
236	Ruskin College.....	40	.....	75	85	.....	.....	1,000	500	1,000
237	Central Wesleyan College.....	36	4	100	150	.....	.....	6,700	500	5,000
	MONTANA.									
238	University of Montana.....	0	0	175	200	.....	.....	6,150	6,000	6,000
	NEBRASKA.									
239	Bellevue College.....	80	0	120	120	0	4	3,750	1,500	3,300
240	Cotner University.....	30	.....	75	108	0	.....	1,420	500	.....
241	Union College.....	36	6	30	45	.....	.....	3,000	.....	3,000
242	Doane College.....	24	4	100	140	.....	7	8,834	5,275	6,500
243	Grand Island College.....	30	12	124	160	.....	2	3,624	2,342	5,000
244	Hastings College.....	20	7	81	97	.....	.....	3,500	1,000	3,500
245	University of Nebraska.....	(b)	6	200	250	12	6	53,080	.....	106,160
246	Creighton University.....	0	.....	150	175	0	0	7,400	1,100	4,200
247	Nebraska Wesleyan University.....	20	2	100	150	.....	.....	5,600	2,000	11,000
248	York College.....	27	0	72	90	.....	.....	1,000	300	2,000

* Statistics of 1900-1901.

α New site about \$1,500,000.

for men and for both sexes—Continued.

Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total.	
11	12	13	14	15	16	17	18	19	20
.....	\$100,000	\$250,000	\$1,962	\$14,460	0	0	\$2,578	\$19,000	.....
\$1,000	60,000	208,802	5,267	12,968	0	0	1,914	20,149	200
46,259	158,757	125,000	14,666	7,672	0	0	20,000	41,738	201
.....	.....	.....	.....	.....	.....	.....	.....	.....	202
.....
50,000	300,000	0	19,800	0	0	0	200	20,000	500
.....	75,000	0	.....	.....	.....	.....	.....	.....	203
174,500	1,660,000	1,347,649	104,000	53,613	\$106,181	\$40,000	27,733	681,827	55,000
50,000	200,000	200,000	14,850	12,295	0	0	3,500	30,645	7,750
1,000	104,215	7,000	8,436	240	0	0	9,500	18,176	.....
18,000	168,000	264,493	10,803	11,458	0	0	0	22,261	.....
3,000	160,000	0	6,000	0	0	0	8,000	14,000	.....
15,000	70,000	.....	6,000	0	0	0	8,000	14,000	.....
500	35,000	65,000	764	2,219	0	0	72	3,053	241
.....	.....	.....	.....	.....	.....	.....	.....	.....	210
.....	.....	.....	.....	.....	.....	.....	.....	.....	211
4,000	40,000	69,000	8,500	3,500	0	0	0	12,000	17,000
150	125,000	.....	13,000	0	0	0	5,000	18,000	1,000
2,000	100,000	110,000	4,000	6,500	0	0	2,000	12,500	35,000
100,000	250,000	775,000	5,045	44,000	3,500	0	0	52,545	2,000
.....	.....	.....	.....	.....	.....	.....	.....	.....	215
.....
300	30,000	6,000	2,500	400	0	0	100	3,000	150
1,750	25,000	.....	.....	.....	.....	.....	.....	.....	216
.....	18,000	.....	4,500	0	0	0	0	4,500	.....
1,000	33,000	26,000	4,500	719	0	0	1,124	6,343	.....
300	60,000	20,000	5,000	1,000	0	0	0	6,000	.....
300	15,000	.....	.....	.....	.....	.....	.....	.....	.....
150,000	1,136,000	1,235,849	12,270	63,012	180,221	23,438	38,028	316,969	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	221
5,000	200,000	100,000	5,100	3,500	0	0	0	8,600	75,000
6,500	70,000	216,300	3,074	6,827	0	0	0	9,901	15,897
18,000	45,000	78,000	1,675	5,500	0	0	0	7,175	.....
1,000	35,000	14,000	3,500	500	0	0	1,200	5,200	1,500
10,000	125,000	295,000	7,000	12,600	0	0	0	19,000	75,000
5,000	107,000	130,000	10,929	7,090	0	0	0	18,019	12,000
175	8,000	.....	1,800	0	0	0	0	1,800	.....
9,800	500,000	210,000	1,052	10,000	0	0	0	11,052	.....
6,000	600,000	.....	.....	.....	.....	.....	.....	.....	.....
21,000	900,000	0	12,000	0	0	0	0	12,000	2,500
152,699	500,000	4,767,000	146,773	102,918	0	0	0	249,691	157,098
10,000	200,000	250,000	8,000	14,000	0	0	0	22,000	54,000
1,000	85,000	101,290	7,688	3,878	0	0	0	11,576	6,032
2,500	35,000	.....	5,000	0	0	0	5,000	10,000	5,000
1,000	100,000	75,000	5,000	5,000	0	0	0	10,000	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	237
.....
50,000	125,000	500,000	0	15,000	35,765	0	0	50,765	250
.....	.....	.....	.....	.....	.....	.....	.....	.....	238
.....
9,000	72,100	39,050	16,500	1,120	0	0	0	17,620	24,000
3,915	137,000	5,000	.....	.....	.....	.....	.....	.....	.....
20,000	200,000	.....	22,219	0	0	0	3,066	25,285	.....
14,500	114,000	156,984	5,228	10,138	0	0	1,026	16,392	19,318
5,000	60,000	62,000	4,924	3,216	0	0	800	8,940	22,842
2,500	60,000	8,500	1,500	350	0	0	2,000	3,850	3,500
248,376	794,000	367,369	32,217	55,000	119,750	40,000	0	246,967	.....
28,000	300,000	240,000	200	11,000	0	0	5,000	16,200	12,974
10,000	140,000	10,000	14,000	1,700	0	0	0	15,700	.....
5,000	40,000	.....	3,952	0	0	0	0	3,952	5,735
.....	.....	.....	.....	.....	.....	.....	.....	.....	248

b Free to residents; \$20 to nonresidents.

TABLE 32.—Statistics of universities and colleges

	Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
NEVADA.										
249	Nevada State University	0	\$16	\$144	\$162	....	3	8,425	8,050	\$18,305
NEW HAMPSHIRE.										
250	Dartmouth College	\$110	.....	150	250	1	200	85,000	20,000	250,000
251	St. Anselm's College .....	.....	.....	a 200	.....	.....	.....	2,000	.....	.....
NEW JERSEY.										
252	St. Peter's College	40	11	150	294	....	7	5,000	1,600	.....
253	St. Benedict's College	60	.....	.....	.....	.....	.....	1,600	200	1,000
254	Rutgers College	75	24-54	171	228	0	440	44,520	5,000	.....
255	Princeton University	150	10	150	275	13	112	165,000	45,000	.....
256	Seton Hall College	60	10	310	.....	.....	3	40,000	.....	.....
NEW MEXICO.										
257	University of New Mexico	(b)	.....	144	180	0	3	6,000	3,000	7,000
NEW YORK.										
258	Alfred University	38	.....	100	200	0	....	14,810	7,943	20,900
259	St. Bonaventure's College	60	30	150	200	0	4	8,907	590	30,000
260	St. Stephen's College	0	0	225	.....	.....	2	17,000	8,000	20,000
261	Adelphi College	180	0	300	380	.....	6	10,000	.....	7,345
262	Polytechnic Institute of Brooklyn	200	.....	.....	.....	.....	.....	10,500	0	.....
263	St. Francis College *	60	5	140	150	0	2	4,260	1,130	10,260
264	St. John's College	60	0	133	190	15	5,000	1,500	1,500	3,000
265	Canisius College	40	.....	160	200	77	24,242	450	24,250	.....
266	St. Lawrence University	50	10	120	160	33	15,500	6,000	15,000	.....
267	Hamilton College	75	24	300	450	1	55	42,000	28,000	65,000
268	Hobart College	80	20	130	170	65	40,000	10,000	48,000	.....
269	Colgate University	60	8	126	144	0	235	35,959	68,000	75,000
270	Cornell University	100-125	.....	300	26	635	261,852	43,000	528,384	.....
271	College of St. Francis Xavier	60	2	.....	.....	0	32	100,000	.....	*52,802
272	College of the City of New York	0	0	.....	.....	0	0	34,911	2,000	75,000
273	Columbia University	150	12	230	400	35	167	327,622	50,000	625,000
274	Manhattan College	100	.....	300	350	0	20	10,720	3,182	18,313
275	New York University	100	23	336	392	4	19	*60,000	.....	99,838
276	St. John's College	60	2	350	.....	0	10	36,700	.....	80,000
277	Niagara University .....	.....	25	a 200	.....	0	5	10,000	1,900	30,000
278	University of Rochester	60	21	129	185	0	81	38,580	.....	64,092
279	Union College	75	24	275	325	0	0	34,907	.....	38,000
280	Syracuse University	75	33	200	300	.....	75	57,574	23,947	102,482
NORTH CAROLINA.										
281	St. Mary's College .....	.....	.....	a 200	.....	.....	2	12,000	3,000	.....
282	University of North Carolina	60	23	100	145	0	108	35,000	20,000	100,000
283	Biddle University .....	.....	.....	.....	64	.....	.....	12,500	.....	.....
284	Davidson College	60	40	50	100	0	20	15,000	.....	15,000
285	Trinity College	50	17	90	110	40	.....	16,400	10,000	30,000
286	Elon College	50	5	125	200	.....	.....	2,500	200	2,000
287	Guilford College	52	.....	50	90	.....	.....	5,000	.....	10,000
288	Lenoir College	38	1	45	72	.....	.....	1,000	500	1,500
289	North Carolina College *	40	9	60	75	.....	.....	4,000	1,000	2,500
290	Catawba College	40	3	100	125	.....	2	3,000	1,000	5,000
291	Shaw University	10	.....	40	60	0	141	1,500	.....	750
292	Livingstone College *	65	8	64	120	.....	.....	8,000	4,000	4,000
293	Wake Forest College	60	7-10	90	150	.....	22	15,803	4,000	25,000
294	Weaverville College *	36	2	75	125	.....	.....	300	.....	125
NORTH DAKOTA.										
295	Fargo College	30	2	125	170	.....	.....	*3,925	.....	*3,800
296	University of North Dakota	0	5	125	150	0	0	10,000	5,000	25,000
297	Red River Valley University	30	6	150	225	.....	.....	500	300	1,000

* Statistics of 1900-1901.

a Including tuition.

for men and for both sexes—Continued.

Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
\$47,782	\$197,961	\$129,000	0	\$5,160	\$28,340	\$40,000	\$598	\$74,098	0	249
200,000 800	1,000,000 150,000	2,429,594	\$66,185	93,419	15,000	0	6,818	181,422	\$50,246	250 251
600 70,000	30,000 366,500	500,000 *2,500,000	6,507 106,000	24,869 118,800	0 0	40,000 0	423 0	71,799 224,800	37,200 42,247	252 253 254 255 256
10,000	500,000									
2,000	75,000		350	0	13,000	0	0	13,350	200	257
30,500 24,500 6,500 51,307 *68,261 12,215 700 63,100 12,000 75,000 12,000 40,000 742,332 *18,766 63,000 765,000 42,052 78,907 24,000 25,000 73,499 30,500 152,454	91,000 217,000 206,000 497,329 *488,209 161,800 150,000 263,445 130,000 400,000 227,480 420,000 2,724,372 *750,000 1,465,000 8,390,000 699,556 2,254,597 1,395,200 300,000 426,149 500,000 1,169,500	299,416 16,000 109,954 9,000 *58,000 0 16,000 424,346 500,000 483,416 1,623,500 7,247,967 *20,000 43,800 13,636,510 0 1,080,180 21,000 0 764,813 540,028 1,651,468	6,580 16,000 11,538 90,990 *86,025 18,349 5,000 31,620 4,977 14,000 7,646 16,258 285,284 *27,029 0 479,217 43,700 152,995 82,116 46,800 13,649 9,000 88,425	20,889 0 4,795 450 *2,610 0 550 20,880 28,000 18,224 48,285 407,113 *800 1,740 524,730 0 890 50,438 23,320 0 36,908 20,000 32,267	6,067 0 0 570 *600 0 0 200 0 0 0 38,500 0 259,681 0 0 0 0 0 0 0 0 0 0	0 500 0 0 0 25,217 7,300 0 1,359 5,000 840 6,727 22,196 *9,525 0 161,266 78,055 0 141,500 10,000 627 0 90,626	1,572 500 0 0 *4,256 43,566 12,300 32,170 27,216 47,206 26,710 71,270 753,093 *37,354 261,421 1,165,213 128,755 203,433 224,506 56,800 51,184 29,090 211,818	5,349 500 16,383 92,010 *93,491 48,566 500 0 6,385 45,000 3,658 28,648 365,935 0 501,131 0 174,345 3,000 2,700 56,398 567,993	258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280	
1,200	250,000		16,000	0	0	0	0	16,000	2,000	281
	525,000	65,000	33,000	4,500	37,500	0	0	75,000		282
7,000	200,000	7,000	4,000	250	0	3,750	8,000			283
13,000	150,000	125,000	12,000	7,000	0	0	19,000	15,500		284
60,000	400,000	441,000	6,653	23,320	0	0	29,973	130,000		285
500	75,000	25,000	5,000	1,000	0	12,000	18,000	32,000		286
2,000	100,000	50,000	4,000	1,500	0	500	6,000	6,000		287
400	35,000		3,000	0	0	500	3,500			288
1,000	25,000	15,000	3,500	900	0	0	4,400			289
500	10,000	20,000	2,500	1,200	0	0	3,700			290
2,500	90,000	32,000	4,683	280	0	1,074	6,037	12,726		291
150	125,000	100,000	3,350	6,000	1,600	0	1,350	12,300		292
10,000	85,000	209,459	11,448	18,539	0	0	1,343	31,330		293
400	30,000									294
*925 25,000	*37,000 250,000	*65,000 (c)	*1,691 4,000	*2,000 5,000	0 50,000	0 0	*689 5,500	*4,380 64,500	0 14,500	295 296 297
	45,000		4,400	0	0	0	4,400			

b Free to residents; \$45 to nonresidents.

c 126,080 acres of land.

TABLE 32.—Statistics of universities and colleges

Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
	Tuition fee.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
1	2	3	4	5	6	7	8	9	10
OHIO.									
298 Buchtel College	\$40	\$7	\$142	\$160	....	44	7,000	.....	\$6,000
299 Mount Union College	45	3	100	135	....		7,000	6,000	8,000
300 Ohio University	0	15	125	160	0	0	16,500	3,000	40,000
301 Baldwin University	36	.....	75	100	....		7,000	.....	7,000
302 German Wallace College	24	.....	120	150	....		2,100	.....	2,500
303 Cedarville College	22	10	125	135	....	5	1,100	100	800
304 St. Xavier College	60	.....	.....	.....	....		26,000	5,600	.....
305 University of Cincinnati	(a)	.....	.....	.....	18	14	82,347	66,116	175,000
306 St. Ignatius College	40	.....	.....	.....	....	7	8,000	.....	18,000
307 Western Reserve University	85	.....	225	275	0	142	71,000	14,000	73,000
308 Capital University	40	.....	160	180	.....	25	6,000	.....	.....
309 Ohio State University	0	18	146	219	15	80	43,000	9,000	80,000
310 Defiance College*	32	5	60	80	0	25	600	400	800
311 Ohio Wesleyan University	15	31	110	225	0	35	41,870	.....	41,200
312 Findlay College	32	.....	100	150	0	0	1,600	200	3,600
313 Kenyon College	75	21	110	232	.....		32,000	.....	.....
314 Denison University	39	9	115	150	.....		25,000	5,600	25,500
315 Hiram College	48	3	125	160	0	9	7,600	.....	5,600
316 Lima College	40	.....	110	120	.....		1,000	500	1,000
317 Marietta College	20	20	150	250	.....		60,000	20,000	50,000
318 Franklin College*	40	5	100	.....	.....		3,000	.....	3,000
319 Muskingum College	41	.....	112	140	.....		3,650	375	3,000
320 Oberlin College	75	.....	150	225	0	58	69,000	55,000	80,000
321 Miami University .....	.....	15	200	250	.....		18,000	5,000	25,600
322 Richmond College*	36	3	100	150	.....		3,000	1,000	3,000
323 Rio Grande College	28	.....	100	100	.....		3,200	500	3,000
324 Scio College	36	0	85	110	0	0	3,000	1,000	3,000
325 Wittenberg College	50	.....	94	104	6	12	12,000	1,000	8,000
326 Heidelberg University	25	30	100	175	.....		15,000	5,000	25,000
327 Otterbein University	42	.....	100	150	0	.....	10,000	3,000	10,000
328 Wilberforce University	40-45	.....	63	73	8	.....	5,000	3,000	5,000
329 Wilmington College	39	.....	80	120	0	1	3,100	500	2,500
330 University of Wooster	45	15	75	125	0	45	25,000	1,000	40,000
331 Antioch College	30	8	100	125	.....		10,000	3,000	15,000
OKLAHOMA.									
332 University of Oklahoma	0	.....	150	200	0	0	7,000	.....	6,261
OREGON.									
333 Albany College	50	.....	116	200	0	0	2,000	500	1,200
334 Dallas College	22	.....	95	114	.....		500	200	800
335 University of Oregon	0	13	125	200	0	0	15,500	.....	.....
336 Pacific University	48	9	130	175	1	3	11,800	500	13,000
337 McMinnville College	30	5	100	150	.....	20	3,000	2,000	4,000
338 Pacific College	35	5	95	115	.....		1,000	.....	1,600
339 Philomath College	25	5	95	114	.....		600	250	1,000
340 Willamette University	45	.....	90	120	.....	25	5,189	2,785	16,000
PENNSYLVANIA.									
341 Western University of Pennsylvania	105	.....	200	240	.....	19	29,000	.....	20,000
342 Muhlenberg College	50	10	117	156	.....	25	11,000	4,500	11,000
343 Lebanon Valley College	40	5	.....	133	.....		8,500	.....	.....
344 St. Vincent College	60	5	.....	140	.....		40,000	.....	*40,000
345 Beaver College	45	6	107	152	.....		2,000	500	4,000
346 Geneva College .....	.....	45	200	250	.....		4,000	.....	4,000
347 Moravian College	50	.....	.....	200	0	.....	7,500	.....	7,500
348 Dickinson College	6	70	172	190	.....		40,000	.....	25,000
349 Pennsylvania Military College .....	.....	b	500	.....	.....		1,600	.....	.....
350 Ursinus College	50	50	100	150	.....	15	9,816	1,000	7,500
351 Lafayette College	100	0	190	250	0	.....	21,500	3,000	20,000
352 Pennsylvania College	30	26	90	140	.....	50	24,000	.....	.....
353 Thiel College	50	10	200	250	.....	22	7,300	3,000	15,000
354 Grove City College	45	.....	210	260	.....		4,500	1,000	12,000

* Statistics of 1900-1901.

a Free to residents of Cincinnati; \$75 to nonresidents.

for men and for both sexes—Continued.

Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total.	
11	12	13	14	15	16	17	18	19	20
\$13,000	\$165,000	\$140,000	\$4,500	\$8,000	0	0	\$3,000	\$15,500	\$3,000
93,000	150,000	75,000	13,400	4,500	0	0	0	17,900	7,000
60,000	400,000	169,800	5,489	8,489	\$32,586	0	11,836	58,400	300
1,500	80,000	76,864	1,062	3,434	0	0	1,570	6,666	3,236
500	97,230	116,809	20,000	1,900	0	0	400	13,050	2,300
7,000	100,000	20,000	1,900	1,200	0	0	400	3,500	400
75,000	1,250,000	951,936	47,542	35,000	66,182	0	5,000	153,724	304
4,000	150,000	5,289	5,289	0	0	0	280	5,569	306
95,000	1,400,000	1,242,000	69,500	86,000	0	0	0	155,500	304,000
2,000	125,000	50,000	4,000	2,000	0	0	6,000	12,000	308
200,000	2,300,000	562,695	37,960	33,606	258,382	\$25,000	65,058	420,006	309
1,000	30,000	20,000	1,500	3,000	100	0	0	4,600	310
40,267	761,076	384,187	13,758	24,519	0	0	22,182	60,459	29,096
3,000	100,000	100,000	4,478	2,558	0	0	1,925	8,961	30,000
40,000	333,000	365,000	5,700	20,000	0	0	0	25,700	18,000
20,000	235,000	680,000	8,000	25,273	0	0	0	33,273	37,000
5,000	100,000	150,000	9,000	7,000	0	0	500	16,500	25,000
3,000	50,000	264,552	6,166	12,779	0	0	2,634	21,579	7,470
15,000	175,000	2,500	2,500	0	0	0	0	2,500	318
1,500	22,000	38,600	6,100	2,600	0	0	1,150	9,850	6,700
4,000	27,000	1,576,153	95,000	53,682	0	0	11,000	159,662	403,434
50,000	716,000	50,000	2,135	1,594	23,732	0	6,547	34,008	321
10,000	250,000	3,000	3,000	0	0	0	0	3,000	322
200	40,000	71,000	1,600	4,260	0	0	0	5,860	125
2,500	40,000	0	7,000	0	0	0	500	7,500	500
5,000	70,000	175,000	12,000	10,000	0	0	0	22,000	325
5,000	250,000	100,600	3,373	3,802	0	0	11,213	18,388	14,815
25,000	70,000	70,000	8,511	4,500	0	0	0	13,011	45,000
2,000	200,000	28,000	4,000	1,400	30,000	0	6,000	41,400	328
1,000	50,000	40,000	3,260	2,100	0	0	500	5,860	200
5,000	150,000	250,000	15,500	11,336	0	0	14,100	40,936	300,000
4,000	100,000	100,000	2,871	4,513	0	0	0	7,384	331
35,000	150,000	0	1,500	0	120,000	0	0	121,500	0
1,000	27,000	4,940	0	0	0	0	0	4,940	2,000
1,000	10,000	11,000	2,711	700	0	0	0	3,411	334
*17,000	*150,000	*155,000	*2,898	*8,200	*47,760	0	*900	*59,758	335
6,550	89,000	185,000	7,265	9,700	0	0	0	16,965	1,000
3,000	40,000	40,000	3,000	3,000	0	0	0	6,000	2,000
500	16,000	2,500	3,583	0	0	0	4,490	8,073	15,704
250	12,000	4,000	1,000	280	0	0	50	1,330	3,100
3,000	225,000	40,000	5,000	2,600	0	0	1,000	8,600	14,000
95,500	250,000	438,784	17,309	*2,500	0	0	0	15,545	7,952
2,000	100,000	162,000	3,942	8,283	0	0	3,315	39,670	0
15,000	150,000	75,000	15,670	0	0	0	24,000	40,000	0
5,000	*150,000	0	*40,000	0	0	0	0	40,000	0
110,000	35,000	13,106	1,500	1,500	0	0	4,300	18,906	7,705
175,000	127,000	5,050	6,350	0	0	0	2,000	13,400	346
500	100,000	110,000	1,000	5,000	0	0	0	6,000	4,000
14,000	400,000	450,000	27,000	17,000	0	0	10,000	54,000	14,000
15,000	120,000	185,000	9,618	7,703	0	0	15,947	33,268	14,057
30,000	700,000	446,828	0	0	0	0	0	0	0
75,000	350,000	210,000	14,500	9,000	0	0	2,000	25,500	2,250
4,000	60,000	62,500	4,275	3,125	0	0	1,000	8,400	353
15,000	250,000	19,000	0	0	0	0	5,000	24,000	26,000

b Including tuition.

TABLE 32.—Statistics of universities and colleges

Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
	Tuition fee.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
1	2	3	4	5	6	7	8	9	10
PENNSYLVANIA—continued.									
355 Haverford College.....	\$150	.....	\$250	\$350	2	50	40,000	4,000	\$50,000
356 Juniata College.....	60	\$5	128	148	0	12	20,000	4,000	20,000
357 Franklin and Marshall College.....	0	65	114	133	.....	.....	37,910	5,031	35,000
358 Bucknell University.....	50	40	150	200	1	60	22,000	.....	.....
359 Lincoln University*.....	25	2	96	96	.....	.....	16,500	250	9,000
360 Allegheny College.....	45	6	100	150	.....	.....	15,000	.....	50,000
361 Albright College*.....	40	.....	.....	178	.....	.....	1,400	.....	.....
362 Central Pennsylvania College.....	48	13	80	100	.....	4	5,500	1,400	8,250
363 Westminster College.....	42	.....	100	150	.....	.....	6,000	.....	.....
364 Central High School.....	0	0	.....	.....	.....	.....	4,800	.....	8,000
365 La Salle College.....	100	12	.....	.....	.....	4	9,300	680	20,000
366 University of Pennsylvania.....	150-200	.....	175	225	32	147	205,000	50,000	440,220
367 Holy Ghost College.....	60	.....	200	250	.....	4	3,000	500	3,000
368 Susquehanna University.....	46	.....	76	85	0	3	6,400	.....	3,500
369 Lehigh University.....	60-125	.....	200	350	.....	.....	82,575	34,108	100,000
370 Pennsylvania State College.....	(a)	35	.....	200	3	73	18,557	.....	.....
371 Swarthmore College.....	150	.....	250	.....	2	78	21,000	.....	21,500
372 Villanova College.....	60	.....	190	225	.....	1	7,300	200	.....
373 Volant College.....	28	0	50	75	0	3	500	500	1,000
374 Washington and Jefferson College.....	60	26	200	250	0	6	16,000	.....	20,000
375 Waynesburg College.....	30	6	150	175	.....	.....	6,535	5,000	10,000
RHODE ISLAND.									
376 Brown University.....	105	45	300	400	1	100	125,000	20,000	250,000
SOUTH CAROLINA.									
377 College of Charleston.....	40	.....	107	125	0	66	14,000	.....	15,000
378 Presbyterian College of South Carolina.....	40	5	55	.....	0	16	1,900	2,500	2,300
379 Allen University.....	8	.....	45	60	0	10	125	10	100
380 South Carolina College.....	40	33	153	200	0	12	33,000	1,000	54,000
381 Erskine College.....	30	5	120	140	.....	20	10,000	500	.....
382 Furman University.....	50	13	63	72	.....	.....	4,000	2,000	.....
383 Newberry College.....	40	.....	65	85	.....	16	8,000	.....	.....
384 Claffin University.....	16	.....	50	60	.....	.....	5,000	3,000	5,000
385 Wofford College.....	40	15	160	180	.....	6	9,000	.....	15,000
SOUTH DAKOTA.									
386 Huron College.....	30	5	86	100	0	0	1,500	.....	1,500
387 Dakota University*.....	30	3	75	110	.....	.....	3,000	500	4,500
388 Redfield College.....	30	.....	100	.....	.....	.....	4,500	.....	.....
389 University of South Dakota.....	12	.....	120	160	.....	.....	7,000	1,000	10,000
390 Yankton College.....	24	9	150	175	.....	6	7,500	3,000	6,000
TENNESSEE.									
391 Grant University*.....	30	9	57	90	.....	.....	6,000	2,000	5,000
392 King College*.....	50	3	100	100	.....	5	5,000	3,000	4,000
393 Southwestern Presbyterian University.....	60	16	90	126	.....	15	8,500	.....	10,000
394 Greeneville and Tusculum College*.....	30	.....	63	100	.....	5	8,000	500	2,600
395 American University of Harri- man.....	30	9	68	90	.....	.....	2,700	.....	2,500
396 Hiwassee College.....	40	10	50	100	.....	.....	6,000	.....	.....
397 Southwestern Baptist University*.....	50	.....	85	.....	.....	.....	4,000	500	4,000
398 Carson and Newman College*.....	30	5	75	125	.....	42	3,500	1,000	3,000
399 Knoxville College.....	5	.....	58	65	.....	.....	2,000	1,500	2,000
400 University of Tennessee.....	60	21	120	150	0	299	17,300	8,000	11,000
401 Cumberland University.....	50	20	90	125	.....	12	20,000	.....	20,000
402 Washington College.....	27	4	65	75	.....	.....	3,000	1,000	2,000
403 Bethel College.....	50	4	67	90	.....	.....	200	100	800
404 Maryville College.....	18	.....	80	100	0	3	13,000	4,000	13,000

* Statistics of 1900-1901.

a Free to residents; \$100 to nonresidents.

for men and for both sexes—Continued.

Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
\$80,000	\$500,000	\$1,000,000	\$38,000	\$43,800	0	0	\$7,000	\$88,300	\$125,000	355
10,000	115,500	32,563	27,076	1,086	0	0	0	28,162	3,578	356
50,000	320,000	346,000	10,000	16,000	0	0	0	26,000	30,000	357
-----	369,000	430,000	-----	-----	-----	-----	-----	-----	-----	358
5,500	265,500	493,000	1,155	21,886	0	0	12,090	34,632	-----	359
50,000	290,000	410,000	12,000	18,000	0	0	0	30,000	200,000	360
10,000	40,000	62,500	-----	-----	-----	-----	-----	-----	-----	361
3,000	22,600	69,320	2,564	2,730	0	0	30	5,324	660	362
40,000	200,000	200,000	-----	-----	0	0	0	23,000	-----	363
120,000	1,500,000	-----	0	0	\$144,424	0	0	144,424	-----	364
5,000	250,000	0	-----	-----	-----	-----	-----	-----	-----	365
1,260,522	4,584,393	4,004,746	324,181	133,998	0	0	0	458,179	926,852	366
1,000	150,000	-----	8,000	0	0	0	0	8,000	-----	367
5,000	71,400	43,000	7,000	3,000	0	0	2,000	12,000	2,000	368
100,000	1,250,000	1,250,000	30,000	55,000	0	0	5,000	90,000	24,000	369
60,000	790,000	517,000	18,980	31,020	43,979	\$40,000	4,013	137,992	245,000	370
15,000	500,000	430,000	-----	-----	-----	-----	-----	-----	-----	371
2,000	350,000	-----	-----	-----	-----	-----	-----	-----	-----	372
500	10,000	0	1,500	0	0	0	500	2,000	1,000	373
14,650	450,000	273,615	20,000	11,800	0	0	3,045	34,845	-----	374
2,000	125,000	65,000	4,300	1,200	0	0	750	6,250	21,600	375
100,000	1,200,000	2,225,621	88,834	85,138	0	0	6,274	180,246	395,307	376
67,950	90,500	290,000	1,015	11,822	2,550	0	0	15,387	500	377
1,500	14,000	150	1,800	0	0	0	0	1,800	-----	378
-----	85,000	0	1,200	0	0	0	8,000	9,200	-----	379
12,000	300,000	-----	0	0	30,000	0	0	30,000	-----	380
3,000	80,000	100,000	3,000	7,000	0	0	0	10,000	-----	381
-----	150,000	65,000	7,000	4,000	0	0	0	11,000	13,000	382
-----	40,000	36,000	4,084	2,470	0	0	570	7,124	-----	383
5,000	150,000	-----	4,000	0	0	0	10,000	14,000	10,000	384
6,000	175,000	66,000	7,389	5,088	0	0	2,525	15,002	2,217	385
1,500	25,000	0	4,400	0	0	0	1,000	5,400	9,000	386
2,000	100,000	0	7,750	0	0	0	5,781	13,581	-----	387
-----	20,000	-----	-----	-----	-----	-----	-----	-----	-----	388
40,000	150,000	-----	7,000	0	40,000	0	2,000	49,000	-----	389
10,500	131,650	121,090	4,000	6,600	0	0	0	10,600	30,000	390
15,000	390,000	10,800	13,071	750	0	0	11,104	24,925	-----	391
600	20,000	17,000	2,000	1,200	0	0	400	3,600	-----	392
26,500	60,000	276,000	3,008	16,325	0	0	300	19,633	-----	393
500	32,000	2,205	3,700	50	0	0	0	3,750	-----	394
600	100,000	-----	-----	-----	-----	-----	-----	-----	-----	395
-----	25,000	-----	1,200	0	0	0	0	1,200	-----	396
4,500	50,000	70,000	8,500	4,200	0	0	0	12,700	-----	397
1,500	65,000	49,000	5,000	2,500	0	0	500	8,000	-----	398
2,000	110,000	0	200	0	0	0	10,000	10,200	-----	399
104,103	481,159	425,000	12,760	27,566	0	40,000	6,523	86,849	1,500	400
15,000	160,000	120,000	15,500	7,000	0	0	9,500	32,000	-----	401
500	50,000	5,000	1,200	300	0	0	0	1,500	8,000	402
1,000	20,000	0	1,200	0	0	0	600	1,800	50	403
10,000	100,818	247,364	6,544	13,514	0	0	1,045	21,103	1,700	404

b Not including \$4,000 received through the University of Tennessee.

TABLE 32.—Statistics of universities and colleges

	Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.		Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.	Number of fellowships.	Number of scholarships.	Volumes.	Pamphlets.	Value.
1		2	3	4	5	6	7	8	9	10
TENNESSEE—continued.										
405	Christian Brothers College*	\$72	.....	.....	.....	.....	.....	2,000	1,500	.....
406	Milligan College	36	.....	\$65	\$81	.....	.....	2,000	800	\$1,200
407	Fisk University	14	\$1	94	.....	0	0	7,274	.....	10,000
408	Roger Williams University	12	.....	.....	.....	0	0	4,000	.....	4,000
409	University of Nashville*	25	11	120	150	192	.....	20,000	.....	15,000
410	Vanderbilt University	85	15-40	100	125	20	25	30,000	5,000	75,000
411	Walden University	12	1	76	.....	15	.....	4,500	500	.....
412	University of the South	100	15	120	180	22	.....	22,796	22,400	90,396
413	Burritt College	40	7-10	60	75	.....	.....	3,285	1,260	5,000
414	Sweetwater College	40	0	80	120	0	2	2,000	.....	2,000
TEXAS.										
415	St. Edward's College	60	5	160	.....	0	0	5,000	.....	5,000
416	University of Texas	0	.....	90	150	7	10	40,000	10,000	100,000
417	Howard Payne College	50	5	95	115	.....	.....	2,000	.....	500
418	Fort Worth University	48	5	148	160	.....	.....	9,000	.....	.....
419	Polytechnic College	50	6	85	125	.....	.....	2,500	500	4,000
420	St. Mary's University	36	.....	.....	.....	.....	.....	7,000	5,000	5,000
421	Southwestern University	60	6	85	135	0	0	4,300	1,500	8,000
422	Burleson College	50	5	100	125	.....	.....	200	.....	250
423	Wiley University	10	7	40	60	.....	.....	4,500	500	5,000
424	Austin College	50	11	100	150	.....	.....	6,000	1,000	6,000
425	Baylor University	60	5	170	250	1	5	10,500	900	21,450
426	Paul Quinn College	22	.....	90	140	.....	.....	1,000	800	1,800
427	Texas Christian University	50	1	90	113	0	0	4,000	.....	6,000
428	Trinity University	50	5	100	185	.....	.....	5,000	1,000	5,000
UTAH.										
429	Brigham Young College	10	1	95	114	0	3	3,200	970	3,637
430	University of Utah	0	25	100	175	0	50	21,300	11,500	25,000
VERMONT.										
431	University of Vermont and State Agricultural College	60	28	200	300	0	80	64,212	31,333	150,000
432	Middlebury College	83	12	140	200	0	120	26,154	2,600	28,000
433	Norwich University	65	5-20	120	.....	.....	32	6,000	4,000	.....
VIRGINIA.										
434	Randolph-Macon College	75	15	90	108	.....	30	10,000	2,000	30,600
435	Bridgewater College	45	3	97	97	0	0	3,500	500	5,000
436	University of Virginia	75	40	150	200	6	37	52,000	1,400	85,000
437	Emory and Henry College	50	15	90	110	.....	.....	10,000	2,000	11,000
438	Fredericksburg College	55	5	125	125	.....	3	.....	.....	.....
439	Hampden-Sidney College	50	32	84	180	2	15	15,000	2,000	10,000
440	Washington and Lee University	50	30	100	150	1	20	40,000	10,000	50,000
441	Richmond College	70	19	75	120	.....	28	14,150	2,000	25,000
442	Virginia Union University	12	.....	65	.....	.....	.....	6,000	1,000	6,000
443	Roanoke College	50	12	.....	.....	.....	24	22,000	.....	30,000
444	College of William and Mary*	35	13	108	117	0	110	10,000	.....	20,000
WASHINGTON.										
445	Vashon College	60	7	190	190	0	0	1,276	2,100	1,000
446	University of Washington	0	.....	135	200	0	0	14,000	14,000	17,000
447	Gonzaga College	50	.....	200	250	0	0	10,000	.....	10,000
448	Puget Sound University*	45	5	120	150	.....	.....	3,000	500	5,000
449	Whitworth College	48	.....	225	250	0	1	8,000	1,000	10,000
450	St. James College	30	.....	180	.....	.....	.....	8,000	1,000	*8,000
451	Whitman College	50	.....	120	150	.....	31	10,000	8,000	15,000

* Statistics of 1900-1901.

* Includes \$50,000 from land leases.

for men and for both sexes—Continued.

Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total.	
11	12	13	14	15	16	17	18	19	20
	\$80,000								405
\$200	17,000		\$4,250	0	0	0	0	\$4,250	554
15,000	350,000	\$85,635	4,500	\$1,754	0	0	\$17,446	23,700	407
7,000	143,000	0	1,288	0	0	0	8,121	9,409	408
2,500	200,000		10,000	0	\$20,000	0	40,000	70,000	409
200,000	750,000	1,400,000	58,000	62,000	0	0	0	120,000	35,000
8,000	130,000								411
87,954	401,500	163,875	40,981	9,832	0	0	4,190	55,003	29,773
3,000	20,000		15,000	0	0	0	600	15,650	412
3,000	60,000	0	2,000	0	0	0	590	2,500	100
									414
4,000	100,000	0	25,000	0	0	0	0	25,000	0
100,000	600,000	* 623,716	12,900	\$1,895	165,000		23,951	288,746	5,000
500	40,000		6,000	0	0	0	0	6,000	
	225,000		41,500					41,500	
700	30,000								15,000
400	60,000								
3,000	150,000		17,500	0	0	0	5,279	22,779	1,000
200	35,000								
600	40,000		6,000	0	0	0	12,000	18,000	3,000
4,000	75,000	75,000							
25,000	400,000	27,300	32,500	1,000	0	0	5,000	38,500	100,000
3,000	75,000		5,568	0	0	0	4,675	10,243	4,000
7,500	150,000	0	6,980	0	0	0	2,097	9,077	23,520
2,000	150,000	30,000	7,500	3,000	0	0	0	10,500	
									428
12,331	85,477	100,000	4,524	5,917	0	0	20,182	30,623	439
57,500	335,000	309,061	14,566	17,596	66,436	0	0	98,598	155
									430
88,000	575,000	484,000	16,056	17,839	6,000	\$40,000	17,598	97,493	18,000
23,000	200,000	430,000	1,500	20,100	2,400	0	0	24,000	1,500
2,000	60,000	11,500	4,000	250	7,200	0	0	11,450	33,000
									433
8,000	95,000	180,000	20,000	12,000	0	0	0	32,000	
1,200	20,000	8,000	7,900	125	0	0	50	8,575	7,000
50,000	1,250,000	376,850	69,823	23,327	60,000	0	3,904	157,159	
1,500	100,000	10,000	7,800	600	0	0	2,794	11,194	3,000
500	10,000		5,000	0	0	0	0	5,000	
5,000	150,000	150,000	5,000	9,000	0	0	0	14,000	1,000
16,000	200,000	634,353	13,400	36,500	0	0	0	49,900	102,000
6,000	600,000	325,000							50,000
15,000	300,000	90,000	1,909	3,500	0	0	20,000	25,409	5,000
5,000	100,000	65,000	6,000	2,800	0	0	6,000	14,800	
2,000	125,000	129,000	3,400	5,100	15,000	0	0	23,500	
									444
5,400	45,000		10,585	0	0	0	12,176	22,761	
40,000	760,000		0	0	75,000	0	0	75,000	
3,000	300,000	0	40,000	0	0	0	0	40,000	0
5,000	20,000	0	2,500	0	0	0	1,500	4,000	
4,000	200,000		4,000	0	0	0	6,000	10,000	6,500
* 8,000	* 10,000								
10,000	150,000	250,000	10,000	13,000	0	0	0	23,000	65,000

TABLE 32.—*Statistics of universities and colleges*

Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
	Tuition fee.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
1	2	3	4	5	6	7	8	9	10
WEST VIRGINIA.									
452 Morris Harvey College	\$30	\$3	\$60	\$90	.....	.....	2,000	500	\$2,500
453 Bethany College	36	9	95	104	.....	41	3,000	1,000	4,000
454 West Virginia University	(a)	8	125	200	0	0	20,000	.....	40,000
WISCONSIN.									
455 Lawrence University	6	30	75	125	0	2	19,127	7,963	32,000
456 Beloit College	36	20	120	275	4	55	29,000	10,000	50,000
457 Mission House	20	10	100	.....	0	0	6,000	.....	.....
458 University of Wisconsin	(b)	20	133	190	22	12	66,239	20,000	130,293
459 Milton College	30-40	6	125	194	.....	4	6,632	3,000	9,758
460 Concordia College	0	0	68	.....	.....	.....	4,000	350	4,000
461 Marquette College	60	10	133	152	.....	5	10,050	1,275	4,500
462 Ripon College	40	.....	175	300	.....	4	12,000	.....	.....
463 Northwestern University*	32	.....	68	120	.....	.....	4,523	500	10,000
WYOMING.									
464 University of Wyoming	0	5	150	200	0	0	15,000	7,000	21,800

* Statistics of 1900-1901.

a Free to residents; \$38 to nonresidents.

for men and for both sexes—Continued.

Value of scientific apparatus, machinery, and furniture.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total.	
11	12	13	14	15	16	17	18	19	20
\$2,000	\$25,000	-----	\$1,000	0	0	0	0	\$1,000	
3,000	140,000	\$65,000	3,000	\$2,000	0	0	\$3,000	8,000	\$5,000
30,000	675,000	114,370	10,303	6,543	\$156,550	\$35,000	9,728	218,124	9,000
									1,250
30,000	241,500	281,969	11,130	13,680	0	0	8,861	33,671	36,000
25,000	265,000	1,200,000	15,000	39,000	0	0	0	54,000	358,000
2,060	31,000	24,000	1,864	703	0	0	6,433	9,000	14,090
280,795	1,389,979	531,622	67,500	13,331	289,000	40,000	42,625	452,456	
3,566	23,063	83,595	2,478	5,812	0	0	4,289	12,579	2,538
1,500	180,000	-----	-----	-----	-----	-----	-----	-----	-----
2,700	180,000	3,800	6,631	70	0	0	0	6,701	1,000
-----	196,300	200,000	4,400	14,683	0	0	0	19,083	-----
10,000	68,000	-----	1,250	0	0	0	10,000	11,250	-----
90,000	250,000	21,451	474	0	23,855	40,000	1,382	65,711	0

b Free to residents; \$30 to nonresidents.

TABLE 33.—Statistics of colleges for women, Division A.

Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.						Students.										
				Preparatory department.		Collegiate department.		Total number.		College students in—										
				Men.	Women.	Men.	Women.	Men.	Women.	Classical course.	Other general cul- ture courses.	General science course.	Latin.	Greek.	Pedagogy.	Business course.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
CALIFORNIA.																				
1 Mills College.....	Mills College and Seminary.....	Nonsect....	1871	0	4	1	25	7	29	178	29	....	207	1	28	....	12	3	....	4
ILLINOIS.																				
2 Rockford.....	Rockford College.....	Nonsect....	1849	0	10	0	12	0	18	31	50	....	81	44	....	6	20	5	....	....
MARYLAND.																				
3 Baltimore.....	Woman's College of Baltimore....	M. E.	1888	0	0	14	16	14	16	0	343	2	345	4343	....	....	111	29	....	....
MASSACHUSETTS.																				
4 Cambridge.....	Radcliffe College.....	Nonsect....	1879	0	0	97	0	97	0	0	405	51	456	4405	....	....	117	75	63	....
5 Northampton.....	Smith College.....	Nonsect....	1875	0	0	20	53	30	53	0	1,048	6	1,054	1,048	....	....	....	....	....	....
6 South Hadley.....	Mount Holyoke College.....	Nonsect....	1837	0	5	52	5	52	5	608	608	3	611	607	....	....	329	97	....	....
7 Wellesley.....	Wellesley College.....	Nonsect....	1875	0	0	12	70	12	70	....	798	22	820	798	....	....	171	104	32	....
NEW YORK.																				
8 Aurora.....	Wells College.....	Nonsect....	1868	0	0	6	2	6	15	0	128	....	128	128	....	....	57	5	....	....
9 Elmira.....	Elmira College.....	Presb....	1855	0	0	6	7	8	10	0	123	....	193	75	....	48	95	35	17	....
10 New York.....	Barnard College.....	Nonsect....	1889	0	0	40	10	40	10	....	431	....	431	431	....	....	158	52	....	....
11 Poughkeepsie.....	Vassar College.....	Nonsect....	1865	0	0	14	58	14	58	0	792	11	803	792	....	....	402	160	....	....
PENNSYLVANIA.																				
12 Bryn Mawr.....	Bryn Mawr College.....	Nonsect....	1885	0	0	27	16	27	16	0	383	53	436	4383	....	....	131	36	15	....
VIRGINIA.																				
13 Lynchburg.....	Randolph-Macon Woman's Col- lege.	M. E. S.	1893	0	0	12	15	12	15	0	200	3	203	248	....	....	134	15	46	....

a Includes all students in liberal courses.

TABLE 34.—Statistics of colleges for women, Division A—Continued.

Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.			Value of scientific apparatus and furniture.	Value of grounds and buildings.	Productive funds.	Income.				Benefactions.
	Tuition fee.	Other fees.	Annual living expenses.				Library.						Tuition and other fees.	From productive funds.	From other sources.	Total.	
			Lowest.	Moderate.			Volumes.	Pamphlets.	Value.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
CALIFORNIA.																	
1 Mills College and Seminary			\$400			17	6,000	300		\$25,000	\$303,000	\$75,000					\$500
ILLINOIS.																	
2 Rockford College	\$60		240			7	7,000		\$15,000	25,000	150,000	125,906	\$16,087	\$4,296	\$1,501	\$21,884	7,914
MARYLAND.																	
3 Woman's College of Baltimore	125	0		\$250	2	41	7,900	1,800	10,000	47,000	697,200	384,500	36,831	12,136	17,984	66,951	63,000
MASSACHUSETTS.																	
4 Radcliffe College	200		275	375		15	17,850	1,100	22,000	9,000	490,000	300,000	78,000	15,130	0	93,130	45,000
5 Smith College	100		171	300			7,500		20,000	110,000	900,000	1,140,000	111,900	71,000	39,700	222,600	211,000
6 Mount Holyoke College	100		150		35	35	22,200	3,600	40,000	40,000	857,000	571,000	132,000	18,000	0	150,000	8,000
7 Wellesley College	175		225	225		72	53,345	800	135,000	215,800	1,112,000	626,850	262,551	20,133	0	282,711	28,000
NEW YORK.																	
8 Wells College	100		300		0	7	9,672		16,000	50,000	125,000	200,000	56,341	11,816	1,397	69,551	2,500
9 Elmira College	75	\$5		225		10	6,000	500	10,000	30,000	162,000	70,000	25,000	3,500	0	28,500	4,000
0 Barnard College	150	5			38	38	2,500	250	2,500	35,500	680,000	583,374	68,625	13,890	468	82,973	403,200
1 Vassar College	100		300	300	1	7	42,400	1,000	66,265	113,513	1,399,862	994,054	312,288	49,493	23,879	385,660	117,625
PENNSYLVANIA.																	
2 Bryn Mawr College	150		300	325	14	71	36,000	8,000	75,000	51,000	871,810	1,000,000	69,594	62,000	94,758	226,352	572,149
VIRGINIA.																	
3 Randolph-Macon Woman's College	75	15	160		0	11	3,500	500	5,000	30,000	127,000	102,000	27,385	5,362	2,898	35,615	3,101

a Including tuition fees.

TABLE 35.—Statistics of colleges for women, Division B.

Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.		Elementary.	College.	Graduate.	Total number.	Graduated in 1902.	College students pursuing courses leading to—						College students pursuing in—			Number in—		
				Men.	Women.						A. B. degree.	Ph. B. degree.	M. E. L. or B. L. degree.	B. S. degree.	Other first degrees.	Latin.	Greek.	Pedagogy.	Music.	Art.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
ALABAMA.																						
1	Athens	Athens Female College.	M. E. So.	1843	2	11	21	20	113	2	156	12	38	25	30	20	...	40	20	20	111	27
2	Etahula	Union Female College.	Nonsect.	1851	1	10	25	18	63	5	112	5	18	40	4	5	...	...	...	...	55	...
3	Marion	Marion Female Seminary.	Nonsect.	1836	3	8	15	15	70	...	100	7	40	20	10	10	...	23	0	...	42	19
4	Talladega	Isabel College.	Presb.	1852	1	6	13	12	50	...	75	4	50	...	50	...	20	...	10	15	8	0
5	Tuscaloosa	Central Female College.	Bapt.	1858	2	14	30	...	93	1	124	16	...	...	...	...	...	...	...	63	0	
6	do	Tuscaloosa Female College.	Nonsect.	1860	1	15	12	22	104	6	144	24	48	...	12	12	...	45	...	92	8	
7	Tuskegee	Alabama Conference Female College.	Meth.	1855	3	9	10	15	89	6	120	22	3	0	86	...	50	0	...	70	30	
ARKANSAS.																						
8	Conway	Central Baptist College.	Bapt.	1892	1	8	31	40	50	...	121	8	20	...	20	10	...	50	1	18	70	9
CALIFORNIA.																						
9	San José	College of Notre Dame.	R. C.	1851	1	21	11	36	23	1	71	2	23	1	0	0	0	23	7	25	71	19
DISTRICT OF COLUMBIA.																						
10	Washington	Trinity College.	R. C.	1900	7	13	...	...	45	...	45	...	28	...	11	...	32	24	...	...	...
GEORGIA.																						
11	Athens	Lacy Cobb Institute.	Nonsect.	1858	0	16	40	...	120	...	160	26	...	...	...	40	...	...	0	...	100	15
12	College Park	Southern Female College.	Nonsect.	1843	7	15	0	0	191	1	192	22	...	...	...	...	...	...	...	...	139	44
13	Cuthbert	Andrew Female College.	M. E. So.	1854	3	10	75	25	75	...	245	10	50	...	...	...	...	...	...	...	80	20
14	Dalton	Dalton Female College.	M. E. So.	1872	2	5	40	35	60	10	145	5	15	0	30	15	...	28	0	10	35	25
15	Forsyth	Mourne Female College.	Bapt.	1840	3	14	52	38	78	2	170	...	...	...	...	...	...	...	6	...	70	10
16	Gainesville	Bremen College.	Nonsect.	1878	4	15	...	200	200	...	200	32	125	...	50	...	100	0	...	15	10	
17	Lagrange	La Grange Female College.	M. E. So.	1883	5	12	0	65	108	13	186	15	25	0	1	30	0	29	5	3	108	28
18	do	Southern Female College.	Bapt.	1843	4	16	...	...	176	...	176	22	100	...	50	...	100	...	...	125	35	

19	Macon.....	.....	M. E. So.	1839	6	13	56	295	351	21	174	60	.....	90	.....	313	80
20	Ilone.....	Wesleyan Female College Shorter College	Bapt.	1877	11	15	23	143	186	7	50	.....	.....	.....	.....	145	18
ILLINOIS.																	
21	Jacksonville.....	Illinois Woman's College	M. W.	1847	2	18	49	150	90	10	.....	.....	.....	60	6	10	40
22	Knoxville.....	St. Mary's School	P. E.	1868	2	14	0	40	30	0	90	0	0	50	2	0	85
KANSAS.																	
23	Topeka.....	College of the Sisters of Bethany	P. E.	1861	0	15	20	80	12	.....	.....	.....	.....	40	5	112	15
KENTUCKY.																	
24	Bowling Green.....	Potter College	Nonsect.	1883	1	19	.....	205	205	10	150	.....	.....	60	.....	130	25
25	Danville.....	Caldwell College	Presb.	1860	5	.....	19	10	120	119	75	.....	.....	60	10	35	33
26	Harrodsburg.....	Beaumont College	Nonsect.	1894	4	9	20	40	.....	118	21	10	20	30	7	20	8
27	Hopkinsville.....	Bethel Female College	Bapt.	1856	3	8	10	89	1	110	8	11	0	0	2	41	2
28	Lexington.....	Sayre Female Institute	Presb.	1854	3	9	65	30	.....	125	8	.....	.....	25	.....	22	.....
29	Millersburg.....	Millersburg Female College	M. E. So.	1850	2	10	37	25	61	0	126	6	30	20	14	0	15
30	Nicholasville.....	Jessamine Female Institute	Nonsect.	1854	0	12	.....	32	78	110	4	.....	.....	25	.....	65	9
31	Owensboro.....	Owensboro Female College	Nonsect.	1890	5	8	20	70	60	160	2	10	40	60	5	45	75
32	Russellville.....	Logan Female College	M. E. So.	1856	1	6	30	10	70	111	5	.....	.....	50	0	34	0
33	Stanford.....	Stanford Female College	Nonsect.	1869	1	3	10	15	15	40	6	.....	.....	15	.....	20	.....
LOUISIANA.																	
34	Clinton.....	Silliman Collegiate Institute *	Presb.	1852	2	7	30	40	55	2	127	10	.....	25	.....	27	1
35	Kenatchie.....	Louisiana Female College	Bapt.	1853	2	5	17	5	58	0	80	5	22	0	16	20	0
36	Mansfield.....	Mansfield Female College	M. E. So.	1855	1	8	16	20	40	85	1	17	.....	22	1	50	5
MAINE.																	
37	Kents Hill.....	Maine Wesleyan Seminary and Fe- male College	M. E.	1860	7	6	.....	146	5	1	152	.....	.....	.....	.....	6	.....
38	Woodfords.....	Westbrook Seminary	Univ.	1834	4	6	.....	92	20	3	115	16	.....	30	50	8	6
MARYLAND.																	
39	Baltimore.....	Notre Dame of Maryland	R. C.	1873	7	20	20	255	75	.....	350	6	20	.....	128	15	15
40	Fredrick.....	Woman's College	Episcopal	1893	5	12	48	102	102	150	12	8	.....	4	10	35	6
41	Hagerstown.....	Kee Mar College	Nonsect.	1852	4	14	21	19	103	2	145	9	24	8	0	12	37
42	Lutherville.....	Maryland College for Women	Luth.	1853	6	6	.....	37	53	90	16	7	.....	13	52	52	7
MASSACHUSETTS.																	
43	Auburndale.....	Lasell Seminary	Nonsect.	1851	9	22	.....	91	76	.....	167	26	.....	40	1	101	10
MINNESOTA.																	
44	Albert Lea.....	Albert Lea College	Presb.	1885	0	9	0	17	11	.....	28	3	11	0	0	19	13

Statistics of 1900-1901.

TABLE 35.—Statistics of colleges for women, Division B—Continued.

Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.		Students.										College students pursuing courses leading to—				College students in—			Number in—		
				Men.	Women.	Elementary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1902.	A. B. degree.					Ph. B. degree.	M. E. L. or B. L. degree.	B. S. degree.	Other first degrees.	Latin.	Greek.	Pedagogy.	Music.	Art.
												1	2	3	4	5									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
MISSISSIPPI.																									
45	Blue Mountain.....	Nonsect.....	1873.....	3	18	30	50	230	1	313	18	100	0	.....	100	.....	125	0	50	150	17		
46	Brookhaven.....	M. E. So.....	1859.....	3	12	25	25	100	1	151	14	75	.....	25	.....	.....	40	.....	12	75	52
47	Clinton.....	Bapt.....	1853.....	2	7	54	25	75	.....	154	14	.....	.....	.....	.....	.....	.....	.....	.....	55	9
48	Columbus.....	State.....	1885.....	6	25	319	.....	187	7	513	12	187	.....	.....	.....	.....	.....	.....	.....	244	.....			
49	French Camp.....	Central Mississippi Institute *.....	1884.....	2	4	25	15	40	.....	80	2	20	.....	10	.....	.....	25	.....	3	30	10
50	Jackson.....	Nonsect.....	1894.....	1	8	10	25	100	.....	135	20	.....	.....	85	15	.....	20	.....	2	80	15
51	Meridian.....	Belhaven College for Young Ladies.....	1869.....	2	15	25	35	340	.....	400	9	5	6	15	20	25	75	5	60	356	24			
52	Natchez.....	East Mississippi Female College.....	1894.....	1	14	58	53	51	6	189	4	24	0	0	0	0	37	22	.....	43	23			
53	Oxford.....	Nonsect.....	1854.....	1	12	.....	31	69	.....	100	12	.....	13	.....	.....	.....	30	.....	.....	80	8
54	Pontotoc.....	M. E.....	1852.....	1	3	10	30	22	.....	62	0	12	.....	16	4	.....	16	.....	.....	30	8
55	Port Gibson.....	M. E.....	1843.....	1	8	10	5	75	.....	90	3	2	.....	56	2	.....	26	.....	.....	50	10
MISSOURI.																									
56	Columbia.....	Christian.....	1851.....	4	22	22	30	190	6	248	42	30	.....	120	40	.....	78	25	.....	180	34	
57	do.....	Stephens College *.....	1856.....	7	11	32	15	120	.....	167	11	.....	.....	.....	.....	.....	.....	.....	.....	105	17
58	Fayette.....	Howard Payne College *.....	1844.....	2	10	50	81	150	3	181	18	.....	.....	.....	.....	.....	43	0	.....	65	10
59	Fulton.....	Synodist Female College.....	1872.....	3	9	15	20	128	.....	163	10	60	.....	.....	.....	.....	50	.....	.....	58	10
60	Lexington.....	Bapt.....	1855.....	4	8	12	40	70	.....	123	11	30	40	.....	.....	.....	50	0	.....	120	30
61	do.....	Central Female College *.....	1869.....	5	9	10	38	90	.....	138	13	.....	.....	.....	.....	.....	.....	.....	.....	95	17
62	Liberty.....	Liberty Ladies' College.....	1890.....	4	12	10	50	114	.....	201	20	3	.....	75	4	.....	55	6	.....	110	30
63	Mexico.....	Hardin College.....	1873.....	10	12	12	150	88	2	252	10	25	.....	.....	.....	.....	50	10	.....	200	50
64	Nevada.....	Cortey College for Young Ladies.....	1884.....	2	12	25	40	80	0	190	9	20	0	30	15	.....	40	3	.....	143	20		
65	St. Charles.....	M. E. So.....	1830.....	5	10	.....	80	2	1	83	10	2	.....	.....	.....	.....	.....	.....	.....	55	30
NEW YORK.																									
66	Brooklyn.....	Packer Collegiate Institute.....	1853.....	6	49	40	551	66	0	657	25	0	0	0	0	0	360	18	.....	.....	.....	

NORTH CAROLINA.		1842	5	12	30	45	80	155	9	70	6	4	110	80	12
67	Asheville.....	Nonsect.....	1842	5	12	30	45	80	155	9	70	6	4	110	80
68	Charlotte.....	Nonsect.....	1847	7	11	63	50	119	13	53	Nonsect.....	1	50	75	20
69	Dallas.....	Luth.....	1879	4	20	32	32	92	2	82	32	17	6	1	9
70	Greensboro.....	M. E. So.....	1846	2	10	15	150	150	150	15	11	0	33	100	30
71	Hickory.....	Nonsect.....	1880	2	8	10	15	11	11	11	0	33	2	22	15
72	Lenoir.....	M. E.....	1857	3	9	46	18	112	0	176	6	97	0	0	14
73	Louisburg.....	Bapt.....	1850	10	16	40	75	280	13	52	152	60	3	0	15
74	Oxford.....	Bapt.....	1889	5	16	20	100	155	5	324	52	16	36	144	33
75	Raleigh.....	Moravian.....	1882	4	30	80	182	12	324	52	152	16	36	263	46
OHIO.															
76	Oxford.....	Nonsect.....	1849	2	15	84	59	2	145	24	6	47	6	8	53
77	do.....	Nonsect.....	1855	1	27	77	77	154	8	77	Nonsect.....	120	20	0	10
78	Painesville.....	Nonsect.....	1855	2	13	33	86	2	151	7	47	11	25	13	6
PENNSYLVANIA.															
79	Allentown.....	Reformed.....	1867	4	10	14	20	61	134	12	Nonsect.....	61	3	69	36
80	Bethlehem.....	Moravian.....	1749	6	15	80	40	120	8	40	Nonsect.....	40	4	60	10
81	Blairsville.....	Presb.....	1851	4	25	48	213	5	266	33	186	211	21	108	46
82	Chambersburg.....	Presb.....	1870	5	8	11	129	2	142	27	22	46	51	105	13
83	Mechanicsburg.....	Luth.....	1836	7	10	11	188	50	238	13	49	1	13	54	11
84	Pittsburg.....	Presb.....	1869	4	21	188	50	107	107	2	Nonsect.....	5	47	53	9
85	Columbia.....	M. E. So.....	1859	3	11	0	0	137	1	138	15	76	102	2	0
86	do.....	Presb.....	1890	6	17	35	34	133	1	203	15	0	5	1	13
87	Duwest.....	A. R. Presb.....	1839	5	8	0	0	100	2	138	16	75	0	2	35
88	Gaffney.....	Bapt.....	1845	4	13	35	115	2	152	25	101	0	0	81	25
89	Greenville.....	Nonsect.....	1894	2	6	25	15	35	5	20	10	10	3	25	15
90	Greenville Female College.....	Bapt.....	1854	4	14	19	21	153	4	197	14	0	10	4	70
91	Spartanburg.....	Nonsect.....	1890	9	18	40	8	400	8	400	8	70	28	0	23
92	Union.....	Presb.....	1881	1	4	6	6	28	2	42	0	26	50	21	22
93	Williamston.....	M. E. So.....	1872	2	4	57	50	107	107	2	Nonsect.....	50	48	37	16
TENNESSEE.															
94	Bristol.....	M. E. So.....	1870	3	19	39	45	140	6	230	10	40	0	75	35
95	Brownsville.....	Bapt.....	1851	4	8	10	20	59	3	83	6	35	15	0	5
96	Franklin.....	Nonsect.....	1856	4	3	30	50	75	155	Nonsect.....	Nonsect.....	Nonsect.....	Nonsect.....	15	20
97	Gallatin.....	Howard Female College.....	1837	1	7	25	20	48	93	11	Nonsect.....	15	30	60	7
98	Jackson.....	Memphis Conference Female Insti- tute.....	1843	2	14	17	14	184	5	220	31	6	21	116	28
99	Murfreesboro.....	M. E. So.....	1852	1	13	20	45	160	2	227	14	25	0	60	6
100	Nashville.....	Rosebel College.....	1889	2	9	5	25	76	106	13	25	30	40	35	10
101	do.....	Ward Seminary.....	1865	7	23	60	30	297	387	53	Nonsect.....	101	4	184	29
102	Pulaski.....	Martin Female College *.....	1870	2	6	20	10	89	2	121	10	64	29	58	6
103	Rogersville.....	Rogersville Synodical College.....	1849	2	12	20	15	49	90	3	20	29	29	33	39

* Statistics of 1900-1901.

TABLE 35.—Statistics of colleges for women, Division B—Continued.

Location.	Name.	Religious or nonsectarian control.	Year of first opening.	Professors and instructors.		Preparatory.	College.	Graduate.	Total number.	Graduated in 1902.	Students.						College students pursuing courses leading to—			Number in—			
				Men.	Women.						A. B. degree.	Ph. B. degree.	M. E. L. or B. L. degree.	B. S. degree.	Other first degrees.	Latin.	Greek.	Pedagogy.	Music.	Art.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
TEXAS.																							
104	Belton.....	Bapt.....	1845.....	5	13	...	250	145	8	403	36	65	...	40	40	...	75	30	40	275	10		
105	Bonham.....	Christian.....	1867.....	3	10	82	24	36	...	142	1	...	...	...	...	...	...	...	...	64	5
106	Chappel Hill.....	M. E. So.....	1852.....	1	6	18	6	60	...	84	12	...	...	...	...	...	21	0	0	40	12
107	San Antonio.....	M. E. So.....	1894.....	3	10	6	13	105	...	145	11	1	0	40	0	...	25	0	0	100	17		
VIRGINIA.																							
108	Abingdon.....	M. E. So.....	1860.....	4	13	20	60	70	...	160	21	40	...	...	50	...	41	...	...	130	23
109	do.....	Presb.....	1869.....	0	10	15	35	42	...	92	6	8	...	16	...	...	...	...	...	64	8
110	Bristol.....	Bapt.....	1884.....	7	3	37	25	25	...	62	4	...	...	...	...	...	25	1	...	30	2
111	Danville.....	Bapt.....	1860.....	2	6	10	67	67	...	85	11	11	...	10	...	49	...	...	53	11	
112	Hollins.....	Nonsect.....	1842.....	11	15	12	234	234	...	246	19	...	...	...	...	79	0	...	190	31	
113	Marion.....	Luth.....	1874.....	2	7	20	80	80	...	100	2	...	...	...	...	...	...	...	50	17	
114	Petersburg.....	Nonsect.....	1863.....	4	8	15	25	100	...	110	...	...	...	...	...	...	25	...	75	12	
115	Winchester.....	P. E.....	1874.....	4	5	14	65	65	...	79	16	...	...	...	...	...	...	...	48	4	
116	do.....	M. E. So.....	1874.....	1	5	12	15	20	...	47	6	2	...	2	...	...	20	2	...	25	...
WEST VIRGINIA.																							
117	Lewisburg.....	Presb.....	1876.....	2	13	17	43	64	2	126	...	29	...	...	18	...	33	...	...	96	25
WISCONSIN.																							
118	Milwaukee.....	Cong.&Presb.....	1835.....	2	20	...	169	56	...	225	5	7	...	49	...	...	35	7	...	70	16

* Statistics of 1900-1901.

TABLE 36.—Statistics of colleges for women, Division B—Continued.

Name.	Expenses in college department.		Annual living expenses.		Library.		Value of scientific apparatus and buildings.	Value of grounds and buildings.	Pro-ductive funds.	Income.					Total.	Bene-fac-tions.
	Tuition fee.	Other fees.	Lowest.	Moderate.	Vol-umes.	Value.				Tuition and other fees.	From pro-ductive funds.	State or municipal approp-riations.	From other sources.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
ALABAMA.																
1 Athens Female College.....	\$40	\$3	\$113	\$122	1,000	\$1,250	\$350	\$25,000	-----	\$6,000	-----	-----	\$1,500	\$7,500	\$1,500	
2 Union Female College*.....	50	2	100	125	600	600	500	20,000	-----	-----	-----	-----	-----	-----	-----	
3 Marion Female Seminary.....	50	-----	-----	-----	600	300	-----	25,000	-----	-----	-----	-----	-----	-----	-----	
4 Isbell College.....	41-45	-----	108	126	300	300	-----	18,000	-----	-----	-----	-----	-----	-----	-----	
5 Central Female College.....	50	9	110	110	-----	-----	-----	200,000	-----	12,000	0	0	1,000	13,000	-----	
6 Tuscaloosa Female College.....	48	1	120	130	1,100	1,000	200	25,000	-----	11,400	-----	-----	-----	11,400	-----	
7 Alabama Conference Female College.....	50	0	100	150	6,000	5,000	500	100,000	\$7,000	3,500	\$400	0	3,300	7,200	2,000	
ARKANSAS.																
8 Central Baptist College.....	50	1	120	140	500	1,000	100	45,000	0	10,000	-----	-----	-----	10,000	400	
CALIFORNIA.																
9 College of Notre Dame.....	-----	34	300	300	7,500	12,000	20,000	238,000	0	25,000	0	0	0	25,000	-----	
DISTRICT OF COLUMBIA.																
10 Trinity College.....	100	-----	300	-----	5,000	11,000	-----	-----	-----	12,775	0	0	0	12,775	0	
GEORGIA.																
11 Lucy Cobb Institute.....	60	13	220	150	800	800	-----	45,000	0	-----	-----	-----	-----	-----	-----	
12 Southern Female College.....	50	9	-----	150	5,000	-----	-----	50,000	-----	5,000	-----	-----	6,500	11,500	-----	
13 Andrew Female College.....	40	3	80	100	1,000	200	500	20,000	-----	4,000	-----	-----	-----	4,000	400	
14 Dalton Female College.....	40	4	131	150	300	500	-----	50,000	0	15,500	-----	-----	-----	16,000	41,000	
15 Monroe Female College.....	41	6	84	84	300	150	500	50,000	-----	30,000	-----	-----	-----	30,000	5,000	
16 Brenau College.....	50	2	135	165	4,000	2,000	1,000	85,000	-----	30,000	-----	-----	-----	30,000	-----	
17 La Grange Female College.....	54	6	120	135	2,000	2,500	1,950	137,250	13,500	20,500	1,000	-----	2,209	25,709	-----	
18 Southern Female College.....	40	-----	120	140	5,000	3,000	-----	75,000	50,000	50,000	2,000	-----	18,000	70,000	-----	
19 Wesleyan Female College*.....	50	10	150	150	5,000	3,000	2,500	275,000	41,000	25,000	2,500	-----	-----	27,500	-----	
20 Shorter College.....	60	10	150	150	5,000	5,000	2,000	150,000	-----	-----	-----	-----	-----	-----	-----	

* Including tuition.

* Statistics of 1900-1901.

TABLE 36.—Statistics of colleges for women, Division B—Continued.

Name.	Expenses in college department.		Annual living expenses.		Library.		Value of scientific apparatus and furniture.	Value of grounds and buildings.	Pro-ductive funds.	Income.					Total.	Bene-fac-tions.
	Tuition fee.	Other fees.	Lowest.	Moderate.	Vol-umes.	Value.				Tuition and other fees.	From pro-ductive funds.	State or munic-ipal appro-priations.	From other sources.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
ILLINOIS.																
21 Illinois Woman's College	\$50			\$225	1,000	\$1,000	\$1,000	\$135,000		\$20,000				\$20,000	\$15,000	
22 St. Mary's School				400	2,500	2,000	3,000	100,000	\$3,500	60,000	\$100	0	0	60,100	5,000	
KANSAS.																
23 College of the Sisters of Bethany	45			300	2,500	2,000	1,000	200,000	30,000		2,400					
KENTUCKY.																
24 Potter College.....	60			200	5,000	5,000	800	80,000		27,000				27,000		
25 Caldwell College.....	50	\$10		250	500		200	50,000								
26 Beaumont College.....	60		\$150	175	4,000	500	100	25,000		10,000	0	0	0	10,000	0	
27 Bethel Female College.....	50	0	180	200	1,500	1,500		40,000	100		6	0	0	10,006	0	
28 Sayre Female Institute	65			185			3,000	140,000		5,500			\$300	5,800	0	
29 Millersburg Female College.....	50		100	150	500	300	400	10,000		8,000				8,000	0	
30 Jessamine Female Institute.....	50	5	150	160				30,000								
31 Owensboro Female College.....	40		120	120			400	25,000								
32 Logan Female College.....	54			150	1,500	1,500		30,000	0	5,000				5,000	0	
33 Stanford Female College.....	50		130		1,000			10,000		2,500				2,500		
LOUISIANA.																
34 Stillman Collegiate Institute*.....	50	1	135	150	300	225	500	45,000	22,000	4,500	2,000			6,500		
35 Louisiana Female College.....	50		100	150	1,500	1,250	250	30,000	0	5,200	0	0	0	5,200	75	
36 Mansfield Female College	50	2	100	115	5,000	5,000		30,000	0	6,000		0	150	6,150		
MAINE.																
37 Maine Wesleyan Seminary and Female Col- lege.....	40	3	60	120	8,000		8,000	135,000	145,000	6,221	6,174	0	650	13,045	25,000	
38 Westbrook Seminary.....	30	5	133	145	3,000	2,000	1,000	70,000	50,000	3,000	1,500	\$500		5,000		

MARYLAND.													
39	Notre Dame of Maryland.....	100	15	175	350	4,500	16,000	4,500	525,000	65,000	0	10,000	75,000
40	Woman's College.....	50	50	190	190	3,000	5,000	750	65,000	15,000	0	0	15,000
41	Kee Mar College.....	50	20	200	200	6,000	3,000	2,500	75,000	16,000	0	0	16,000
42	Maryland College for Women.....	60	25	180	180	1,500	1,500	200	60,000	0	0	0	250
MASSACHUSETTS.													
43	Lasell Seminary	150	---	---	450	2,400	5,000	2,000	200,000	1,000	* 25	* 64,965	* 80,000
MINNESOTA.													
44	Albert Lea College.....	31	0	200	200	2,000	2,500	500	40,000	10,000	300	0	9,800
MISSISSIPPI.													
45	Blue Mountain Female College.....	50	1	50	120	2,000	1,500	500	50,000	40,000	0	0	40,000
46	Whitworth Female College *.....	50	8	130	130	800	2,000	2,000	80,000	15,000	---	---	15,000
47	Hillman College.....	45	1	---	---	1,200	2,500	500	15,000	---	---	---	---
48	Industrial Institute and College *.....	0	---	85	85	2,500	2,500	3,000	156,489	68,150	---	---	68,150
49	Central Mississippi Institute.....	40	---	---	100	3,000	1,000	100	7,500	---	---	---	---
50	Belhaven College for Young Ladies.....	50	6	150	135	3,000	800	200	50,000	12,500	---	---	12,500
51	East Mississippi Female College.....	60	3	45	135	3,000	1,000	1,000	30,000	0	---	---	0
52	Stanton College for Young Ladies.....	60	---	---	162	400	500	750	25,000	15,000	---	---	15,000
53	Woman's College *.....	40	3	120	400	200	3,000	500	30,000	5,000	---	---	5,000
54	Chickasaw Female College.....	40	0	100	125	3,000	3,000	500	30,000	2,800	---	---	2,800
55	Port Gibson Female College.....	40	5	110	500	---	700	---	3,500	6,000	---	---	6,000
MISSOURI.													
56	Christian College *.....	50	---	225	---	5,000	7,500	1,000	110,000	35,000	---	---	35,000
57	Stephens College *.....	40	---	150	---	800	1,200	500	125,000	13,500	1,000	---	14,500
58	Howard-Payne College *.....	55	0	150	150	2,000	1,000	1,000	50,000	12,500	500	0	12,500
59	Synodical Female College.....	50	---	---	---	2,000	1,000	200	40,000	0	---	---	0
60	Baptist Female College.....	50	---	160	---	1,200	500	200	30,000	15,000	---	---	15,000
61	Central Female College *.....	50	3	175	---	1,500	2,000	2,000	95,000	1,700	72	---	15,000
62	Liberty Ladies' College.....	50	---	176	---	1,100	1,200	800	60,000	35,000	---	---	35,000
63	Hardin College.....	50	3	160	200	1,000	1,000	300	90,000	65,500	---	---	21,072
64	Cotley College for Young Ladies.....	45	---	120	140	600	300	300	30,000	15,000	0	0	15,000
65	Lindenwood College for Women.....	55	0	235	275	2,500	2,000	2,000	75,000	22,500	1,350	---	25,350
NEW YORK.													
66	Paecker Collegiate Institute.....	160	0	---	---	8,000	8,000	12,000	200,000	47,000	1,259	713	70,241
NORTH CAROLINA.													
67	Asheville College for Young Women.....	100	---	200	300	3,000	5,000	2,000	80,000	17,000	---	---	38,000
68	Elizabeth College.....	50	23	200	200	1,000	1,000	600	250,000	750	0	21,000	21,000
69	Gaston College.....	30	---	125	150	1,350	800	0	8,000	0	0	1,300	2,050

* Statistics of 1900-1901.

TABLE 36.—Statistics of colleges for women, Division B—Continued.

Name.*	Expenses in college department.			Annual living expenses.		Library.		Value of scientific apparatus and buildings.	Pro-ductive funds.	Income.				Benefac-tions.
	Tuition fee.	Other fees.		Lowest.	Moderate.	Vol-umes.	Value.			Tuition and other fees.	From pro-ductive funds.	State or munic- ippal appro- priations.	From other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
NORTH CAROLINA—continued.														
70 Greensboro Female College.....	\$50			\$200	8,000	\$10,000	\$2,500	\$100,000						
71 Claremont Female College.....	40	\$7		100	1,000	250	100	15,000	0	\$5,000	0	0	\$3,000	\$25,000
72 Louisville Female College.....	30		45		965		500	10,000	0	10,870	0	0	0	8,000
73 Oxford Female Seminary.....	40			135	1,000	1,500	500	20,000	0	6,500	0	0	0	10,870
74 Baptist Female University.....	53	7	60	112	1,091	1,000	500	100,000	0	28,000	0	0	0	6,500
75 Salem Female Academy and College.....	40			185	6,000	6,000	1,000	200,000	\$10,000	30,000				28,000
OHIO.														
76 Oxford College*.....	50	5	300	400	2,000		2,000	75,000	0					\$2,500
77 Western College.....				250	11,000		6,000	131,737	60,000	32,500	\$3,500			8,000
78 Lake Erie College and Seminary.....	75	3-5		175	8,000	12,000	10,000	315,000	40,000	27,815	1,800	0	455	36,000
PENNSYLVANIA.														
79 Allentown College for Women.....			230		1,400	1,400	5,000	60,000						
80 Moravian Seminary and College for Women.....			300		4,000	4,000	100	100,000	10,000					5,000
81 Blarville College.....	40	7	250	250	500	800	500	50,000	0	15,000	0	0		4,000
82 Wilson College.....	60		130	190	20,000	25,000	29,000	250,000	0	73,000			3,000	15,000
83 Irving Female College.....	50	0	200	200	1,000	1,000		60,000						76,000
84 Pennsylvania College for Women.....	110	2-15	240	275	3,000	10,000	4,000	125,000		40,000	0	0		40,000
SOUTH CAROLINA.														
85 Columbia Female College.....	40	10	135	175	600	1,000	800	60,000		6,000		0	11,975	17,975
86 Presbyterian College for Women.....	60			180	500		600	70,000						2,500
87 Due West Female College.....	38		90	112	1,000	1,000		5,000	1,000					
88 Limestone College.....	50		150	225	3,910	5,000	3,000	140,000		14,500				14,500
89 Greenville College for Women.....	50	5			500	500		7,000						10,000
90 Greenville Female College.....	45	5	100	120	700	1,400	50	40,000	0					0
91 Converse College.....	60		130	200	5,000	5,000	2,000	250,000	12,000	48,000	730			48,730
92 Cuford Seminary.....	40	1	190		1,000	1,000	200	10,000	0					6,400
93 Williamston Female College*.....	35	2		120	3,500	2,500	1,500	17,500	0		0	\$300		

TENNESSEE.												
94	Sullins College.....	50	125	150	800	500	75,000					
95	Brownsville Female College.....	45	125	150	2,500	500	20,000					
96	Tennessee Female College.....	50	150	150	1,300	500	15,000					
97	Hopwood Female College.....	50	200	225	1,500	250	20,000					
98	Memphis Conference Female Institute.....	60	4	130	5,618	500	50,000	0	5,000		5,000	0
99	Soule Female College.....	70	0	125	5,000	250	15,000	0	0		25,000	0
100	Rescove College.....	50	80	175	500	250	40,000				15,000	
101	Ward Seminary.....	80	200	275	3,000	500	80,000				60,000	
102	Martin Female College *.....	54	71	90	1,000		100,000	1,800			7,800	
103	Rogersville Synodical College.....	40	155	155	1,000	1,000	30,000				5,500	
TEXAS.												
104	Baylor Female College.....	50	125	200	7,000	6,000	150,000	0	0		38,000	58,000
105	Carlton College.....	45	5	126	1,000	1,500	13,000	0	0		6,138	0
106	Chappell Hill Female College *.....	50	110	110	500	500	12,000				3,000	
107	San Antonio Female College.....	65	2	200	1,300	1,000	65,000	0	0	15,000	25,000	5,000
VIRGINIA.												
108	Martha Washington College.....	40	125				60,000				18,000	4,000
109	Stonewall Jackson Institute.....	50	3	125			41,000	0				
110	Southwest Virginia Institute.....	50	2	100	500	600	100,000	0				
111	Roanoke Female College.....	50	125	125	1,000	500	25,000				8,300	
112	Hollins Institute.....	60	190	190	2,000	3,000	150,000				75,000	
113	Marion Female College.....	35	100	100			20,000					
114	Southern Female College.....	80			3,000		25,000					
115	Episcopal Female Institute.....		115		1,000							
116	Valley Female College.....	40		125	150	100	12,000					
WEST VIRGINIA.												
117	Lewisburg Female Institute.....	40	135	175	1,400	2,000	80,000				18,500	66,000
WISCONSIN.												
118	Milwaukee-Downer College *.....	100	4	200	4,432	3,840	158,000	162,326	7,500	0	57,172 ^a	

^a Including tuition fee.

* Statistics of 1900-1901.

TABLE 37.—*Statistics of*

	Location.	Name.	Control.	Year of first opening.
	1	2	3	4
1	Auburn, Ala.	Alabama Polytechnic Institute	State	1872
2	Fort Collins, Colo.	Colorado Agricultural College	State	1879
3	Golden, Colo.	Colorado State School of Mines	State	1874
4	Storrs, Conn.	Connecticut Agricultural College	State	1881
5	Atlanta, Ga.	Georgia School of Technology	State	1888
6	Chicago, Ill.	Armour Institute of Technology	State	1893
7	Lafayette, Ind.	Purdue University	State	1874
8	Terre Haute, Ind.	Rose Polytechnic Institute	State	1883
9	Ames, Iowa	Iowa College of Agriculture and Mechanic Arts	State	1868
10	Manhattan, Kans.	Kansas State Agricultural College	State	1863
11	Annapolis, Md.	United States Naval Academy	Nation	1845
12	Amherst, Mass.	Massachusetts Agricultural College	State	1867
13	Boston, Mass.	Massachusetts Institute of Technology	State	1865
14	Worcester, Mass.	Worcester Polytechnic Institute	State	1868
15	Agricultural College, Mich.	Michigan Agricultural College	State	1857
16	Houghton, Mich.	Michigan College of Mines	State	1885
17	Agricultural College, Miss.	Mississippi Agricultural and Mechanical College	State	1880
18	Westside, Miss.	Alcorn Agricultural and Mechanical College	State	1871
19	Bozeman, Mont.	Montana College of Agriculture and Mechanic Arts	State	1893
20	Butte, Mont.	Montana State School of Mines	State	1900
21	Durham, N. H.	New Hampshire College of Agriculture and Mechanic Arts	State	1867
22	Hoboken, N. J.	Stevens Institute of Technology	State	1871
23	Mesilla Park, N. Mex.	New Mexico College of Agriculture and Mechanic Arts	Territory	1891
24	Socorro, N. Mex.	New Mexico School of Mines	Territory	1883
25	Potsdam, N. Y.	Clarkson School of Technology	State	1896
26	Troy, N. Y.	Rensselaer Polytechnic Institute	State	1824
27	West Point, N. Y.	United States Military Academy	Nation	1802
28	Greensboro, N. C.	Agricultural and Mechanical College for the Colored Race	State	1894
29	West Raleigh, N. C.	North Carolina College of Agriculture and Mechanic Arts	State	1889
30	Agricultural College, N. Dak.	North Dakota Agricultural College	State	1891
31	Cleveland, Ohio	Case School of Applied Science	State	1881
32	Stillwater, Okla.	Oklahoma Agricultural and Mechanical College	Territory	1891
33	Corvallis, Oreg.	Oregon State Agricultural College	State	1870
34	Kingston, R. I.	Rhode Island College of Agriculture and Mechanic Arts	State	1890
35	Charleston, S. C.	South Carolina Military Academy	State	1843
36	Clemson College, S. C.	Clemson Agricultural College	State	1893
37	Brookings, S. Dak.	South Dakota Agricultural College	State	1881
38	Rapid City, S. Dak.	State School of Mines	State	1886
39	College Station, Tex.	Agricultural and Mechanical College of Texas	State	1876
40	Logan, Utah	Utah Agricultural College	State	1890
41	Blacksburg, Va.	Virginia Agricultural and Mechanical College and Polytechnic Institute	State	1872
42	Lexington, Va.	Virginia Military Institute	State	1839
43	Pullman, Wash.	Washington Agricultural College	State	1892

schools of technology.

Professors and instructors.						Students.													
Prepara- tory de- partment.		Collegiate depart- ment.		Total number.		Prepara- tory.		Collegiate.		Graduate.				Total number.					
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Resident.		Nonresi- dent.		Men.	Women.	Men.	Women.	Men.	Women.
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20				
3	0	21	0	24	0	58	0	320	6	18	4	.....	.....	396	10	1			
7	3	29	3	29	3	102	28	138	43	6	0	.....	.....	319	129	2			
0	0	16	0	16	0	0	0	210	1	.....	.....	.....	.....	210	1	3			
.....	.....	17	3	17	3	.....	.....	62	18	2	0	.....	.....	64	18	4			
6	0	34	0	35	0	116	0	315	0	.....	.....	.....	.....	431	0	5			
14	2	27	0	41	2	335	33	351	0	.....	.....	.....	.....	686	33	6			
0	0	73	8	73	8	0	0	1,071	68	21	14	11	2	1,103	84	7			
0	0	20	0	20	0	0	0	162	0	2	0	.....	.....	164	0	8			
.....	.....	49	20	49	20	208	47	803	141	6	4	.....	.....	1,316	204	9			
2	10	38	13	40	23	239	59	533	254	12	17	3	0	1,017	379	10			
.....	.....	71	0	71	0	.....	.....	333	0	.....	.....	.....	.....	333	0	11			
.....	.....	21	0	21	0	.....	.....	207	3	10	4	.....	.....	217	7	12			
.....	.....	147	2	147	2	.....	.....	1,350	49	9	0	7	0	1,366	49	13			
0	0	31	0	31	0	0	0	253	0	1	0	.....	.....	254	0	14			
.....	.....	45	9	45	9	72	0	452	158	7	0	.....	.....	581	158	15			
6	0	15	0	15	0	.....	.....	197	0	.....	.....	.....	.....	197	0	16			
10	0	21	0	27	0	250	0	317	5	3	0	1	0	599	5	17			
0	2	6	0	16	0	383	54	41	1	.....	.....	.....	.....	424	55	18			
.....	.....	16	9	16	10	49	48	48	24	.....	.....	1	1	98	73	19			
1	0	7	0	8	0	9	1	55	3	0	0	0	0	64	4	20			
.....	.....	19	0	19	0	.....	.....	127	4	.....	.....	.....	.....	127	4	21			
13	0	22	0	32	0	224	0	259	0	.....	.....	.....	.....	483	0	22			
1	3	14	3	15	6	91	29	11	16	2	0	.....	.....	153	62	23			
1	2	4	2	4	2	26	26	17	1	.....	.....	.....	.....	43	27	24			
.....	.....	8	1	8	1	.....	.....	60	8	.....	.....	.....	.....	63	20	25			
0	0	21	0	21	0	0	0	250	0	.....	.....	.....	.....	250	0	26			
.....	.....	72	0	72	0	.....	.....	426	0	.....	.....	.....	.....	426	0	27			
9	0	9	0	13	0	73	0	26	0	.....	.....	.....	.....	130	73	28			
.....	.....	30	0	30	0	.....	.....	365	1	3	0	.....	.....	368	1	29			
6	4	16	5	22	5	45	32	13	12	2	0	.....	.....	497	145	30			
.....	.....	27	0	27	0	.....	.....	353	0	.....	.....	.....	.....	388	0	31			
1	2	16	2	17	4	113	75	116	45	1	0	0	0	271	164	32			
.....	.....	23	7	23	7	33	5	275	123	3	7	.....	.....	321	167	33			
5	3	17	7	17	7	43	8	28	9	0	1	3	1	111	24	34			
.....	.....	8	0	8	0	.....	.....	130	0	.....	.....	.....	.....	130	0	35			
8	0	38	0	40	0	100	0	393	0	7	0	.....	.....	500	0	36			
3	0	18	5	21	5	94	30	146	44	1	2	.....	.....	436	144	37			
5	2	7	0	9	2	35	29	34	6	.....	.....	.....	.....	71	33	38			
.....	.....	23	0	28	0	.....	.....	464	0	3	0	.....	.....	467	0	39			
6	3	23	3	29	6	212	90	138	76	0	.....	.....	.....	350	166	40			
.....	.....	34	0	34	0	0	0	452	0	20	0	.....	.....	472	0	41			
.....	.....	19	0	19	0	.....	.....	241	0	.....	.....	.....	.....	241	0	42			
7	3	36	4	43	7	151	79	125	29	2	1	.....	.....	497	227	43			

TABLE 38.—*Statistics of schools*

Name.	College students in—			
	General culture courses.	General science courses.	Agriculture.	Mechanical engineering.
1	2	3	4	5
1 Alabama Polytechnic Institute.....		60	97	55
2 Colorado Agricultural College.....		80	74	97
3 Colorado State School of Mines.....				
4 Connecticut Agricultural College.....	11	5	62	0
5 Georgia School of Technology.....				a 305
6 Armour Institute of Technology.....				87
7 Purdue University.....		175	120	321
8 Rose Polytechnic Institute.....				48
9 Iowa College of Agriculture and Mechanic Arts.....		193	194	91
10 Kansas State Agricultural College.....		328	205	169
11 United States Naval Academy.....				
12 Massachusetts Agricultural College.....			210	
13 Massachusetts Institute of Technology.....				129
14 Worcester Polytechnic Institute.....	0	4	0	96
15 Michigan Agricultural College.....			293	177
16 Michigan College of Mines.....	0	0	0	0
17 Mississippi Agricultural and Mechanical College.....			b 74	b c 81
18 Alcorn Agricultural and Mechanical College.....			42	
19 Montana College of Agriculture and Mechanic Arts.....		24	2	d 13
20 Montana State School of Mines.....				
21 New Hampshire College of Agriculture and Mechanic Arts.....		31	51	29
22 Stevens Institute of Technology.....				e 259
23 New Mexico College of Agriculture and Mechanic Arts.....			3	22
24 New Mexico School of Mines.....				
25 Clarkson School of Technology.....				11
26 Rensselaer Polytechnic Institute.....				2
27 United States Military Academy.....				
28 Agricultural and Mechanical College for the Colored Race.....				
29 North Carolina College of Agriculture and Mechanic Arts.....	0	0	72	155
30 North Dakota Agricultural College.....		22	0	3
31 Case School of Applied Science.....				127
32 Oklahoma Agricultural and Mechanical College.....		63	40	53
33 Oregon State Agricultural College.....			64	106
34 Rhode Island College of Agriculture and Mechanic Arts.....		11	1	6
35 South Carolina Military Academy.....		130		
36 Clemson Agricultural College.....			43	88
37 South Dakota Agricultural College.....	0	98	43	37
38 State School of Mines (South Dakota).....				
39 Agricultural and Mechanical College of Texas.....			206	115
40 Utah Agricultural College.....		16	22	3
41 Virginia Agricultural and Mechanical College and Polytechnic Institute.....		22	55	135
42 Virginia Military Institute.....				27
43 Washington Agricultural College.....			6	32

a Includes students in civil, electrical, and textile engineering.

b Not including freshmen.

c Includes 34 in textile engineering.

of technology—Continued.

College students in—								Students in—				
Civil engineer- ing.	Electrical engi- neering.	Chemical engi- neering.	Mining engi- neering.	Textile engi- neering.	Architecture.	Sanitary engi- neering.	Latin.	Pedagogy.		Business course.		Military drill.
6	7	8	9	10	11	12	13	Men.	Women.	Men.	Women.	18
29	57						101					278
19					9		6			54	36	300
0	0	0	211	0	0	0	7	0	0	2	2	45
56	140	10			8							419
206	272	41			7							550
82	59	16	15									650
119	163											333
	97											183
102	96	30	76		40	14						385
44	70	39					0	0	0	0	0	0
0	0	0	197	0	0	0	0	0	0	0	0	490
												599
6	4						15	0	5	39	24	55
	12	8	58									86
0	0	0	0			0	12	0	0	15	10	0
4		8	6				8					24
*25	21											25
240	2	6										26
												426
32	58	11	0	41			0	0	0	0	0	312
0	0	0	0		0	0	0	0	0	0	0	9
48	64	42	68		4							31
	5						40					32
1	11	52	17				56			36	22	321
	8	3								2	4	65
8	80			45								130
	8	0	0		4	0	12	9	4	52	30	493
			36									164
98							7					464
57							15			74	20	205
50	150						15					442
53	14	12										241
14			24				61					281

^dIncludes 12 engineering students unclassified.

^eIncluding electrical engineering.

TABLE 39.—*Statistics of schools*

	Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
1	Alabama Polytechnic Institute		\$12				8	16,417	2,000	\$31,808
2	Colorado Agricultural College	0	0	\$150	\$200	0	0	15,000	8,900	23,750
3	Colorado State School of Mines	(a)	5	350	400			5,500	2,500	13,500
4	Connecticut Agricultural College	0	0	125	160	0	0	9,208	1,000	21,000
5	Georgia School of Technology	\$100	20	150	200		3	3,000		1,500
6	Armour Institute of Technology	75					5	15,649		
7	Purdue University	(b)	27-35	150	300	0		11,611	2,800	18,000
8	Rose Polytechnic Institute	75	25	275	350			11,000	2,000	10,000
9	Iowa State College of Agriculture and Mechanic Arts.	(c)		175	225			15,000	3,500	29,000
10	Kansas State Agricultural College					0	0	24,525	1,500	41,611
11	United States Naval Academy	0	0					43,101		75,000
12	Massachusetts Agricultural College	(d)	24	132	200	1	221	23,266	0	23,266
13	Massachusetts Institute of Technology	200				7	122	57,418	16,143	123,347
14	Worcester Polytechnic Institute*	150	10	130	175	2	65	7,000	3,000	20,000
15	Michigan Agricultural College	0			135			23,076		41,980
16	Michigan College of Mines	(e)		400	450	0	4	17,263	3,060	40,515
17	Mississippi Agricultural and Mechanical College.	(f)	5	75		1	1	8,958	9,250	12,112
18	Alcorn Agricultural and Mechanical College							2,700		5,000
19	Montana College of Agriculture and Mechanic Arts.		12	175	250	0	0	6,000	5,000	25,000
20	Montana State School of Mines	(g)	10							
21	New Hampshire College of Agriculture and Mechanic Arts.	60	15	123	140			9,435	6,500	9,800
22	Stevens Institute of Technology	(h)	50	264	352	0	0	9,500		18,000
23	New Mexico College of Agriculture and Mechanic Arts.		5	160	225	0	1	9,450	3,700	12,500
24	New Mexico School of Mines	10			350			500	400	600
25	Clarkson School of Technology	80	5	209	256	0	0	1,040	1,500	2,709
26	Rensselaer Polytechnic Institute	200	15	190	370	1		6,570	4,000	*12,950
27	United States Military Academy				219			45,000	10,000	
28	Agricultural and Mechanical College for the Colored Race.	8		63	72			875		1,000
29	North Carolina College of Agriculture and Mechanic Arts.	20	8	125	150	0	196	4,000	1,200	5,832
30	North Dakota Agricultural College	0		133	142	0	0	8,500	600	16,000
31	Case School of Applied Science	100		144	162		40	5,000		
32	Oklahoma Agricultural and Mechanical College.		1	125	150	0	0	7,965	10,957	17,965
33	Oregon State Agricultural College			95	114	0	0	3,270		
34	Rhode Island College of Agriculture and Mechanic Arts.				133			10,029	4,000	13,679
35	South Carolina Military Academy				250		73	5,000		5,000
36	Clemson Agricultural College	40	5	100	140			6,807	2,060	7,000
37	South Dakota Agricultural College	6	6	114	144	0	0	7,026	10,600	5,300
38	State School of Mines (South Dakota)	12		150	250			600		800
39	Agricultural and Mechanical College of Texas	0	10	130				5,500	4,000	5,500
40	Utah Agricultural College	0	5	80	160	0	0	10,500	11,000	6,548
41	Virginia Agricultural and Mechanical College and Polytechnic Institute.	30	31		92	0	400	3,600	1,400	2,600
42	Virginia Military Institute	75	15	290			54	11,741	5,738	25,000
43	Washington Agricultural College	(j)	4		149			7,381	2,004	20,000

* Statistics of 1900-1901.

a Free to residents; \$100 to nonresidents.

b Nonresidents of Indiana, \$25 per annum.

c Free to residents; \$24 to nonresidents.

d Free to citizens of the United States; \$80 to others.

e \$25 to residents; \$150 to nonresidents.

of technology—Continued.

Value of scientific apparatus and machinery.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.
			Tuition and other fees.	From productive funds.	State or municipal appropriations.	Federal appropriations.	From other sources.	Total.	
11	12	13	14	15	16	17	18	19	20
\$33,000	\$148,307	\$253,500	\$920	\$20,280	\$12,873	\$28,850	\$6,473	\$69,396	1
77,000	197,849	89,520	13,000	10,852	51,066	40,000	13,821	115,739	2
71,934	157,208	0	13,000	6,700	69,000	32,500	16,000	73,000	3
21,020	127,000	135,000	12,000	40,000	16,800	42,500	25,000	72,000	4
100,000	200,000	1,500,000	60,000	17,000	101,000	40,000	9,632	54,500	5
300,000	3,000,000	340,000	31,837	35,000	35,000	40,000	2,852	125,000	6
312,000	354,000	600,000	12,000	38,254	25,000	40,000	2,852	199,469	7
111,564	145,000	683,709	25,370	124,880	40,000	309,276	1,775	47,000	8
110,000	560,000	491,181	11,003	21,500	31,667	8,333	37,073	106,106	9
52,325	350,667	360,375	730	11,003	21,500	31,667	1,775	190,250	10
160,000	4,890,000	3,441,186	232,428	65,000	25,000	8,333	37,073	309,276	11
18,530	257,625	700,000	30,500	35,000	6,000	0	0	66,675	12
394,952	1,445,218	915,454	4,615	65,000	39,200	40,000	44,072	367,834	13
135,000	500,000	239,788	1,955	14,273	43,825	26,624	24,387	71,500	14
149,643	407,833	209,871	12,592	31,000	13,376	800	57,768	192,887	15
160,887	191,193	31,900	2,200	10,000	40,000	52,200	100,233	63,569	16
58,952	223,980	80,000	1,631	4,800	25,500	40,000	28,302	115,511	17
17,000	153,000	615	25,673	5,510	40,000	1,454	65,026	160,000	22
40,000	125,000	440	0	8,000	773,642	8,250	48,147	500	23
30,000	150,000	3,988	17,150	8,169	773,642	8,250	19,346	8,440	24
31,400	104,516	*41,295	*8,169	773,642	8,250	19,346	21,138	100	25
75,000	400,000	660,000	36,630	25,673	5,510	40,000	1,454	48,147	26
43,000	52,500	0	1,183	0	5,510	40,000	1,454	48,147	27
6,000	60,000	300,000	3,988	17,150	8,169	773,642	8,250	19,346	28
35,151	120,189	*243,342	*41,295	*8,169	773,642	8,250	19,346	21,138	29
*65,000	*162,000	6,000,000	1,096	10,000	8,250	19,346	21,138	100	30
16,000	48,000	0	1,096	10,000	8,250	19,346	21,138	100	31
56,696	113,785	125,000	8,959	7,500	43,011	31,750	4,495	95,715	32
25,000	186,000	22,319	0	3,578	25,000	40,000	55,860	124,438	33
60,729	108,500	975	14,731	5,137	37,500	51,594	109,937	109,937	34
19,000	120,000	131,556	711	10,363	30,954	40,000	1,782	83,810	35
101,061	218,000	50,000	2,500	15,000	15,000	40,000	1,782	57,500	36
205,000	85,000	12,825	26,250	6,291	39,500	12,790	17,327	39,075	37
17,000	349,280	175,900	2,817	9,266	85,671	27,500	6,291	131,545	38
12,000	210,000	6,144	74,700	39,500	74,700	39,500	12,790	133,134	39
69,045	53,000	729	848	15,750	15,750	33,750	6,654	17,327	40
36,354	500,000	209,000	14,280	25,000	25,000	33,750	6,654	73,030	41
111,956	228,293	101,670	2,383	4,998	87,100	40,000	6,654	141,135	42
25,000	248,740	344,312	13,708	20,659	25,000	31,667	1,033	92,067	43
70,000	250,000	20,000	14,407	1,200	25,000	0	14,449	55,056	44
70,000	270,000	0	6,122	0	51,000	40,000	6,523	103,645	45

f Free to residents; \$20 to nonresidents.

i Including tuition.

g Free to residents; \$50 to nonresidents.

j Free to residents; \$20 to nonresidents.

h \$150 to resident and \$225 to nonresident students.

CHAPTER XXXVI.

PROFESSIONAL SCHOOLS.

CONTENTS.—Notes on the statistics—State aid to medical colleges—Gifts and bequests—Requirements for practice of medicine, law, dentistry—Rockefeller Institute for Medical Research—Statistics.

The number of theological schools in 1902 was 148, with an attendance of 7,343 students. This is a decrease of 224 students from the number of the previous year, while law students increased 270 in number, rising from 13,642 to 13,912. In 1894 the number of students in law was smaller than the number in theology, while in 1902 there were nearly twice as many in law. For five successive years there has been a decrease in the number of theological students. During the same time the numbers in law, medicine, and dentistry have been constantly increasing. The value of grounds and buildings of theological schools is nearly \$16,000,000, and endowment funds over \$23,000,000.

The number of medical schools was 154, with 26,821 students, a difference of only 64 over the number of the previous year. The number of homeopathic students decreased by 261, while the number in regular schools increased 248, and in eclectic and physiomedical 77. Although there was an increase in the number of medical students during the year, there was a decrease of 407 in the number of graduates. The smaller number of graduates is due to the lengthened course of study, the effect of which is probably not yet fully felt. In law and theology about one-fourth of the students graduated, but in medicine less than one-fifth.

In dentistry the number of students continues to increase, there being 8,420, or 112 more than in 1901. In pharmacy the number is stationary, 4,427, or 2 less than in 1901. In veterinary medicine there were 576 students.

TABLE 1.—*General summary of statistics of professional schools for 1902.*

Class.	Schools.	Instruct- ors.	Students.	Increase (+) or decrease (-).	Grad- uated in 1902.	Per cent grad- uated.	Students having A. B. or B. S.
Theological	148	1,034	a 7,343	-224	1,656	22.5	2,069
Law	102	1,155	b 13,912	+270	3,524	25.3	2,644
Medical	154	5,029	26,821	+ 64	5,069	18.9	2,476
Dental	56	1,197	8,420	+112	2,288	27.2	265
Pharmaceutical	59	590	4,427	- 2	1,379	31.1	43
Veterinary	11	174	576	+115	141	24.5	22

Class.	Value of grounds and buildings.	Endowment funds, c	Benefactions received during the year.	Income.	Volumes in libraries.
Theological	\$15,705,770	\$23,058,877	\$1,269,433	\$1,414,724	1,527,156
Law	1,670,000	486,001	52,859	522,763	386,905
Medical	12,986,642	2,132,568	160,584	888,453	156,929
Dental	738,000	5,000	.....	293,515	4,053
Pharmaceutical	899,242	24,368	989	118,309	34,470
Veterinary	225,500	.....	.....	18,747	4,247

a 108 of these were women.

b 165 of these were women.

c So far as reported.

STATE AID TO MEDICAL COLLEGES.

Among the inquiries made of medical schools was one as to the income received from State or municipal appropriations. The information received is here given:

University of California, Medical Department, San Francisco.—\$9,370 received.

State University of Iowa, Iowa City.—Supported by the State.

University of Kansas, School of Medicine, Lawrence.—All salaries and expenses paid by State appropriations.

University of Michigan, Ann Arbor.—The medical department is a part of the university, and separate accounts are not kept.

University of Minnesota, Minneapolis.—Our fees are paid into the general university fund and all our expenses paid by the State.

University of Missouri, Columbia.—It is impossible to separate funds that support the medical department from general university funds. Salaries are paid from university funds. In many of the subjects medical students work in the same classes and laboratories with academic students.

Jefferson Medical College, Philadelphia.—City and State appropriations to the college hospital, \$25,375.

University of Texas, School of Medicine, Galveston.—\$40,000.

University of Virginia, Charlottesville.—Not separated from the other schools of the university.

Medical College of Virginia, Richmond.—\$5,850.

TABLE 2.—Comparative statistics of professional and allied schools.

Class.	1870.	1875.	1880.	1885.	1890.	1895.	1900.	1902.
Theology:								
Schools	80	123	142	152	145	149	154	148
Students	3,254	5,234	5,242	5,775	7,013	8,050	8,009	7,343
Graduates		782	719	790	1,372	1,598	1,773	1,656
Law:								
Schools	28	43	48	49	54	72	96	102
Students	1,653	2,677	3,134	2,744	4,518	8,950	12,516	13,912
Graduates		823	1,089	744	1,424	2,717	3,241	3,524
Medicine (all classes):								
Schools		80	90	113	129	151	151	154
Students	6,194	8,580	11,929	11,059	15,484	21,354	25,213	26,821
Graduates		2,391	3,241	3,622	4,556	4,827	5,219	5,069
Medicine (regular):								
Schools		65	72	88	93	113	121	123
Students	5,670	7,518	9,876	9,441	13,521	18,660	22,752	24,447
Graduates		2,082	2,673	3,113	3,853	4,196	4,720	4,576
Medicine (homeopathic):								
Schools		11	12	12	14	20	22	20
Students	275	664	1,220	1,088	1,164	1,875	1,909	1,551
Graduates		168	380	342	380	463	413	342
Dentistry:								
Schools		12	16	18	27	45	54	56
Students	257	469	730	1,116	2,696	5,347	7,928	8,420
Graduates		151	266	458	943	1,297	2,029	2,288
Pharmacy:								
Schools		14	14	21	30	39	53	59
Students	512	922	1,347	1,746	2,871	3,859	4,042	4,427
Graduates		208	186	396	759	1,067	1,130	1,379
Veterinary:								
Schools					7	9	13	11
Students					463	474	362	576
Graduates							100	141

GIFTS AND BEQUESTS.

THEOLOGICAL SCHOOLS.

Pacific Theological Seminary, Berkeley, Cal.—Received from Edwin T. Earl, of Los Angeles, \$50,000 to endow special lectureship for distinguished Christian scholars, on themes of their own selection.

McCormick Theological Seminary, Chicago, Ill.—Received from Mrs. N. F. McCormick, of Chicago, for Hebrew fellowship, \$30,000; for general expenses, \$25,000; from Mr. Stanley McCormick, of Chicago, library, \$15,000; from Mrs. T. B. Blackstone, of Chicago, N. T. fellowship, \$30,000.

Shurtleff College, Upper Alton, Ill.—From Mrs. Sarah Tucker, Paris, Ill., bequest of \$6,607.

Presbyterian Theological Seminary of Louisville, Ky.—Received \$320,000 from the late W. T. Grant, esq., of Louisville, and \$5,000 from Miss Belknap, of Louisville.

Bangor Theological Seminary, Bangor, Me.—From Charlotte S. Buck, of Brooklyn, N. Y., deceased, \$5,000; from J. S. Ricker, Deering, Me., deceased, \$25,000.

Cobb Divinity School, Lewiston, Me.—From Miss Sarah A. Edgecomb, \$20,000.

St. Mary's Seminary, Baltimore, Md.—Grindall (Burse) scholarship, \$5,000; R. Reyburn (legacy) \$5,000.

New Church Theological School, Cambridge, Mass.—E. Burgess Warren, of Philadelphia, gave for new chapel \$10,000, and for elocution professorship \$40,000; Mrs. Frances R. Gibson, of Boston, by will, property valued at \$20,000.

Drew Theological Seminary, Madison, N. J.—From J. W. Pearsall, of Ridgefield, N. J., \$10,000 for a lectureship on "Applied Christianity;" much of the remainder (of \$55,800) came from the final settlement of two estates.

Auburn Theological Seminary, Auburn, N. Y.—From estate of William E. Dodge, of New York City, \$15,000.

Allegheny Theological Seminary, Allegheny, Pa.—Mrs. Thomas Jamison gave \$10,000 to establish four scholarships in memory of her late husband, Mr. Thomas Jamison.

Western Theological Seminary, Allegheny, Pa.—Mr. S. P. Harbison, of Allegheny, was the donor of \$50,000.

Erskine Theological Seminary, Duewest, S. C.—From Joseph Wylie, of Chester, S. C., \$10,000.

Vanderbilt University, biblical department, Nashville, Tenn.—Mrs. E. W. Cole added \$5,000 to the endowment fund of the Cole lectureship.

Union Theological Seminary, Richmond, Va.—George W. Watts, of Durham, N. C., gave \$6,700.

LAW SCHOOLS.

Albany Law School, Albany, N. Y.—A gift of \$10,000 was made May 29, 1902, by Gen. Thomas H. Hubbard, of New York City, class of 1861, for the purpose of founding a chair of legal ethics.

University of Cincinnati, Cincinnati, Ohio.—The sum of \$25,000 was presented by the mother and brother of the late dean, Mr. Gustavus Henry Wald, for the purpose of establishing a chair in contracts, to be known as the "Gustavus Henry Wald Professorship of the Law of Contracts."

MEDICAL SCHOOLS.

University of California Medical School, San Francisco, Cal.—Received \$19,133. Mrs. Phoebe A. Hearst, of San Francisco, gave \$11,133 for equipment in anatomy and pathology; Dr. M. Hergstein, of San Francisco, for equipment of laboratory of physiology.

Rush Medical College, Chicago, Ill.—From Dr. N. Senn, \$50,000; Dr. Frank Billings, \$10,000; Dr. E. F. Ingals, \$5,000; Dr. D. R. Brower, \$5,000; Dr. H. B. Favill, \$5,000; Dr. A. D. Bevan, \$5,000; Dr. F. S. Coolidge, \$5,000. All for the Nicholas Senn Hall (chemical building).

Nearly a million for Tulane.—By the will of the late A. C. Hutchinson the bulk of his estate is devised to Tulane University medical department. The estate is appraised at \$991,169.

Woman's Medical College at St. Petersburg, Russia.^a

Six years have elapsed since this college was established by the St. Petersburg authorities, and the first class to graduate has just received its diplomas. There were 111 members of the graduating class, and the total number of students is now 1,314.

SYNOPSIS OF THE REQUIREMENTS FOR THE PRACTICE OF MEDICINE IN THE UNITED STATES.

Classification.—The States may be classed in four groups, according to the requirements for securing a license to practice.

I. In the first group may be named the States which require an examination, diploma of a recognized medical college, and certain preliminary educational attainments, viz, Delaware, Louisiana, Maryland, Michigan, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Wisconsin.

II. In the second group are those requiring an examination and a recognized diploma, viz: Arizona, California, Connecticut, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Maine, Minnesota, Montana, Nebraska, North Carolina, Oklahoma, Porto Rico,^b South Dakota, Utah, Vermont, Virginia, Washington.

III. In the third group are those requiring an examination only, viz, Alabama, Arkansas, Kansas,^c Massachusetts, Mississippi, Missouri, North Dakota, Oregon, Rhode Island,^d Tennessee, Texas, West Virginia.

IV. In the fourth group are those requiring a diploma of a recognized school or an examination, viz, Colorado, Kentucky, Nevada, New Mexico, South Carolina,^e Wyoming.

Mention has not been made of the usual requirements that the applicant shall be 21 years of age, of good moral character, and pay a fee varying from \$5 to \$25. It should be remembered, too, that these regulations are frequently changed by legislative amendments or board provisions.

The Philippines.—The requirements are an approved diploma and an annual tax of \$50 to \$150, according to income.

MEDICAL REQUIREMENTS OF FOREIGN COUNTRIES.

Cuba.—Examination and approved medical diploma.

Mexico.—Elaborate identification of medical diploma and genuineness of ownership and a medical examination conducted in Spanish.

Italy.—All medical practitioners must possess full qualifications to practice anywhere in the peninsula, with two exceptions:

The law is not effective against a foreigner who may be summoned in consultation in any special case, or who is in attendance upon a family or individual traveling or temporarily resident in the country. The second exemption is in favor of those who confine their practice strictly to foreign visitors, with, however, the fatal proviso that these practitioners are citizens of countries which accord the same privileges to Italian physicians.^f

^a J. A. M. A., January 10, 1903.

^b Applicants who hold diplomas from reputable medical colleges and who have been licensed by State boards in the United States after examination, may, in the discretion of the board, be licensed without examination in Porto Rico.

^c And four periods of six months each in the study of medicine. No certificates will be granted on diplomas, as the law leaves it discretionary with the board.

^d A certificate may be issued to any *reputable physician* after he passes a satisfactory examination.

^e Only diplomas of medical colleges in South Carolina having courses of four years are received.

^f New York Medical Record, March 31, 1900.

Brazil.—The holder of a diploma from an approved foreign school of medicine is licensed without examination.

[From New York Medical Record of December 21, 1901.]

British Columbia.—Examination, diploma of a recognized medical school, and payment of a fee of \$100.

Manitoba.—All Canadian graduates must pass an examination in the final subjects and pay a fee of \$75. British licentiates pay the fee, but take no examination. For American graduates the cases are determined on their merits. If their course of study has not been sufficient they are not admitted to examination; if sufficient they may have to take both the primary and the final examinations, or they may have to take the final alone.

New Brunswick.—Examination, diploma of a recognized medical college, and certain preliminary educational attainments.

Nova Scotia.—Diploma of a recognized medical college and certain preliminary educational qualifications; otherwise an examination.

Ontario.—The candidate (1) must have certain preliminary attainments; (2) have spent five years in professional study, including four sessions of eight months each in an approved college and a fifth year in clinical work; (3) must have passed all the examinations prescribed.

Prince Edward Island.—An examination, four years' study in an approved medical college, and certain preliminary educational attainments.

Quebec.—Anyone may be registered who (1) possesses the required preliminary education; (2) shall have followed during four years' regular medical lectures in one of the universities of Quebec; (3) have passed a satisfactory examination in presence of the assessors of the college or before the board of examiners. Also anyone who, having followed a regular and complete course of medical study in any university of England or France, shall have obtained the diploma of doctor of medicine from said university; also anyone registered in the General Medical Council of Great Britain; also any physician from any other province or foreign country who passes the preliminary examination, studies medicine one year in a university of Quebec, and then passes an examination before the board.

France.^a—To practice medicine in France the possession of a diploma from a French faculty is requisite, and it must have been obtained in the same way as by the French students—that is, the preliminary studies and the full professional curriculum must have been passed. It is possible, we believe, for foreigners to obtain a French diploma not entitling them to practice, by showing qualifications and paying a heavy fee, but this is purely honorary and conveys no professional rights.

The following regulations are given on the authority of Dr. Julius Schalbe, the editor of the *Deutsche medicinische Wochenschrift*: (1) No special laws in China or Japan; (2) passing a State examination, Austria and Turkey; (3) passing a State examination, with some concessions as to preliminary examinations—Argentina, Denmark, the Netherlands, Spain, and Sweden; (4) regular courses in the communities' own schools—Belgium, Greece, Italy, and Portugal; (5) the same, with evidence of preliminary education—Germany, Russia, and Switzerland.

REQUIREMENTS FOR ADMISSION TO THE BAR.^b

A law-school diploma still admits to the practice of law in Alabama, Georgia, Kansas, Louisiana, Michigan, Mississippi, Missouri, Pennsylvania (not in Philadelphia County, except to graduates of the University of Pennsylvania), South Carolina, Tennessee, Texas, Wisconsin.

No particular period of law study is prescribed in Alabama, Arkansas, California, Georgia, Idaho, Indiana, Kentucky, Massachusetts, Mississippi, Missouri, Nevada, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia.

A period of two years' study is required in Colorado, Kansas, Louisiana, Maryland, Montana, Nebraska, New Mexico, North Carolina, North Dakota, Washington, West Virginia, and Wisconsin.

A period of three years' study is required in Connecticut, Delaware, District of Columbia, Illinois, Iowa, Maine, Michigan, Minnesota, New Hampshire, New Jersey, New York, Ohio, Oregon, Pennsylvania, Rhode Island, Vermont, Wyoming.

^a Jour. A. M. A., January 13, 1900.

^b From report of the committee on legal education of the American Bar Association, 1901.

An examination before a State board of law examiners is now provided for in Colorado, Connecticut, Georgia, Illinois, Iowa, Maine, Maryland, Michigan, Minnesota, Nebraska, New Jersey, New York, Ohio, Rhode Island, Vermont, West Virginia, Wisconsin, and Wyoming.

In West Virginia the members of the law faculty of the State University constitute the board of examiners.

SYNOPSIS OF THE REQUIREMENTS FOR THE PRACTICE OF DENTISTRY.

The requirements of the different States and Territories for securing a license to practice dentistry may be classified in nine groups as follows:

I. Examination and recognized diploma and certain preliminary educational attainments: California, New Jersey, New York,^a Pennsylvania.

II. Examination and recognized diploma: Delaware, Iowa, Minnesota,^b Porto Rico.

III. Examination and reputable diploma: Colorado, Connecticut,^c Florida, Georgia, Hawaii, Maryland,^d Montana,^e Oklahoma, Oregon, South Dakota,^e Washington.

IV. Examination and diploma of a legally chartered dental school: Idaho,^c Ohio, the Philippines.

V. Examination: Alabama, Maine, Massachusetts, Mississippi, New Hampshire, Rhode Island, South Carolina, Vermont, Virginia.

VI. Recognized diploma or examination: District of Columbia, Indiana,^f Michigan, Missouri,^g Nebraska, Nevada.

VII. Diploma of a reputable dental school or an examination: Arizona, Arkansas, Illinois, Kansas, Louisiana, New Mexico, North Dakota,^g Tennessee, Texas, Utah, Wisconsin.

VIII. Diploma of a legally chartered dental school or an examination: Kentucky, North Carolina.

IX. Diploma of a reputable dental college: Wyoming.

DENTAL REQUIREMENTS OF CERTAIN FOREIGN COUNTRIES.

British Columbia.—Examination.

Manitoba.—Certain preliminary educational attainments and an examination.

New Brunswick.—(1) Certain preliminary educational attainments; (2) three years' study of dentistry; (3) graduation from a reputable dental college; (4) an examination.

Northwest Territories.—Diploma of a Canadian dental college, or license in some other Canadian province having equal requirements, or diploma of a foreign dental school requiring apprenticeship of two and one-half years, or recommendation by the board of examiners after examination.

Nova Scotia.—(1) Certain preliminary educational attainments; (2) three years' study of dentistry; (3) diploma of a dental school or examination before the board.

Ontario.—Certain preliminary educational attainments and a professional examination.

Quebec.—Certain preliminary educational attainments, four years' study of dentistry, and a professional examination.

Newfoundland.—Recognized diploma or a five-years' apprenticeship.

British colonies.—In British South Africa no license to act as a dentist is granted to any applicant on the degree, diploma, or certificate of a foreign university or medical

^a A license may be granted on a recognized diploma after six years of practice of dentistry.

^b Or ten years' practice of dentistry instead of a diploma.

^c Or three years' study or practice instead of a diploma.

^d The board may, in its discretion, grant a license on a diploma of a reputable dental school.

^e Or five years' study or practice instead of a diploma.

^f In addition to the examination some dental diploma is required.

^g In addition to the examination three years' study is required.

school, unless it entitled the holder to practice in the country in which it was granted and unless by the laws of that country British subjects legally qualified to practice as dentists in Great Britain and Ireland "are afforded privileges equivalent to those granted by license under this proclamation."

No one can practice in Cape Colony as a dentist without a license signed by the colonial secretary on the recommendation of the colonial medical council. All dental qualifications recognized by the general medical council of the United Kingdom entitle the holders to registration. All dental diplomas registrable in Cape Colony must cover a minimum curriculum of three years, and all applicants must produce with their diplomas a sworn declaration of identity, of the authenticity of the said diplomas, and of the fact that they are entitled to practice as qualified dentists in the countries where the diplomas were granted, and that they have never been debarred from practice in any country by reason of a misdemeanor or professional misconduct. The license fee is £2 10s.

In connection with dental practice in Natal, application for registration to practice as a dentist is made in writing to the colonial secretary, who remits it to the Natal medical council. All dental qualifications, certificates, diplomas, degrees, or title recognized by the general medical council entitle the holders to claim registration as dentists, but there must be the same sworn information as in the case of Cape Colony.

Every person duly admitted and lawfully entitled to practice in Cape Colony, or who is a licentiate in dental surgery or dentistry in the United Kingdom or any British colony or possession, is admitted to practice as a dentist in southern Rhodesia.—(Dental Record.)

The apprentice in pharmacy.^a—At an earlier day the apprenticeship system filled a real need and filled it very successfully. But the conditions of to-day are very different. The store does not provide the instruction it once did; nor, even if this were not so, could it provide the instruction demanded to-day and given in our colleges and schools of pharmacy. The changes in retail practice have been such that there is no longer the opportunity to learn manufacturing processes and the like in the store, laboratory, or "back room." They must now be learned in the college, and with these must be learned a great many other things which the store could never teach, but which are now demanded by the development of science and by the constantly increasing requirements which the State exacts in all professions. These changes are becoming more and more pronounced, and there is less and less opportunity for the apprentice as time goes on. He is, in the very nature of things, sinking further and further into the past.

Commercial instruction in colleges of pharmacy.—The National Wholesale Druggists' Association unanimously passed the following resolution at its meeting in Buffalo, N. Y., October 12, 1901:

Resolved, That this association lend its hearty cooperation and encouragement to those schools of pharmacy which have adopted as a part of their curriculum a comprehensive course in commercial work, which in our opinion will, when properly mingled with scientific and technical training, in time produce a class of graduates better qualified and better fitted to endure the vicissitudes of commercial life than would be possible under the old ultra-conservative and purely technical courses of training.

As to this kind of instruction in the Philadelphia College of Pharmacy, Prof. Joseph P. Remington writes as follows:

A course of commercial training extending from October 9, 1901, to March 12, 1902, was established at the Philadelphia College of Pharmacy. The course embraces instruction not only adapted to the present requirements of the drug business, but lectures are given weekly in commercial law, business forms, the drawing of leases, deeds, etc., also promissory notes, bills of lading, receipts, checks, and all important business documents, minor business forms, including uniform and proper methods of writing orders to wholesale druggists for goods, extending even to the proper folding of business letters and addressing envelopes. The card index system of recording the location of stock, keeping of petty accounts, illustrated by many forms and styles of card indexes, was fully explained.

I have merely given a rough sketch of the scope of this instruction. The board of trustees and the students taking this instruction passed a unanimous vote of thanks to the instructors, and the former have arranged for continuing the course in the future, and have assigned time for it in the regular roster. The instruction continues to be free to the students of the college, and they are required to pass an examination on the subject before their degrees are granted, and this examination is compulsory now and hereafter. The results, I need hardly tell you, are most gratifying.

THE ROCKEFELLER INSTITUTE FOR MEDICAL RESEARCH.^a

[A statement to Science, by the secretary of the institute, Dr. L. Emmett Holt.]

The Rockefeller Institute for Medical Research was founded in 1901, by Mr. John D. Rockefeller, who gave for this purpose the sum of \$200,000. The aims of the institute are the promotion of medical research, with especial reference to the prevention and treatment of disease.

It was thought wise by the directors of the institute not, at first, to concentrate the work in any one locality, but to enlist the interest and cooperation of such investigators throughout the country as might be engaged in promising researches or who might enter upon new fields if suitable pecuniary assistance could be afforded them. It was the conviction of the directors that in this way it would be possible not only to stimulate and foster valuable contributions to science, but also to secure important practical suggestions as to the lines along which the institute might most wisely develop.

Among the large number of applications for assistance in carrying on original studies which relate to the cause, prevention, and cure of disease, and to the problems upon which new knowledge on these subjects must be based, over twenty have been selected. The directors have secured counsel in these selections from the heads of departments or others in the universities of Harvard, Yale, Johns Hopkins, Pennsylvania, Columbia, New York, Chicago, Michigan, McGill, Wesleyan, California, and Western Reserve; and in many of these institutions work has been prosecuted. Two of the Rockefeller fellows have been working in Europe. Some of the workers under these Rockefeller Institute grants, which vary in amount from two hundred to fifteen hundred dollars, have completed and published their investigations; some are still engaged upon them.

It is the purpose of the directors, from time to time, to bring together in the form of volumes of collected reprints, the results of these researches which may be published in various technical journals. An arrangement has been effected by which the institute will assume the publication of the *Journal of Experimental Medicine*, which will remain under the editorial supervision of Dr. William H. Welch, professor of pathology in the Johns Hopkins University, and president of the board of directors of the institute.

At the end of the first year of practical work of careful study of the situation, it became clear to the directors that existing institutions in this country, while in many instances carrying on most valuable researches in medicine, do not afford adequate facilities for many phases of investigation which are of the utmost importance and urgency. This is in part due to the lack of sufficient endowment, in part to the large demands made upon the time and energy of the workers by their duties as teachers. It was further evident that such assistance as the institute had thus far been enabled to extend to selected investigators in various parts of the country had fostered work of great actual value, as well as of high promise, and should be perpetuated along similar lines.

The directors, however, were united in the conviction that the highest aims of the institute could not be secured in this way alone. Useful as such individual studies

^a Science, March 6, 1903, p. 395.

are and important as it is to enlist and to maintain the interest of research workers in established institutions of learning, it is not possible in this way to secure the unity of aim and the coordination and mutual stimulus and support which are essential to the highest achievements in research. These are to be secured, it was believed, only by the centralization of certain lines at least of the work of the institute under a competent head or series of heads of departments, in a fixed place, with adequate equipment and permanent endowment.

There is no lack of men of sufficient training and experience ready to devote their lives to the solution of medical problems which bear directly or indirectly upon the welfare of mankind. The widely open fields of research are many. Some of these relate to the application of existing knowledge to the prevention and cure of disease; others to the development of new knowledge along various lines of science which more than ever before give promise of great significance in the problems of physical life.

In a broad sense, the directions and methods for the study of disease may be classified as morphological, physiological, and chemical; and the institute, it was thought, should include departments providing for these divisions of the subject. For the morphological study of disease there should be a complete equipment for pathological-anatomical research. For the physiological study of disease provision should be made for experimental pathology; for pharmacology and therapeutics, for the study of bacteria and other micro-organisms with especial reference to their relation to the infectious diseases, and for other investigations in personal and public hygiene, including preventive medicine. Here belong especially the problems of infection and immunity, and here also, in large part, such studies as require access to patients in hospitals. There should be a laboratory, well equipped, for investigations in physiological and pathological chemistry.

It was the conviction of the directors that such an institute might wisely add to its aims in the direct increase of the knowledge of disease and its prevention and cure, a phase of activity which should look toward the education of the people in the ways of healthful living, by popular lectures, by hygienic museums, by the diffusion of suitable literature, etc. For, in fact, the existing agencies for medical research for the most part stop short of those direct and widely diffused applications of newly-won knowledge upon which the immediate practical fruitage of their work so largely depends.

In order that the causes and treatment of human disease may be studied to the best advantage, it was the opinion of the directors that there should be attached to the institute a hospital for the investigation of special groups of cases of disease. This hospital should be modern and fully equipped, but it need not be large. It should attempt to provide only for selected cases of disease, and the patients would thus secure the advantages of special and skilled attendance and such curative agencies as the institute might develop or foster.

It was thought that an institute for medical research of the largest promise would require a central institution, fully equipped and endowed, and with capacity for growth, in which the more comprehensive studies demanding the coordinated forces of various phases of science could be carried on from year to year; while at the same time, by means of such grants of assistance as had been offered during the initial year, it should continue to make available the resources of special workers all over the country as well as in Europe.

In view of the above considerations relating to its future, in June, 1902, Mr. Rockefeller gave to the institute the sum of \$1,000,000 for the purchase of suitable land, the erection of buildings, and the organization of a working force along the broader lines which had been projected. It is the purpose of the directors to proceed at once to the erection of a laboratory building which will provide for the present requirements and will be capable of enlargement as the character and extent

of the work of the institute may develop. Negotiations for a suitable plot are now under way.

A small hospital will also be built in the immediate future, which will be maintained in close association with the experimental work of the institute.

Provision will be made in the laboratory building for research in physiological chemistry, pharmacology and therapeutics, in normal and pathological physiology, and in various phases of morphology, and for the study of bacteria and other micro-organisms. It is hoped that the laboratory buildings may be completed and ready for the commencement of work in the autumn of 1904.

Dr. Simon Flexner, professor of pathology in the University of Pennsylvania, will direct the scientific work when the building is completed. His colleagues deem it of the highest importance that the institute has been able to secure so eminent an investigator as Dr. Flexner to shape the work of its early years. Dr. Flexner will spend several months abroad while the new buildings are in course of erection.

It is proposed to organize the various sections and departments into which the work of the institute will naturally fall, so that each of them, though in a measure autonomous, will still be so closely associated as to favor the conjoint investigation of comprehensive problems. Associated with the head of each of these departments it is proposed to have a staff of trained assistants.

Provision will also be made for research work by a group of trained men, to be designated fellows, scholars, etc., of the institute, under pecuniary grants of varying amounts.

Finally, opportunity will be afforded to suitable investigators, not members of the regular staff of the institute, to pursue special lines of research.

The directors of the institute are:

Dr. William H. Welch, Baltimore; Dr. T. Mitchell Prudden, New York; Dr. Theobald Smith, Boston; Dr. Simon Flexner, Philadelphia; Dr. Hermann M. Biggs, New York; Dr. C. A. Herter, New York; Dr. L. Emmett Holt, New York.

The officers are:

President.—Dr. William H. Welch.

Vice-President.—Dr. T. Mitchell Prudden.

Secretary.—Dr. L. Emmett Holt.

Treasurer.—Dr. C. A. Herter.

TABLE 3.—*Summary of statistics of schools of theology for 1902.*

States.	Schools.	Professors.	Special or assistant instructors.	Whole number of students.	Women included.	Graduated in 1902.	Students having A. B. or B. S.	Value of grounds and buildings.	Endowment funds.	Total income.	Benefactions received.	Volumes in libraries.
United States	148	789	245	7,313	108	1,656	2,069	\$15,765,770	\$23,058,877	\$1,414,724	\$1,269,433	1,527,156
North Atlantic Division:												
Maine.....	2	11	3	41	3	10	9	125,000	392,000	.....	50,775	27,712
Massachusetts.....	5	54	24	494	6	112	81	1,585,000	2,130,000	104,750	113,300	135,624
Connecticut.....	3	24	15	191	12	50	100	250,877	1,279,658	104,378	121,114	109,244
New York.....	16	111	30	958	16	232	405	4,311,231	5,616,102	359,094	140,591	265,569
New Jersey.....	5	32	10	407	0	120	229	1,401,150	2,592,082	125,079	95,098	197,322
Pennsylvania.....	18	101	33	824	3	136	325	1,301,612	3,298,802	147,777	145,873	178,735
South Atlantic Division:												
Maryland.....	6	47	10	461	0	90	25	769,000	4,773	51,274	10,500	100,900
District of Columbia.....	3	13	5	170	0	21	2	430,000	417,500	25,585	28,750	24,350
Virginia.....	3	15	6	174	0	43	31	187,000	765,367	35,151	20,313	43,000
North Carolina.....	2	9	2	24	.....	7	11	.....	.....	.....	.....	4,650
South Carolina.....	3	9	4	48	0	13	23	30,000	274,452	15,900	10,700	21,000
Georgia.....	2	6	2	86	2	13	5	100,000	410,000	16,412	.....	12,000
South Central Division:												
Kentucky.....	2	14	4	294	0	52	40	365,000	1,050,000	50,000	332,000	37,260
Tennessee.....	7	28	15	179	5	52	47	480,000	123,752	12,318	23,100	26,500
Alabama.....	3	8	2	47	1	5	0	14,500	13,000	3,709	7,328	6,500
Louisiana.....	1	1	.....	4	0	1	1	.....	.....	.....	.....	.....
Texas.....	1	1	2	10	1	1	1	.....	.....	.....	.....	.....
North Central Division:												
Ohio.....	13	60	20	421	5	92	163	537,000	855,150	95,189	30,170	130,720
Indiana.....	3	13	9	153	9	14	6	.....	.....	.....	5,000	1,600
Illinois.....	15	96	17	1,111	31	217	338	1,894,465	2,346,514	112,757	146,107	115,962
Michigan.....	4	9	3	103	.....	15	22	40,000	4,165	4,165	5,600	6,400
Wisconsin.....	4	21	4	204	0	60	39	300,000	70,000	8,700	15,612	35,500
Minnesota.....	7	38	8	336	1	77	15	710,000	416,000	78,425	23,200	23,200
Iowa.....	4	13	3	120	1	24	32	50,000	63,000	14,080	2,262	10,700
Missouri.....	5	25	4	413	.....	98	.....	410,000	26,465	6,180	11,440	15,300
Nebraska.....	1	5	1	17	0	5	13	45,000	2,500	.....	.....	3,000
Kansas.....	2	5	3	32	.....	6	3	.....	6,500	.....	.....	2,500
Western Division:												
Oregon.....	1	3	2	22	12	6	4	12,000	6,000	3,000	.....	1,200
California.....	4	17	4	49	1	12	13	232,465	794,000	37,850	63,800	26,048

TABLE 4.—Summary of statistics of schools of law for 1902.

States.	Schools.	Profes- sors.	Special or assist- ant in- struct- ors.	Students.			Having A. B. or B. S. ^a	Value of grounds and buildings.	Endowment funds. ^a	Total in- come. ^a	Benefic- ences received.	Volumes in libraries.
				Men.	Women.	Gradu- ated in 1902.						
United States												
North Atlantic Division	102	716	439	13,747	165	3,524	2,614	\$1,070,000	\$486,001	\$522,763	\$52,859	336,905
South Atlantic Division	18	142	133	4,526	72	1,018	1,526	1,135,000	125,733	308,052	15,000	212,945
South Central Division	21	131	28	2,115	23	577	409	47,000	130,000	49,738	859	27,342
South Eastern Division	17	78	48	795	1	364	64	125,000	12,995	12,995		11,700
North Central Division	39	335	202	5,796	55	1,432	329	313,000	95,208	139,588	37,000	130,218
Western Division	7	30	28	515	14	103	116	50,000	135,000	12,420		14,700
North Atlantic Division:												
Maine	1	3	7	46	0	14	7					3,000
Massachusetts	3	31	28	1,153	8	246	655	250,000		159,414		76,340
Rhode Island	1	14		30	1	18	2	0	0			
Connecticut	1	14	13	249		68	89	110,000				15,000
New York	8	50	55	2,380	54	565	726	275,000	98,733	97,138	10,000	81,783
Pennsylvania	4	30	10	668	9	137	47	500,000	27,000	51,500	5,000	23,822
South Atlantic Division:												
Maryland	3	36	1	329		73	41	10,000		1,550		1,000
District of Columbia	6	60	17	1,115	23	331	275	12,000	100,000	40,470		10,515
Virginia	3	9	1	287		80	64	25,000	30,000	3,500		11,000
West Virginia	1	3	0	117	0	17						1,200
North Carolina	3	8	1	131		11	26			488		3,000
South Carolina	1	1	1	32		10						
Georgia	3	12	3	89		49	3			3,000	859	627
Florida	1	2	4	15	0	6	0			750		
South Central Division:												
Kentucky	2	6	1	77		41						200
Tennessee	8	46	27	293		130	9	125,000		2,700		8,400
Alabama	1	2	0	67	0	34	25			4,695	0	1,500
Mississippi	2	5	7	71		37						1,500
Louisiana	1	5	5	78		40						
Texas	1	2	4	174	0	74	18			3,600	0	
Arkansas	1	6	4	35	1	8	12					
North Central Division:												
Ohio	6	60	5	801	4	173	91	110,000	7,500	25,400	27,000	21,000
Indiana	6	29	21	630	4	188	52	3,000		28,920		15,025
Illinois	8	100	78	1,029	18	239	113		5,000	13,625	10,000	10,625
Michigan	2	32	17	1,064	5	312	54		5,768	11,903		30,758
Wisconsin	2	8	1	310		60	14	100,000		16,870		5,000
Minnesota	3	21	20	530	9	99	1	50,000		5,000		800
Iowa	3	13	10	381	2	53	42			4,200		11,200
Missouri	5	36	32	623	10	228	137	50,000	77,000	33,535		20,700
North Dakota	1	11	6	20		7						

Nebraska.....	2	19	4	176	2	64	25				4,000
Kansas.....	1	3	8	172	1	9					1,500
Western Division:											
Colorado.....	2	12	11	117	6	23	34		3,250		6,000
Washington.....	1	5	9	65	3	11					1,200
Oregon.....	2	8	8	37	0	16	6				
California.....	2	5	5	296	5	53	75	50,000	135,000	9,170	7,500

aSo far as reported

TABLE 5.—Summary of statistics of schools of medicine for 1902.

States.	Schools.	Professors.	Special or assistant instructors.	Students.			Value of grounds and buildings.	Endowment funds.	Total income.	Benefactions received.	Volumes in libraries.
				Men.	Women.	Graduated in 1902.					
United States.....	151	2,884	2,145	25,644	1,177	5,069	\$12,986,642	\$2,132,568	\$888,453	\$100,584	156,929
North Atlantic Division.....	26	503	633	6,138	376	1,172	6,016,042	1,322,902	275,869	24,130	65,585
South Atlantic Division.....	23	314	290	3,536	73	723	1,389,000	431,866	25,901	2,321	10,402
North Central Division.....	26	301	243	4,863	42	800	1,210,000	32,800	162,758	.....	12,900
South Central Division.....	67	1,329	883	10,119	574	2,178	3,262,600	268,500	346,863	113,800	54,812
Western Division.....	12	237	126	988	112	196	909,000	56,500	77,071	20,353	18,200
A.—BY CLASSES.											
Regular medical.....	123	2,289	1,795	23,558	889	4,576	10,956,096	1,838,793	792,033	145,554	114,596
Homeopathic.....	20	369	280	1,330	221	342	1,847,546	292,775	72,168	13,030	37,053
Ecclectic, physio-medical, etc.....	11	226	70	756	67	151	183,000	.....	24,252	2,000	5,280
B.—BY STATES AND CLASSES.											
Regular.											
North Atlantic Division:											
Maine.....	2	101	8	101	0	4	.....	91,966	11,461	.....	4,200
New Hampshire.....	1	17	5	72	0	16	.....	.....	.....	.....	.....
Vermont.....	1	20	7	210	.....	32	.....	.....	.....	.....	.....
Massachusetts.....	3	80	128	801	75	173	214,000	.....	.....	20,000	2,954
Connecticut.....	1	11	16	147	.....	20	.....	110,000	.....	.....	.....
New York.....	7	123	218	2,184	13	359	2,682,682	500,727	74,251	.....	15,151
Pennsylvania.....	6	128	146	2,074	171	451	1,932,414	327,434	148,849	.....	17,200
South Atlantic Division:											
Maryland.....	7	104	98	1,600	50	359	986,000	426,866	1,818	.....	4,002
District of Columbia.....	5	84	53	307	13	27	305,000	.....	17,009	.....	.....
Virginia.....	3	38	67	962	.....	34	190,000	.....	2,755	2,321	.....
North Carolina.....	3	30	9	223	.....	33	18,000	5,000	.....	.....	.....
South Carolina.....	1	10	13	87	2	4	.....	.....	.....	.....	.....
Georgia.....	2	28	5	380	.....	158	60,000	.....	.....	.....	6,000
South Central Division:											
Kentucky.....	6	76	47	1,354	6	192	535,000	.....	20,000	.....	500
Tennessee.....	10	108	86	2,101	15	450	434,000	2,800	83,516	.....	3,500
Alabama.....	2	20	17	240	.....	20	.....	.....	.....	.....	.....
Louisiana.....	2	15	20	441	4	53	175,000	50,000	.....	.....	4,400
Texas.....	4	51	54	483	14	62	50,000	.....	49,850	.....	4,500
Arkansas.....	1	16	5	217	3	11	16,000	0	9,392	0	.....
North Central Division:											
Ohio.....	8	162	119	908	45	256	688,000	208,500	52,580	5,600	4,600

Indiana.....	74	35	448	10	92	16	60,000	60,000	149,433	96,500	300
Illinois.....	228	262	2,553	141	618	251	640,000	640,000	178,000	14,789	14,789
Michigan.....	101	70	905	53	203	116	178,000	178,000	36,436	16,500	16,500
Minnesota.....	49	39	286	4	48	10	265,000	265,000	10,659	5,000	5,000
Wisconsin.....	57	30	471	23	87	20	30,000	30,000	9,700	5,000	5,000
Iowa.....	60	36	616	40	112	67	60,000	60,000	15,000	12,813	12,813
Missouri.....	257	121	2,200	40	312	124	477,000	477,000	12,813	2,000	2,000
Nebraska.....	53	16	278	22	73	29	50,000	50,000	5,010	5,010	5,010
Kansas.....	59	21	137	13	52	3	60,000	60,000	5,010	5,010	5,010
Western Division:											
Colorado.....	60	31	190	6	48	4	800,000	800,000	73,571	19,133	1,000
Oregon.....	29	9	94	13	25	11	56,500	56,500	73,571	19,133	9,000
California.....	92	51	564	71	104	88	800,000	800,000	73,571	19,133	9,000
<i>Homeopathic.</i>											
Massachusetts.....	22	26	30	35	23	20	200,000	200,000	17,790	2,130	4,000
New York.....	45	32	106	36	29	15	122,500	122,500	12,569	4,000	4,000
Pennsylvania.....	8	30	269	3	58	4	824,446	824,446	244,775	15,000	15,000
Maryland.....	10	14	28	7	9	4	20,000	20,000	8,419	400	400
Kentucky.....	15	14	27	15	4	10	175,000	175,000	11,000	2,900	2,900
Ohio.....	48	28	131	88	40	41	331,000	331,000	20,250	1,200	4,153
Illinois.....	91	64	362	119	15	4	69,000	69,000	3,700	8,500	3,000
Michigan.....	24	16	96	4	15	3	50,000	50,000	0	0	0
Minnesota.....	15	10	20	1	7	6	5,600	5,600	0	0	0
Iowa.....	5	5	39	1	7	6	5,600	5,600	0	0	0
Missouri.....	44	13	103	12	22	10	34,000	34,000	3,500	1,200	3,200
Colorado.....	24	9	26	8	10	3	25,000	25,000	0	0	0
California.....	18	18	30	14	3	10	40,000	40,000	11,000	2,000	3,030
<i>Eclectic, physio-medical, etc.</i>											
New York.....	12	16	84	16	7	10	10,000	10,000	0	0	0
Georgia.....	10	1	59	1	22	5	60,000	60,000	10,000	500	500
Ohio.....	17	4	139	4	26	17	25,000	25,000	2,000	1,200	1,200
Indiana.....	22	2	30	2	4	6	28,000	28,000	1,252	0	0
Illinois.....	100	26	134	30	29	14	28,000	28,000	1,252	0	0
Missouri.....	29	9	106	6	26	11	28,000	28,000	1,252	0	0
Nebraska.....	22	2	50	8	21	14	28,000	28,000	1,252	0	0
California.....	14	8	84	8	6	10	28,000	28,000	1,252	0	0

TABLE 6.—*Statistics of schools of dentistry for 1902.*

States.	Schools.	Professors.	Special or assistant instructors.	Students.			Value of grounds and buildings.	Endowment funds.	Total income.	Benefactions received.	Volumes in libraries.
				Men.	Women.	Graduated in 1902.					
United States.....	56	592	605	8,258	162	2,288	\$733,000	\$5,000	\$293,515	.....	4,053
North Atlantic Division.....	10	88	162	2,282	58	595	385,000	.....	136,627	.....	829
South Atlantic Division.....	11	93	166	1,062	5	265	20,000	.....	.....	.....	350
South Central Division.....	6	58	46	592	7	145	133,000	5,000	35,000	.....	2,874
North Central Division.....	23	247	248	3,727	69	1,068	180,000	.....	94,608	.....	.....
Western Division.....	6	86	43	595	23	215	20,000	.....	27,280	.....	.....
North Atlantic Division:											
Massachusetts.....	2	27	20	268	8	64	.....	.....	18,250	.....	829
New York.....	2	21	64	684	22	126	170,000	.....	100,377	.....	.....
Pennsylvania.....	5	40	68	1,330	28	405	215,000	.....	18,000	.....	.....
South Atlantic Division:											
Maryland.....	3	23	39	507	3	151	.....	.....	.....	.....	.....
District of Columbia.....	4	23	35	173	.....	38	.....	.....	.....	.....	.....
Virginia.....	2	20	23	.....	0	16	.....	.....	.....	.....	370
Georgia.....	2	15	9	296	2	60	20,000	.....	.....	.....	.....
South Central Division:											
Kentucky.....	1	18	16	245	3	70	110,000	5,000	35,000	.....	.....
Tennessee.....	3	25	10	233	3	48	25,000	.....	.....	.....	.....
Alabama.....	1	8	4	35	1	10	.....	.....	.....	.....	.....
Louisiana.....	1	7	13	79	1	17	.....	.....	.....	.....	.....
North Central Division:											
Ohio.....	4	36	23	593	12	180	35,000	.....	28,333	.....	500
Indiana.....	2	25	11	254	3	81	35,000	.....	26,562	.....	.....
Illinois.....	3	40	43	1,280	25	385	.....	.....	.....	.....	.....
Michigan.....	2	17	27	342	8	114	.....	.....	11,613	.....	1,074
Wisconsin.....	2	22	24	191	3	53	.....	.....	.....	.....	500
Minnesota.....	1	12	5	109	30	109	.....	.....	.....	.....	.....
Iowa.....	3	25	34	262	10	57	60,000	.....	7,000	.....	300
Missouri.....	4	55	53	578	6	145	50,000	.....	21,100	.....	500
Nebraska.....	2	25	28	118	2	23	.....	.....	.....	.....	.....
Western Division:											
Colorado.....	1	18	10	85	5	24	.....	.....	18,030	.....	.....
Oregon.....	1	15	8	148	4	40	.....	.....	9,250	.....	.....
California.....	4	53	25	332	14	151	20,000	.....	.....	.....	.....

TABLE 7.—Statistics of schools of pharmacy for 1902.

States.	Schools.	Professors.	Special or assistant instructors.	Students.			Value of grounds and buildings.	Endowment funds.	Total income.	Benefactions received.	Volumes in libraries.
				Men.	Women.	Graduated in 1902.						Having A. B. or B. S.
United States											
North Atlantic Division:											
Maine.....	1	12	9	14	0	3					
Massachusetts.....	1	5	4	196	12	27		18,015	17,220	0	5,400
New York.....	4	20	29	657	36	286		4,353	48,360		7,000
New Jersey.....	1	6	3	34	1	8					
Pennsylvania.....	3	15	16	648	24	170		275,000	48,961	989	12,900
South Atlantic Division:											
Maryland.....	1	5	3	90	7	34		38,000			
District of Columbia.....	2	9	7	88	5	25		15,000	0	3,192	
Virginia.....	2	9	8	42		16					
North Carolina.....	2	10	5	46		4		2,000	1,057		
South Carolina.....	1	4	2	41		18					
Georgia.....	1	3	2	131	1	48					
South Central Division:											
Kentucky.....	1	5	3	62	0	17		25,000			
Tennessee.....	3	12	8	90	10	26					
Alabama.....	2	4	2	57	3	12					
Louisiana.....	3	8	11	88	8	8			3,650		
Texas.....	2	7	9	78	2	14					
Oklahoma.....	1	1	1	19	3	9			0		
North Central Division:											
Ohio.....	6	36	24	375	14	160		85,000	8,769		1,400
Indiana.....	2	12	17	191	11	119					
Illinois.....	3	19	11	352	12	100		75,000	11,500		2,000
Michigan.....	2	13	13	107	3	35		7,500	2,700		500
Wisconsin.....	2	15	24	88	6	14					
Minnesota.....	1	16		42	8	19					
Iowa.....	3	17	13	107	4	43			700		1,500
Missouri.....	2	13	3	261	4	74					
South Dakota.....	1	10		31	1	12					
Kansas.....	1	13	8	80	7	19		50,000	0		
Western Division:											
Washington.....	2	9	5	62	8	22					
Oregon.....	1	11	9	42	10	6					
California.....	2	11	11	100	18	51		50,000	2,200		3,270

TABLE 8.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
1	St. Bernard, Ala.	St. Bernard Seminary (R. C.)	1892	Benedict Menges, O. S. B.
2	Talladega, Ala.	Talladega College, Theological Department (Cong.)	1872	G. W. Andrews, D. D.
3	Tuscaloosa, Ala.	Stillman Institute (Presb.)	1875	D. C. Lilly, D. D.
4	Berkeley, Cal.	Berkeley Bible Seminary (Disc.) *		Hiram Van Kirk
5	.....do	Pacific Theological Seminary (Cong.)	1869	John Knox McLean, D. D.
6	San Anselmo, Cal.	San Francisco Theological Seminary (Presb.)	1871	Thomas F. Day, D. D., chairman.
7	San Mateo, Cal.	Church Divinity School of the Pacific (P. E.)	1893	Wm. Ford Nichols, D. D.
8	Hartford, Conn.	Hartford Theological Seminary (Cong.)	1834	Chester D. Hartman, D. D.
9	Middletown, Conn.	Berkeley Divinity School (P. E.)	1854	John Binney, D. D.
10	New Haven, Conn.	Yale University, Divinity School (Cong.)	1822	Frank K. Sanders, Ph. D., D. D.
11	Washington, D. C.	Catholic University of America (R. C.)	1889	Thomas J. Conaty, S. T. D.
12	.....do	Howard University, Theological Department (nonsect.)	1870	Isaac Clark
13	.....do	King Theological Hall (P. E.)	1892	William V. Tunnell
14	Atlanta, Ga.	Atlanta Baptist College, Theological Department	1867	George Sale, A. M.
15	South Atlanta, Ga.	Gammon Theological Seminary (M. E.)	1883	L. G. Adkinson, D. D.
16	Bourbonnais, Ill.	St. Viator's College, Theological Department		M. J. Marsile
17	Chicago, Ill.	Chicago Lutheran Theological Seminary (Ev. Luth.)	1891	R. F. Weidner, D. D., LL. D.
18	.....do	Chicago Theological Seminary (Cong.)	1858	Joseph H. George
19	.....do	McCormick Theological Seminary (Presb.)	1830	George L. Robinson, D. D., chairman.
20	.....do	University of Chicago, Divinity School (Bapt.)	1866	Eri B. Hulbert, D. D., LL. D.
21	.....do	Western Theological Seminary (P. E.)	1885	Wm. E. McLaren, D. D., D. C. L.
22	Eureka, Ill.	Eureka College, Bible Department (Disc.)		B. J. Radford, A. M., LL. D.
23	Evanston, Ill.	Garrett Biblical Institute, Northwestern University (M. E.)	1866	Charles J. Little, D. D., LL. D.
24	.....do	Norwegian-Danish Theological Seminary (M. E.)	1885	Nels E. Simonsen, D. D.
25	Galesburg, Ill.	Ryder Divinity School of Lombard University (Univ.)	1881	C. Ellwood Nash, A. M., D. D.
26	Greenville, Ill.	Greenville College, School of Theology (Fr. Meth.)		W. T. Hogue, A. M., Ph. D.
27	Naperville, Ill.	Union Biblical Institute (Ev. Asso.)	1876	S. L. Umbach, D. D.
28	Rock Island, Ill.	Augustana Theological Seminary (Ev. Luth.)	1860	Gustav Andreen, Ph. D.
29	Springfield, Ill.	Concordia College (Ev. Luth.)	1846	R. Pieper
30	Upper Alton, Ill.	Shurtleff Divinity School (Bapt.)		Ransom Harvey
31	Merom, Ind.	Union Christian College, Biblical Department (Christ.)	1859	Leander J. Aldrich
32	St. Meinrad, Ind.	St. Meinrad Ecclesiastical Seminary (R. C.)	1861	A. Schmitt
33	Upland, Ind.	Taylor University, Reade Theological Seminary (M. E.)	1895	A. R. Archibald
34	Des Moines, Iowa	Drake University, College of the Bible (Christ. or Disc.)	1881	Alfred M. Haggard
35	.....do	Grand View College (Ev. Luth.)	1897	R. R. Vestergaard
36	Dubuque, Iowa	Wartburg Seminary (Ev. Luth.)	1854	W. Proehl
37	Mount Pleasant, Iowa	German College, Theological Course (M. E.)	1873	E. S. Havighorst, A. M., D. D.
38	Atchison, Kans.	Western Theological Seminary (Ev. Luth.)	1893	Frank D. Altman, A. M., D. D.
39	Kansas City, Kans.	Kansas City University, College of Theology (Meth. Prot.)	1896	H. T. Stephens
40	Louisville, Ky.	Louisville Presbyterian Theological Seminary	1893	Wm. Hoge Marquess, D. D., LL. D.
41	.....do	Southern Baptist Theological Seminary	1859	E. Y. Mullins, D. D., LL. D.
42	New Orleans, La.	Straight University, Theological Department (Cong.)	1890	George W. Henderson
43	Bangor, Me.	Bangor Theological Seminary (Cong.)	1816	.....

*In 1901.

theology for the year 1902.

Session closes—	Number of professors. Special or assistant in- structors.		Whole number of stu- dents.	Number of women in- cluded.	Graduated in 1902.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Value of grounds and build- ings.	Endow- ment funds.	Total in- come, ex- cluding be- nefac- tions.	Benefac- tions received.	Bound volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
June 30	4	2	22	0	3	0	5	440	(b)				a 4,000	1
Dec. 9	2	0	16	1	2	0	3	34	\$4,500	\$18,000	\$709	\$7,828		2
June 3	2	....	9	0	0	0	4	34	10,000	0	3,000		2,500	3
May 1	1	5	9	1			3	36						4
Apr. 10	5	1	13	0	2	2	3	40	25,000	400,000	20,000	60,800	8,000	5
Apr. 28	6	2	18	0	8	10	3	30	225,935	354,000	17,860		14,148	6
June 1	5	1	9	0	2	1	3	36	12,000	40,000			3,960	7
May 28	12	7	82	12	23	77	3	31	265,000	200,000	47,311	6,500	79,244	8
June 4	4	1	7	0	4	4	3	32	85,877	411,658	18,067	0	a 30,000	9
May 18	7	7	102	0	23	19	3	32		668,000	39,000	5,614		10
June 4	6	2	38	0	8	....	2	35	400,000	400,000	23,560	27,000	21,000	11
May 25	4	3	61	....	12	1	3	34		47,500	2,025	1,750	450	12
May 29	3	....	11	0	1	1	3	....	30,000				a 3,500	13
Apr. 30	2	1	24	0	0	0	3	26	(b)	0		0	(b)	14
....do....	4	1	62	2	19	5	3	30	100,000	410,000	16,412		12,000	15
June 18	7	....	30	....	*4	....	3	38					a 2,000	16
Apr. 30	3	4	38	0	13	....	3	30	200,000	0	9,000	9,000	5,000	17
May 10	10	4	107	1	30	50	3	35	350,000	925,000	50,000	15,000	20,000	18
May 5	8	2	112	0	41	99	3	32	500,000	384,677	31,817	100,000	23,862	19
.....	28	1	382	23	27	237	3	36	70,465	228,447	(b)		40,000	20
May 22	4	0	15	0	2	9	3	34	150,000	a 200,000	9,275	0	4,000	21
June 19	2	1	37	....	*2	....	....	39	(b)					22
May 23	11	0	156	....	*41	....	3	30	*250,000	*500,000			*13,300	23
May 9	1	....	7	....	....	....	4	34	14,000	5,000				24
June 5	7	2	16	5	3	....	4	36	(b)	(b)			a 1,000	25
June 7	2	....	11	....	4	....	....	....						26
June 16	2	0	44	1	9	2	2	40		20,000			2,000	27
May 31	3	3	66	0	22	....	3	30	235,000	50,000	11,100	3,000		28
June 25	5	....	83	....	17	....	3	40	125,000	2,750		12,500	1,800	29
June 5	3	0	7	1	2	1	2	36	(b)	30,640	1,565	6,607	3,000	30
June 14	3	4	21	3	2	3	3	36	(b)	(b)	(b)		400	31
June 21	8	0	52	0	8	0	3	40						32
June 4	2	5	80	6	4	3	3	36				5,000	1,200	33
June 19	4	....	62	....	17	17	3	36	(b)	21,800		1,362	(b)	34
May 31	2	2	12	0	0	0	3	35	....	0	2,800	0	3,000	35
June 26	4	1	31	0	6	14	3	38	30,000	13,190	8,319	900	6,800	36
June 5	3	....	15	1	1	1	3	33	20,000	28,700	2,951		900	37
May 22	2	1	16	0	6	3	3	34		6,500			a 2,500	38
June 5	3	2	16	....	....	....	3	36						39
May 5	6	2	51	0	17	30	3	30	50,000	550,000	23,000	325,000	a 16,000	40
June 2	8	2	243	0	35	10	3	35	315,000	500,000	27,000	7,000	21,260	41
May 28	1	....	4	0	1	1	3	32	(b)					42
May 18	5	2	23	0	7	2	3	34	75,000	292,000		30,775	23,445	43

^a Approximately.^b Not separate.

TABLE 8.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
44	Lewiston, Me.....	Cobb Divinity School of Bates College (Free Bapt.).	1840	James A. Howe, D. D
45	Baltimore, Md.....	St. Joseph's Seminary (R. C.).....	1888	Justin McCarthy.....
46	do	St. Mary's Seminary (R. C.).....	1792	E. R. Dyer.....
47	Ilchester, Md.....	Redemptorist College (R. C.).....	1867	Charles Sigl.....
48	Mount St. Marys, Md.	Ecclesiastical Seminary of Mount St. Mary's College (R. C.).....	1803	Wm. L. O'Hara, A. M., LL.D.
49	Westminster, Md..	Westminster Theological Seminary (Meth. Prot.).	1882	Hugh L. Eiderdice, A. M., D. D.
50	Woodstock, Md.....	Woodstock College (R. C.).....	1869	William Brett.....
51	Andover, Mass.....	Andover Theological Seminary (Cong.)	1808	Charles O. Day, D. D.
52	Boston, Mass.....	Boston University, School of Theology (M. E.).	1839	Wm. F. Warren, S. T. D., LL.D.
53	do	St. John's Boston Ecclesiastical Seminary (R. C.)*	1887	John B. Hogan
54	Cambridge, Mass..	Episcopal Theological School.....	1867	George Hodges, D. D.....
55	do	Harvard University, Divinity School (nonsect.)	1817	F. G. Peabody.....
56	do	New Church Theological School (Swedenborgian, or New Jeru.).	1866	James Reed, A. M
57	Newton Center, Mass.	Newton Theological Institution (Bapt.)	1825	Nathan E. Wood, D. D.....
58	Tufts College, Mass	Tufts College, Divinity School (Univ.)	1869	Charles H. Leonard, D. D...
59	Adrian, Mich.....	Adrian College, School of Theology (Meth. Prot.).	1867	David Jones, D. D
60	Hillsdale, Mich...	Hillsdale College, Theological Department (Free Bapt.).	1863	D. B. Reed, A. M., D. D
61	Holland, Mich....	Western Theological Seminary (Ref. Ch. in Amer.).	1866	John W. Beardslee, D. D....
62	Saginaw, Mich.....	Evangelical Lutheran Theological Seminary.	1887	W. Linsenmann.....
63	Collegeville, Minn.	St. John's University, Ecclesiastical Seminary (R. C.).	1867	Bernard Kevenhoerster, O. S. B.
64	Faribault, Minn...	Seabury Divinity School (P. E.).....	1858	Alford A. Butler, M. A
65	Minneapolis, Minn	Augsburg Seminary (Ev. Luth.).....	1869	Georg Sverdrup.....
66	do	United Church Seminary (Ev. Luth.)	1890	Charles O. Bockman, A. M.
67	Red Wing, Minn...	Red Wing Seminary (Ev. Luth.).....	1879	M. G. Hanson
68	St. Paul, Minn.....	Luther Seminary (Ev. Luth.).....	1855	H. Ernst, D. D.....
69	do	St. Paul Seminary (R. C.).....	1894	Patrick R. Heffron, D. C. L.
70	Desoto, Mo	Redemptorist Seminary (R. C.).....	1900	John Henry.....
71	St. Louis, Mo.....	Concordia Theological Seminary (Ev. Luth.).	1839	Francis Pieper.....
72	do	Eden Theological Seminary (Ger. Ev. Synod of N. A.).	1850	Louis F. Haeberle.....
73	do	Kenrick Theological Seminary (R. C.)*	1893	F. V. Nugent.....
74	Warrenton, Mo....	Central Wesleyan Theological Seminary (M. E.).	1864	George B. Addicks.....
75	Omaha, Nebr.....	Presbyterian Theological Seminary*...	1891	Matthew B. Lowrie, D. D....
76	Bloomfield, N. J ..	German Theological School of Newark (Presb.)*	1869	George C. Seibert, D. D., chairman.
77	Madison, N. J.....	Drew Theological Seminary (M. E.)....	1867	Henry A. Buttz, D. D., LL.D.
78	New Brunswick, N. J.	Theological Seminary of the Reformed (Dutch) Church in America.	1784	J. Preston Searle, D. D
79	Princeton, N. J....	Theological Seminary of the Presbyterian Church.	1812	Benjamin B. Warfield, D. D.
80	South Orange, N. J.	Seton Hall College (R. C.).....	1856	J. A. Stafford.....
81	Allegany, N. Y.....	St. Bonaventure's Seminary (R. C.)....	1859	Joseph F. Butler.....
82	Auburn, N. Y.....	Theological Seminary of Auburn (Presb.).	1819	George B. Stewart, D. D.....
83	Brooklyn, N. Y....	St. John's Theological Seminary (R. C.)	1891	P. S. McHale.....
84	Buffalo, N. Y.....	German Martin Luther Seminary.....	1854	William Graban.....
85	Canton, N. Y.....	Canton Theological School of St. Lawrence University (Univ.).	1858	Almon Gunnison, D. D., LL. D.
86	Hamilton, N. Y....	Hamilton Theological Seminary of College University (Bapt.).	1819	Sylvester Burnham, D. D....
87	Hartwick Seminary, N. Y.	Hartwick Seminary (Ev. Luth.).....	1797	Alfred Hillier, D. D., chairman.
88	New York, N. Y....	General Theological Seminary of the Protestant Episcopal Church.	1817	Eugene A. Hoffman, D. D., D. C. L., LL. D.

*In 1901.

theology for the year 1902—Continued.

Session closes—	Number of professors.	Special or assistant instructors.	Whole number of students.	Number of women included.	Graduated in 1902.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Bound volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
May 20	6	1	18	3	3	7	3	36	\$50,000	\$2100,000	.....	\$20,000	4,267	44
June 21	.....	.....	15	0	7	1	3	36	.....	.....	.....	.....	400	45
June 23	16	0	245	0	47	.....	.....	37	300,000	.....	\$48,000	10,000	α 30,000	45
July 1	7	1	39	0	9	0	4	44	α 150,000	0	.....	.....	α 18,000	47
June 18	4	.....	32	0	4	30	4	40	50,000	.....	.....	.....	α 15,000	48
May 5	5	9	12	0	4	4	3	30	10,000	4,773	6,274	500	2,500	49
June 30	15	.....	118	.....	19	.....	.....	40	250,000	.....	.....	.....	α 35,000	50
June 12	6	2	16	0	3	12	3	39	200,000	800,000	40,500	1,300	53,400	51
June 5	7	.....	197	.....	43	.....	3	33	.....	.....	.....	.....	.....	52
June 28	9	.....	133	.....	23	.....	3	39	α 400,000	.....	.....	.....	6,500	53
June 5	6	3	32	0	8	25	3	32	500,000	200,000	16,000	27,000	10,000	54
June 28	6	5	37	0	6	29	3	38	.....	.....	.....	.....	30,624	55
June 18	4	1	5	0	1	1	3	36	100,000	230,000	9,000	70,000	2,100	56
June 5	8	.....	60	6	20	15	3	36	325,000	725,000	30,000	.....	24,000	57
June 18	8	6	14	0	8	2	4	40	60,000	175,000	9,250	15,000	α 9,000	58
June 26	1	.....	26	0	.....	.....	3	36	(b)	.....	.....	.....	.....	59
June 19	3	0	33	.....	2	.....	3	36	*20,000	*63,000	.....	.....	*(b)	60
May 14	3	1	23	0	8	22	3	32	10,000	50,000	4,166	5,000	6,000	61
June 28	2	2	21	.....	5	.....	3	40	10,000	1,750	.....	600	400	62
June 15	9	0	45	0	11	.....	3	38	(b)	0	7,425	0	.....	63
June 5	6	1	21	0	5	3	3	32	.....	.....	20,800	2,000	9,000	64
June 1	3	1	43	0	11	7	3	30	50,000	0	.....	.....	1,000	65
May 30	4	1	46	1	13	5	3	30	110,000	116,000	.....	.....	2,500	66
May 28	3	.....	16	.....	6	.....	3	36	20,000	.....	5,000	.....	.....	67
June 15	1	2	12	.....	4	0	3	40	30,000	.....	1,200	.....	700	68
.....do	12	3	153	0	27	.....	4	40	500,000	300,000	44,000	.....	10,000	69
July 16	4	0	37	0	4	0	4	40	60,000	.....	.....	.....	500	70
June 28	6	0	183	0	54	0	3	42	200,000	0	.....	.....	α 8,000	71
June 12	3	1	52	0	21	0	3	40	150,000	11,405	6,180	11,440	6,300	72
June 15	9	.....	110	0	11	.....	.....	40	.....	.....	.....	.....	.....	73
June 14	3	3	31	0	8	0	3	40	(b)	25,000	.....	.....	500	74
May 5	5	1	17	0	5	13	3	32	45,000	2,500	.....	.....	3,000	75
May 31	3	2	26	0	6	.....	3	46	18,000	98,000	.....	.....	8,000	76
May 15	6	1	180	0	56	104	3	32	560,000	448,872	30,210	55,800	71,922	77
May 22	6	2	30	0	8	7	3	35	300,000	470,000	23,600	.....	47,000	78
May 10	7	5	137	0	42	120	3	33	526,150	1,505,210	71,269	39,298	70,400	79
June 18	10	.....	34	0	8	8	4	38	.....	.....	.....	.....	.....	80
.....do	6	3	50	0	20	14	4	39	25,000	0	8,200	0	α 4,000	81
May 8	7	2	58	0	19	56	3	33	300,000	615,000	37,429	20,120	27,673	82
June 21	8	1	34	0	7	20	4	38	148,000	.....	.....	.....	3,858	83
June 30	2	2	9	0	4	0	3	40	13,600	0	2,042	.....	1,823	84
June 28	5	0	19	5	2	0	3	40	65,000	155,250	8,636	0	.....	85
June 18	7	2	37	.....	2	.....	3	37	(b)	(b)	.....	.....	.....	86
June 28	2	0	10	0	5	1	3	38	11,000	5,888	800	0	5,958	87
May 22	9	7	145	0	34	103	3	36	1,540,000	2,168,682	94,546	49,177	31,737	88

α Approximately.

b Not separate.

TABLE 8.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
89	New York, N. Y....	Jewish Theological Seminary.....	1886	A. S. Solomons.....
90	do.....	Union Theological Seminary (Presb.)..	1836	Charles C. Hall, D. D.....
91	Niagara University, N. Y.	Niagara University, Seminary Department (R. C.).	1856	Wm. F. Likly, C. M.....
92	Rochester, N. Y....	Rochester Theological Seminary (Bapt.)	1851	Augustus H. Strong, D. D., LL. D.
93	do.....	St. Bernard's Seminary (R. C.).....	1893	James J. Hartley.....
94	Standfordville, N. Y.	Christian Biblical Institute (Chris.) ..	1869	John B. Weston, D. D.....
95	Yonkers, N. Y....	St. Joseph's Seminary (R. C.).....	1896	Edward R. Dyer, D. D.....
96	Ayden, N. C.....	Free Will Baptist Theological Seminary	1900	Thomas E. Peden, A. M.....
97	Belmont, N. C.....	St. Mary's College (R. C.).....	1886	Leo Haid, D. D., O. S. B.....
98	Charlotte, N. C....	Biddle University, School of Theology (Presb.).	1878	D. J. Sanders, D. D.....
99	Berea, Ohio.....	German Wallace College, Theological School (M. E.).	.....	C. Riemenchneider, Ph. D., D. D.
100	Carthagen, Ohio..	St. Charles Seminary (R. C.).....	1861	Aug. Seifert.....
101	Cincinnati, Ohio..	Hebrew Union College.....	1875	M. Mielziner, Ph. D., D. D.....
102	do.....	Lane Theological Seminary (Presb.)..	1829	Henry G. Smith, D. D.....
103	Cleveland, Ohio..	St. Mary's Theological Seminary (R. C.).	1848	N. A. Moes.....
104	Columbus, Ohio....	German Lutheran Seminary of Capital University.	1880	M. Loy, D. D.....
105	Dayton, Ohio.....	Union Biblical Seminary (U. Breth.)..	1871	George A. Funkhouser, D. D.
106	Gambier, Ohio....	Kenyon College, Divinity School (P. E.)	1826	W. F. Peirce, L. H. D.....
107	Oberlin, Ohio.....	Oberlin Theological Seminary (Cong.)..	1835	John H. Barrows, D. D.....
108	Springfield, Ohio..	Wittenberg Theological Seminary (Ev. Luth.).	1845	J. M. Ruthrauff, D. D.....
109	Tiffin, Ohio.....	Heidelberg Theological Seminary, Heidelberg University (Rev. Ch. in U. S.).	1851	David Van Horne, D. D., LL. D.
110	Wilberforce, Ohio..	Payne Theological Seminary of Wilberforce University (A. M. E.).	1832	Benjamin T. Tanner, D. D., LL. D.
111	Xenia, Ohio.....	Xenia Theological Seminary (U. Presb.)	1794	William G. Moorehead, D. D., LL. D.
112	Eugene, Oreg.....	Eugene Divinity School (Disc.).....	1895	Eugene C. Sanderson, D. D.....
113	Allegheny, Pa.....	Allegheny Theological Seminary (U. Presb.).	1825	James A. Grier, D. D., LL. D.
114	do.....	Reformed Presbyterian Theological Seminary.	1856	D. B. Wilson, D. D.....
115	do.....	Western Theological Seminary (Presb.)..	1827	M. B. Riddle, D. D.....
116	Beatty, Pa.....	St. Vincent Seminary (R. C.).....	1846	Leander Schnerr.....
117	Bethlehem, Pa....	Moravian Theological Seminary.....	1807	Augustus Schultze, D. D., L. H. D.
118	Chester, Pa.....	Crozer Theological Seminary (Bapt.)..	1868	Henry G. Weston, D. D., LL. D.
119	Gettysburg, Pa....	Evangelical Lutheran Theological Seminary.	1826	M. Valentine, D. D., LL. D.....
120	Lancaster, Pa.....	Theological Seminary of the Reformed Church in the United States.	1825	Emanuel V. Gerhart, D. D., LL. D.
121	Lincoln University, Pa.	Lincoln University, Theological Department (Presb.).	1871	I. N. Rendall, D. D.....
122	Meadville, Pa....	Meadville Theological School (Unit.)..	1844	George L. Cary, A. M., L. H. D.
123	Overbrook, Pa.....	Theological Seminary of St. Charles Borromeo (R. C.).	1832	P. J. Garvey, D. D.....
124	Philadelphia, Pa..	Divinity School of the Protestant Episcopal Church.	1862	Wm. M. Groton.....
125	do.....	Lutheran Theological Seminary.....	1869	Henry E. Jacobs, D. D., LL. D.
126	do.....	Philadelphia Theological School of Temple College (nonsect.).	1894	Russell H. Conwell.....
127	do.....	St. Vincent's Seminary (R. C.).....	1868	James McGill.....
128	do.....	Ursinus College, School of Theology (Ref. Ch. in U. S.).	1872	James I. Good, D. D.....
129	Selinsgrove, Pa....	Susquehanna University, Theological Department (Ev. Luth.).	1859	G. W. Enders, D. D.....
130	Villanova, Pa....	Augustinian College of St. Thomas of Villanova (R. C.).	1842	N. Casacca.....
131	Columbia, S. C....	Presbyterian Theological Seminary....	1828	W. M. McPheeters, D. D.....

*In 1901.

theology for the year 1902—Continued.

Session closes—	Number of professors, Special or assistant in- structors.		Whole number of stu- dents.	Number of women in- cluded.	Graduated in 1902, Students having A. B. or B. S.		Years in the course.	Weeks in year.	Value of grounds and build- ings.	Endow- ment funds.	Total in- come, ex- cluding benefac- tions.	Benefac- tions received.	Bound volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
June 30	2	0	30	0	8	5	...	40	\$40,000	\$0	\$6,000	\$0	α 3,000	89
May 13	12	5	124	4	27	104	3	30	560,000	α 1,800,000	103,000	20,000	α 80,000	90
June 17	8	0	46	0	19	12	4	41	45,000	0	11,200	0	α 1,300	91
May 10	10	1	128	0	46	80	3	26	131,621	832,724	33,968	22,337	31,483	92
June 15	12	2	85	0	20	...	4	33	350,000	...	31,059	...	12,000	93
May 8	6	3	16	3	4	...	3	34	20,000	69,058	...	...	2,287	94
June 18	13	2	153	0	15	...	4	40	1,120,000	...	21,663	28,957	22,500	95
June 4	12	0	14	4	0	0	3	40	2,000	...	500	...	0	96
June 10	5	2	12	...	3	5	4	33	...	...	...	...	4,650	97
June 4	4	...	12	...	4	9	3	32	...	...	...	...	...	98
...	4	...	36	...	...	...	...	...	...	...	...	...	...	99
June 20	4	0	32	...	7	31	3	40	30,000	...	6,000	...	7,000	100
June 15	9	1	53	0	10	9	...	40	10,000	0	24,185	...	α 15,000	101
May 8	4	3	21	0	6	4	3	31	162,000	322,000	22,073	1,770	19,682	102
June 25	4	2	40	0	6	...	...	42	75,000	0	13,000	...	α 9,200	103
June 20	4	...	24	...	11	9	3	40	125,000	50,000	...	...	4,000	104
May 5	4	0	50	2	19	25	3	35	38,000	65,000	4,000	5,000	3,000	105
June 28	5	4	18	0	4	10	3	34	(b)	...	...	...	12,000	106
May 14	8	2	35	0	9	20	3	32	75,000	225,000	12,200	1,400	53,000	107
May 5	4	...	23	1	7	...	3	32	(b)	...	...	...	...	108
Apr. 27	4	1	24	1	8	18	3	28	...	40,000	...	10,000	...	109
June 16	2	7	34	1	2	...	3	35	12,000	...	3,731	...	α 2,300	110
May 5	4	0	31	0	3	30	3	32	10,000	153,150	10,000	12,000	5,538	111
June 5	3	2	32	12	6	4	4	34	12,000	6,000	3,000	...	1,200	112
May 21	4	2	70	...	29	68	3	32	125,000	357,000	21,001	11,050	5,000	113
May 1	2	1	14	0	5	13	3	32	25,000	87,083	4,800	...	3,500	114
May 5	5	1	64	0	21	60	3	32	250,000	617,385	33,181	50,000	32,000	115
June 28	9	...	38	...	10	...	3	38	...	...	0	...	...	116
June 15	4	1	15	0	12	11	2	33	100,000	110,900	5,500	...	7,500	117
June 5	7	1	91	0	23	...	3	36	125,000	445,000	20,000	...	...	118
May 28	5	...	56	...	16	15	3	35	160,000	189,054	11,463	...	15,000	119
May 10	5	1	46	0	10	39	3	36	120,000	185,000	...	...	15,000	120
Apr. 16	8	0	62	0	13	39	3	27	32,000	144,000	13,450	...	10,000	121
June 5	5	2	20	1	4	0	3	38	64,612	554,280	27,382	80,323	25,000	122
June 20	12	2	115	...	...	...	...	40	...	...	...	...	...	123
June 7	5	3	30	0	6	15	3	35	125,000	400,000	...	3,000	α 15,000	124
May 29	4	2	51	0	20	42	3	32	175,000	210,000	11,000	1,500	α 24,000	125
June 1	5	...	42	2	...	...	c 5	31	...	...	...	...	...	126
June 20	5	3	30	0	...	...	4	40	...	0	...	...	12,795	127
May 2	5	6	38	0	18	13	3	30	...	...	...	...	2,000	128
June 11	3	5	17	0	6	10	3	33	(b)	...	...	...	...	129
June 20	8	3	22	...	...	...	4	40	...	...	...	...	α 12,000	130
May 10	4	1	25	0	5	16	3	34	20,000	212,000	13,000	700	20,000	131

α Approximately.

b Not separate.

c An evening school.

TABLE 8.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
132	Duewest, S. C	Erskine Theological Seminary (A. R. P.)	1836	W. L. Pressly, D. D
133	Mount Pleasant, S. C.	Theological Seminary of the United Synod (Ev. Luth.).	1830	J. A. Morehead, D. D
134	Chattanooga, Tenn	U. S. Grant University, School of Theology (M. E.).	1886	John H. Race
135	Clarksville, Tenn .	Southwestern Presbyterian University, Divinity School.	1885	George Summey, DD., LL.D.
136	Lebanon, Tenn....	Cumberland University, Theological Department (Cumb. Presb.).	1853	W. P. Bone, secretary
137	Nashville, Tenn...	Fisk University, Theological School (Cong.).	1892	J. G. Merrill
138	.....do	Vanderbilt University, Biblical Department (M. E.).	1875	Wilbur F. Tillett, D. D
139	.....do	Walden University, Theological Department (M. E.).	1868	J. B. Hamilton
140	Sewanee, Tenn....	University of the South, Theological Department (P. E.).	1878	Wm. P. Dubose, A. M., S. T. D.
141	Tehuacana, Tex...	Westminster Theological School (Meth. Prot.).	1895	James L. Lawlis
142	Richmond, Va	Union Theological Seminary (Presb.)	1812	W. W. Moore, D. D., LL. D...
143	.....do	Virginia Union University, Theological Department (Bapt.).	1899	Malcolm MacVicar, Ph. D., LL. D.
144	Theological Seminary, Va.	Theological Seminary in Virginia (P. E.)	1821	Angus Crawford, M. A., D. D.
145	Franklin, Wis	Mission House of the Reformed Church in the United States.	1859	H. A. Muhlmeier, D. D
146	Nashotah, Wis	Nashotah House (P. E.)	1842	Wm. W. Webb, D. D
147	St. Francis, Wis ...	St. Francis Seminary (R. C.)	1856	Joseph Rainer
148	Wauwatosa, Wis ..	Evangelical Lutheran Theological Seminary.	1878	A. Hoenecke

* In 1901.

theology for the year 1902—Continued.

Session closes—	Number of professors, Specialist assistant instructors.		Whole number of students.	Number of women included.	Graduated in 1902.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Bound volumes in library.
5	6	7	8	9	10	11	12	13	14	15	16	17	18
June 10	3	....	8	0	4	7	2	33	.....	\$32,052	\$2,900	\$10,000	a 2,000
June 4	2	3	15	....	10	....	3	32	\$10,000	30,000	.....	.....	2,000
May 12	4	8	25	0	5	2	3	32	250,000	20,000	6,670	1,100	6,000
June 10	5	....	17	0	6	2	2	40	.....	.....	.....	.....	.....
May 6	5	2	39	0	11	10	3	30	40,000	83,752	5,648	2,000	12,000
June 12	3	0	6	....	*2	....	3	37	.....	.....	.....	.....	.....
June 16	6	3	40	0	8	33	3	42	150,000	(b)	.....	20,000	5,000
June 30	1	1	26	5	18	....	3	11	(b)	.....	.....	.....	1,500
Aug. 2	4	1	26	....	*2	....	3	40	*40,000	*20,000	.....	.....	*2,000
.....	1	2	10	....	1	1	3	34	.....	.....	.....	.....	.....
May 7	5	1	69	0	16	12	3	65	187,000	315,587	19,520	14,313	18,000
May 16	6	0	62	0	12	0	3	32	(b)	90,000	15,631	6,000	(b)
June 19	4	5	43	0	15	19	3	36	.....	350,000	.....	.....	25,000
May 22	3	2	25	0	13	12	3	38	30,000	.....	.....	11,112	6,000
June 1	5	2	47	0	7	....	3	38	100,000	70,000	8,700	4,500	16,000
June 23	10	....	90	0	32	....	3	45	100,000	.....	.....	.....	12,500
June 15	3	0	42	0	8	27	3	40	a 70,000	.....	.....	.....	a 1,000

a Approximately.

b Not separate.

TABLE 9.—Statistics of schools

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Number of professors.
	1	2	3	4	5	6
1	University, Ala...	University of Alabama, Law Department.	1873	W. S. Thorington	June 5	2
2	Little Rock, Ark..	University of Arkansas, Law Department.	1889	J. H. Carmichael .....	.....do...	6
3	San Francisco, Cal	University of California, Hastings College of the Law.	1878	Edward R. Taylor	May 14	2
4	Stanford University, Cal.	Leland Stanford Junior University, Law Department.	1892	Nathan Abbott	May 27	3
5	Boulder, Colo	University of Colorado, Colorado School of Law.	1892	Moses Hallett, LL. D.	June 5	3
6	Denver, Colo	Denver Law School, University of Denver.	1892	Lucius W. Hoyt, A. M.	June 10	9
7	New Haven, Conn.	Yale University, Law Department.	1824	Francis Wayland, LL. D. .	June 23	14
8	Washington, D. C.	Catholic University, School of Law.	1895	William C. Robinson, LL. D.	June 7	2
9	.....do	Columbian University, Law School.	1865	Charles W. Needham, LL. D.	June 3	15
10	.....do	Georgetown University, School of Law.	1870	.....	June 1	12
11	.....do	Howard University, School of Law.	1867	Benjamin F. Leighton, LL. D.	May 26	7
12	.....do	National University, Law Department.	1869	Eugene Carusi, LL. D.	June 1	16
13	.....do	Washington College of Law.	1896	Ellen S. Mussey	May 31	8
14	De Land, Fla	John B. Stetson University, Law Department.	1900	Albert J. Farrah	May 27	2
15	Athens, Ga	University of Georgia, Law School.	1859	Sylvanus Morris, A. M.	June 15	6
16	Macon, Ga.	Mercer University, Law School.	1875	Emory Speer	June 5	4
17	Oxford, Ga	Emory College, School of Law.	.....	.....	June 13	2
18	Aurora, Ill	Aurora College, Law School*	1896	G. W. Neterer	May 31	1
19	Illinois Wesleyan University, Ill.	Illinois Wesleyan University, Law Department.	1874	Owen T. Reeves, LL. D.	June 3	7
20	Chicago, Ill	Chicago-Kent College of Law, Lake Forest University.*	1888	Thomas A. Moran, LL. D. .	June 8	27
21	.....do	Chicago Law School	1896	Horatio L. Wait	June 10	22
22	.....do	Illinois College of Law	1898	Howard N. Ogden, Ph. D., LL. D.	June 12	23
23	.....do	John Marshall Law School.	1899	John N. Jewett, LL. D.	June 15	7
24	.....do	Northwestern University, School of Law.	1859	John H. Wigmore, A. M.	June 19	8
25	Urbana, Ill	University of Illinois, College of Law.	1897	James B. Scott, J. U. D.	June 15	5
26	Bloomington, Ind	Indiana University, School of Law.	1842	William P. Rogers	June 13	4
27	Indianapolis, Ind.	Indiana Law School, University of Indianapolis.	1894	James A. Rohbach, A. M. .	May 29	11
28	.....do	Indianapolis College of Law	1897	Francis M. Ingler	June 3	5
29	Marion, Ind	Marion Law College	1897	G. L. Henry .....	.....	2
30	Notre Dame, Ind .	University of Notre Dame, Law Department.	.....	William Hoynes, LL. D. .	June 18	2
31	Valparaiso, Ind...	Northern Indiana Law School.	1879	Mark L. De Motte, A. M. .	June 5	5
32	Des Moines, Iowa.	Highland Park College of Law.*	1898	John I. Dille, LL. D.	May 9	4
33	.....do	Iowa College of Law, Drake University.	1875	Chester C. Cole, LL. D.	May 21	5
34	Iowa City, Iowa ..	State University of Iowa, Iowa College of Law.	1868	Charles N. Gregory, A. M., LL. D.	June 11	4
35	Lawrence, Kans ..	University of Kansas, School of Law.	1880	W. C. Spangler, A. M.	June 7	3

* In 1901.

a Approximately.

b Not separate.

c Afternoon.

of law for the year 1902.

Special or assistant instructors.	Students.				Years in course.	Weeks in year.	Tuition fee.	Graduation fee.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Bound volumes in library.	Instruction in day or evening.	
	Men.	Women.	Graduated in 1902.	Students having A. B. or B. S.												
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
0	67	0	34	25	2	35	75	\$3	.....	(b)	.....	\$4,695	0	α1,500	Day ..	1
4	35	1	8	12	2	35	50	5	\$105	.....	.....	.....	.....	.....	Eve...	2
3	101	4	34	57	3	29	10	3	33	\$50,000	\$135,000	9,170	.....	.....	Day ..	3
2	195	1	19	19	1,3	440	0	0	.....	.....	.....	.....	.....	α7,500	Day ..	4
8	69	4	14	21	3	36	40	0	120	.....	.....	.....	.....	3,000	Day ..	5
3	48	2	9	13	3	36	75	10	235	(b)	0	3,250	0	α3,000	Day ..	6
13	249	.....	68	89	3	35	125	5	335	110,000	.....	.....	.....	15,000	Day ..	7
.....	38	0	10	38	3	32	75	.....	.....	.....	160,000	5,750	0	1,315	Day ..	8
3	451	0	101	134	3	35	100	10	316	.....	.....	32,725	.....	4,000	(c)	9
3	288	0	53	.....	3	32	80	10	.....	.....	.....	.....	.....	*2,000	Eve...	10
1	95	1	20	18	3	α30	0	3	33	12,000	.....	1,020	.....	2,200	Eve...	11
.....	235	.....	141	α85	2,3	35	80	10	.....	.....	.....	.....	.....	α1,000	Eve...	12
10	8	22	6	.....	3	34	50	5	155	0	0	975	0	.....	Eve...	13
4	15	0	6	0	2	33	66	5	137	.....	.....	750	\$859	627	Day ..	14
.....	32	0	6	3	2	39	75	.....	150	.....	.....	.....	.....	.....	Day ..	15
3	49	.....	43	.....	1	34	60	5	65	.....	.....	3,000	.....	.....	Day ..	16
0	8	0	.....	.....	1	35	70	.....	.....	.....	.....	.....	.....	.....	Day ..	17
5	6	.....	2	0	1	36	50	5	.....	.....	.....	.....	.....	.....	.....	18
60	0	22	6	.....	3	39	60	5	185	(b)	0	3,350	.....	500	Day ..	19
4	269	4	76	.....	3	29	75	10	240	.....	.....	.....	.....	2,000	(d)	20
23	121	3	26	.....	3	36	75	5	230	0	0	.....	0	.....	Eve...	21
9	224	7	40	21	3	36	75	.....	220	.....	5,000	α10,300	.....	1,200	(d)	22
24	60	2	11	10	3	28	65	5	200	310	.....	.....	.....	700	Eve...	23
11	177	.....	42	71	3	26	165	5	330	(b)	.....	α10,000	.....	α4,000	Day ..	24
2	112	2	20	5	3	36	50	5	165	(b)	.....	.....	.....	2,275	Day ..	25
0	143	1	15	10	3	36	37	5	106	(b)	.....	.....	.....	4,000	Day ..	26
7	105	.....	55	17	2	30	75	5	155	.....	0	8,000	.....	1,500	Day ..	27
5	115	1	21	8	2	36	75	5	155	.....	.....	8,000	.....	1,500	.....	28
6	24	2	6	.....	2	40	40	5	.....	.....	.....	.....	.....	425	Day ..	29
3	53	.....	18	.....	3	α40	100	10	.....	.....	.....	α6,000	.....	7,000	Day ..	30
0	190	.....	73	17	2	40	48	5	101	3,000	0	6,930	0	α600	Day ..	31
5	64	2	24	.....	3	36	45	10	150	.....	.....	.....	.....	.....	Day ..	32
2	102	.....	20	17	3	36	50	5	155	.....	.....	4,250	0	1,200	Day ..	33
3	215	0	9	α25	3	36	60	7	187	(b)	.....	.....	0	α10,000	Day ..	34
8	172	1	9	.....	3	39	0	5	.....	.....	.....	.....	.....	*1,500	Day ..	35

α A day course and an evening course.

ε 10,000 to be added in a few weeks.

TABLE 9.—*Statistics of schools*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Number of professors.
	1	2	3	4	5	6
36	Danville, Ky.	Central University, Law Department.	1894	W. C. Roberts, LL. D.	May 28	3
37	Louisville, Ky.	University of Louisville, Law Department.	1847	W. O. Harris.	Apr. 30	3
38	New Orleans, La.	Tulane University of Louisiana, Law Department.	1847	Harry H. Hall.	May 19	5
39	Bangor, Me.	University of Maine, School of Law.	1898	W. E. Walz, M. A.	June 10	3
40	Baltimore, Md.	Baltimore Law School.	1900	Bernard C. Steiner, A. M., Ph. D.	June 12	17
41	.....do.	Baltimore University, School of Law.	1890	Thomas R. Clendinen.	June 1	8
42	.....do.	University of Maryland, School of Law.*	1814	John P. Poe.	June 30	11
43	Boston, Mass.	Boston University, Law School.	1872	Samuel C. Bennett.	June 5	11
44	.....do.	Y. M. C. A. Evening Law School.	1898	Frank P. Speare.	May 29	11
45	Cambridge, Mass.	Harvard University, Law School.	1817	James Barr Ames, LL. D..	June 24	9
46	Ann Arbor, Mich.	University of Michigan, Department of Law.	1859	Harry B. Hutchins, LL. D.	June 19	12
47	Detroit, Mich.	Detroit College of Law.	1891	Philip T. Van Zile, LL. D..	June 13	20
48	Austin, Minn.	Austin College of Law, Southern Minnesota Normal College.	1899	F. W. Greenman.	June 12	2
49	Minneapolis, Minn.	University of Minnesota, College of Law.	1888	William S. Pattee, LL. D..	June 1	3
50	St. Paul, Minn.	St. Paul College of Law.	1900	Hiram F. Stevens.	June 25	10
51	Jackson, Miss.	Millsaps College, Law School.	1897	.....	June 12	3
52	University, Miss.	University of Mississippi, Law School.	1854	G. D. Shands, LL. D.	June 5	2
53	Columbia, Mo.	University of Missouri, Law Department.	1872	Alexander Martin, LL. D. ....do. ....	.....do.	3
54	Kansas City, Mo.	Kansas City School of Law.	1895	William P. Borland.	June 8	13
55	St. Louis, Mo.	Benton College of Law.	1896	George L. Corlis.	May 23	14
56	.....do.	Missouri College of Law.	1899	William J. Hopkins.	June 10	3
57	.....do.	St. Louis Law School, Washington University.	1867	Wm. S. Curtis.	June 18	3
58	Lincoln, Nebr.	University of Nebraska, College of Law.	1891	M. B. Reese.	June 12	5
59	Omaha, Nebr.	Western School of Law.	1897	T. J. Mahoney.	June 14	14
60	Albany, N. Y.	Albany Law School, Union University.	1851	J. Newton Fiero, LL. D. ..	May 29	7
61	Brooklyn, N. Y.	Brooklyn Law School.	1901	W. Payson Richardson.	June 12	5
62	Buffalo, N. Y.	Buffalo Law School, University of Buffalo.	1887	Christopher G. Tiedeman, LL. D.	May 25	11
63	Ithaca, N. Y.	Cornell University, College of Law.	1887	Francis M. Finch, LL. D..	June 19	6
64	New York, N. Y..	Columbia University, School of Law.	1859	George W. Kirchwey.	June 10	5
65	.....do.	New York Law School.	1891	George Chase.	June 11	3
66	.....do.	University Law School.	1835	Clarence D. Ashley, LL. D.	.....do.	9
67	Syracuse, N. Y.	Syracuse University, College of Law.	1895	James B. Brooks, A. M., D. C. L.	.....do.	4
68	Chapel Hill, N. C.	University of North Carolina, Law Department.	1846	James C. MacRae, LL. D..	June 3	5
69	Raleigh, N. C.	Shaw University, Law School.	1888	E. A. Johnson, LL. D.	Mar. 12	1
70	Wake Forest, N. C.	Wake Forest College, Law School.	1894	N. Y. Gulley, M. A.	May 29	2
71	University, N. Dak.	North Dakota University, Law Department.	1899	Guy C. H. Corliss.	June 18	11
72	Ada, Ohio.	Ada College of Law, Ohio Normal University.	1893	S. P. Axline, LL. D.	June 5	2
73	Cincinnati, Ohio..	University of Cincinnati, Law Department.	1833	Harlan Cleveland.	June 15	14

*In 1901.

a Approximately.

b Not separate.

c Afternoon

of law for the year 1902—Continued.

Special or assistant instructors.	Students.				Years in course.	Weeks in year.	Tuition fee.	Graduation fee.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Bound volumes in library.	Instruction in day or evening.
	Men.	Women.	Graduated in 1902.	Students having A. B. or B. S.											
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1	17	....	*11	....	2	32	\$75	\$7	\$157	....	....	....	....	*300	Day .. 36
0	60	....	30	....	2	28	75	....	....	....	....	....	....	....	Day .. 37
5	78	....	40	....	2	25	90	0	....	....	0	\$5,600	0	....	(c) 38
7	46	0	14	7	3	32	60	10	....	....	....	....	0	3,000	Day .. 39
0	48	....	10	....	3	34	50	20	180	....	....	....	....	1,000	Eve... 40
1	31	0	8	3	3	32	50	20	170	....	....	1,550	....	....	Eve... 41
0	250	0	55	38	3	36	70	19	232	\$10,000	....	....	....	....	(f) 42
24	326	8	77	68	3	32	150	....	450	250,000	0	36,814	....	10,000	Day .. 43
0	194	....	21	4	4	34	50	2	206	....	....	....	....	340	Eve... 44
4	633	0	148	583	3	30	150	0	450	....	....	122,600	....	66,000	Day .. 45
17	878	5	257	40	3	36	35	10	125	....	....	....	....	19,758	Day .. 46
....	186	....	55	14	3	36	60	10	190	....	\$5,768	11,908	....	11,000	Eve... 47
8	10	0	1	1	3	40	50	5	155	(b)	....	....	....	....	48
12	497	7	78	....	3	36	60	0	190	50,000	....	....	....	....	(d) 49
....	83	2	20	....	3	38	60	10	190	....	....	5,000	0	300	Eve... 50
5	18	0	12	....	2	36	50	5	105	(b)	....	....	....	....	Day .. 51
2	53	0	25	....	2	26	50	....	....	(b)	....	....	....	1,500	Day .. 52
5	142	1	71	17	3	38	10	0	30	....	....	15,000	....	10,000	Day .. 53
1	172	4	67	62	3	39	50	10	160	0	0	6,633	....	0	Eve... 54
0	100	2	21	....	3	36	60	10	....	....	....	....	....	400	Eve... 55
13	92	2	23	18	2	36	60	10	130	....	....	....	....	360	(g) 56
13	117	1	46	40	2	36	80	0	160	50,000	77,000	11,902	....	10,000	Day .. 57
4	159	2	59	25	2	36	45	....	....	(b)	....	....	....	4,000	Day .. 58
....	17	....	5	0	3	36	20	....	....	....	....	....	....	....	Eve... 59
9	132	....	60	51	2	33	100	5	....	22,000	0	13,002	\$10,000	2,833	Day .. 60
3	27	1	....	5	2,3	35	90	....	....	....	....	....	....	1,000	(h) 61
11	51	....	27	....	2	34	100	....	200	....	....	....	....	0	Day .. 62
4	194	4	32	16	3	35	100	5	305	103,000	(b)	....	....	30,000	Day .. 63
6	440	....	110	268	3	35	150	25	480	(b)	(b)	....	....	23,000	Day .. 64
14	831	....	158	289	2	36	100	10	220	0	93,733	79,323	....	10,193	(d) 65
5	563	48	143	283	2,3	35	100	20	....	150,000	*5,000	....	....	16,000	(d) 66
23	142	1	26	14	3	38	100	5	....	....	....	4,813	....	1,757	Day .. 67
....	61	....	3	19	2	40	75	10	175	(b)	....	....	....	2,000	Day .. 68
1	8	....	2	....	3	24	70	10	220	....	....	488	....	0	Day .. 69
....	62	0	6	7	2	40	60	5	125	(b)	....	....	....	1,000	Day .. 70
6	20	....	7	....	2	38	50	5	....	....	....	....	....	....	Day .. 71
2	160	2	25	15	3	32	45	....	....	....	....	....	....	....	Day .. 72
0	67	....	29	....	3	36	100	0	300	60,000	7,500	15,000	25,000	6,500	Day .. 73

d A day course and an evening course.

f From 4 to 7 p. m.

g The hours for lectures are 8.30 a. m. and 4.15 p. m.; the night school at 7.30 and 8.15.

h Afternoon and evening.

TABLE. 9.—Statistics of schools

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Number of professors.
	1	2	3	4	5	6
74	Cincinnati, Ohio..	Y. M. C. A. Law School of McDonald Educational Institute.	1893	Robert M. Ochiltree.....	June 1	14
75	Cleveland, Ohio..	Cleveland Law School of Baldwin University.	1897	Charles S. Bentley, A. M..	June 12	11
76	.....do	Western Reserve University, Franklin T. Backus Law School.	1892	Evan H. Hopkins	June 13	12
77	Columbus, Ohio ..	Ohio State University, College of Law.	1891	W. F. Hunter.....	June 15	7
78	Portland, Oreg ...	University of Oregon, School of Law.	1884	Richard H. Thornton ...	May 20	1
79	Salem, Oreg	Willamette University, Law Department.	1884	W. C. Hawley, A. M.....	June 12	7
80	Carlisle, Pa.....	Dickinson School of Law ..	1884	William Trickett, LL. D..	June 3	5
81	Philadelphia, Pa..	Philadelphia Law School of Temple College.	1894	William A. Brown.....	June 15	6
82	.....do	University of Pennsylvania, Department of Law.	1790	Wm. Draper Lewis, Ph. D..	.....do ...	13
83	Pittsburg, Pa	Pittsburg Law School, Western University of Pennsylvania.	1895	John D. Shafer	May 30	6
84	Providence, R. I..	Rhode Island Law School*.	1898	William G. Webster	May 31	14
85	Columbia, S. C....	South Carolina College, Department of Law.	1884	Joseph D. Pope, A. M., LL. D.	June 11	1
86	Chattanooga, Tenn.	Grant University, Law Department.	1899	Charles R. Evans.....	June 1	11
87	Harriman, Tenn..	American University of Harriman, Law Department.	1894	S. C. Brown, A. M.....	May 20	2
88	Jackson, Tenn....	Southwestern Baptist University, Department of Law.*	1900	James H. Land.....	June 1	4
89	Knoxville, Tenn..	University of Tennessee, Law Department.	1890	Henry H. Ingersoll, LL. D.	June 17	2
90	Lebanon, Tenn....	Cumberland University, Law School.	1847	Nathan Green, LL. D.....	June 5	2
91	Nashville, Tenn..	Vanderbilt University, Law Department.	1875	Thomas H. Malone, M. A.	June 21	4
92	.....do	Walden University, Law Department.	.....	George T. Robinson, A. M.	May 13	7
93	Sewanee, Tenn....	University of the South, Law Department.	1893	A. T. McNeal.....	.....	14
94	Austin, Tex	University of Texas, Law Department.	1883	Yancey Lewis	June 8	5
95	Fort Worth, Tex..	Fort Worth University, Law Department.	1893	O. S. Lattimore.....	May 22	3
96	Charlottesville, Va.	University of Virginia, Law School.	1826	W. M. Lile.....	June 15	3
97	Lexington, Va....	Washington and Lee University, Law School.	1866	W. R. Vance, Ph. D.....	June 17	3
98	Richmond, Va....	Richmond College, School of Law.	1870	F. W. Boatwright, LL. D...	June 11	3
99	Seattle, Wash.....	University of Washington, Law School.	1899	John T. Condon	June 18	5
100	Morgantown, W. Va.	West Virginia University, College of Law.	1878	Okey Johnson, A. M	June 21	3
101	Madison, Wis	University of Wisconsin, College of Law.	1868	Edwin E. Bryant.....	June 18	5
102	Milwaukee, Wis ..	Milwaukee Law School .....	.....	H. E. Bemis, secretary ...	June 6	3

* In 1901.

TABLE 10.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Number of professors.	Special or assistant instructors.
	1	2	3	4	5	6	7
1	Birmingham, Ala.	Birmingham Medical College.*	1894	B. L. Wyman, A. M. ...	Apr. 1	11	7
2	Mobile, Ala.	Medical College of Alabama, University of Alabama.	1859	George A. Ketchum...	Apr. 6	9	10
3	Little Rock, Ark..	University of Arkansas, Medical Department.	1879	James A. Dibrell	Apr. 11	16	5
4	Los Angeles, Cal..	University of Southern California, College of Medicine.	1885	H. G. Brainerd	June 15	25	9
5	San Francisco, Cal.	College of Physicians and Surgeons.	1896	D. A. Hodghead, A. M..	June 25	33	12
6	.....do	Cooper Medical College	1858	Henry Gibbons, jr., A. M.	Apr. 23	15	10
7	.....do	University of California, Medical Department.	1862	A. A. D'Ancona	May 15	19	20
8	Boulder, Colo.	University of Colorado, Medical Department.	1883	L. M. Giffin.....	June 5	16	6
9	Denver, Colo.	Denver College of Medicine, University of Denver.	1881	Henry Sewall.....	May 13	19	15
10	.....do	Gross Medical College.....	1887	T. H. Hawkins, A. M., LL. D.	May 22	25	10
11	New Haven, Conn.	Yale University, Department of Medicine.	1813	Herbert E. Smith.....	June 23	11	16
12	Washington, D. C.	Army Medical School	1893	.....	Mar. 28	5	3
13	.....do	Columbian University, Medical Department.	1822	Emil A. de Schweinitz	June 5	27	25
14	.....do	Georgetown University, Medical School.	1850	George M. Kober.....	May 31	11	15
15	.....do	Howard University, Medical Department.	1868	Robert Reyburn, A. M.	May 10	15	6
16	.....do	National University, Medical Department.	1884	Howard H. Barker ...	June 1	26	4
17	Atlanta, Ga.	Atlanta College of Physicians and Surgeons.	1854	W. S. Kendrick.....	Apr. 1	14	5
18	Augusta, Ga.	Medical College of Georgia, University of Georgia.	1829	Eugene Foster .....	.....do ...	14	....
19	Chicago, Ill.	American Medical Missionary College.	1895	John H. Kellogg	June 24	21	8
20	.....do	College of Physicians and Surgeons, University of Illinois.	1882	William E. Quine	Apr. 20	40	35
21	.....do	Harvey Medical College....	1891	Frances Dickinson...	June 30	50	4
22	.....do	Illinois Medical College....	1894	B. Brindley Eads.....	Sept. 30	31	15
23	.....do	Jenner Medical College	1893	.....	June 30	26	10
24	.....do	Northwestern University Medical School.	1859	Nathan S. Davis, jr...	.....	38	15
25	.....do	Rush Medical College, University of Chicago.	1287	{ Frank Billings, M. S. John M. Dodson.....	June 18	22	115
26	Fort Wayne, Ind..	Fort Wayne College of Medicine.	1879	C. B. Stemen, A. M., LL. D.	Apr. 21	25	8
27	Indianapolis, Ind.	Central College of Physicians and Surgeons.	1879	Allison Maxwell.....	Apr. 20	25	12
28	.....do	Medical College of Indiana, University of Indianapolis.	1869	Henry Jameson.....	Apr. 24	24	15
29	Des Moines, Iowa.	Medical College of Drake University.	1886	Lewis Schooler, LL. D.	Apr. 23	16	6
30	Iowa City, Iowa ..	State University of Iowa, College of Medicine.	1870	.....	June 12	12	16
31	Keokuk, Iowa	Keokuk Medical College...	1849	Oliver D. Walker.....	Apr. 15	20	10
32	Sioux City, Iowa..	Sioux City College of Medicine.	1889	H. A. Wheeler, A. M..	Apr. 30	12	4
33	Kansas City, Kans.	College of Physicians and Surgeons.	1894	J. W. May	Apr. 1	26	8
34	Lawrence, Kans..	University of Kansas, School of Medicine (preparatory).	1898	S. W. Williston	June 10	9	3
35	Topeka, Kans.	Kansas Medical College....	1889	John E. Minney, A. M.	Mar. 27	24	10

* In 1901.

a Approximately.

b Not separate.

medicine for the year 1901-1902.

Students.				Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Fees of entire course.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Bound volumes in library.	Instruction in day or evening	
Men.	Women.	Graduated in 1902.	Students having A. B. or B. S.												
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
84	0	15	....	4	26	\$75	\$90	\$830	.....	.....	.....	.....	.....	Day ..	1
150	....	18	20	4	26	100	25	425	.....	.....	.....	.....	.....	Day ..	2
217	3	11	7	4	26	α 60	25	α 265	α \$16,000	0	\$9,392	0	.....	Day ..	3
90	11	14	0	4	32	130	40	α 445	15,000	0	12,000	0	2,000	Day ..	4
163	17	41	25	4	36	75	25	372	75,000	0	12,000	0	.....	Day ..	5
186	28	25	21	4	30	100	25	450	460,000	\$56,500	24,035	0	4,500	Day ..	6
125	15	24	42	4	36	150	25	716	300,000	0	25,536	\$19,133	2,500	Day ..	7
57	6	13	4	4	36	50	0	.....	(b)	.....	.....	.....	(b)	Day ..	8
60	....	11	....	4	32	.....	.....	.....	.....	.....	.....	.....	.....	Day ..	9
73	....	24	....	4	30	.....	.....	.....	.....	.....	.....	.....	.....	Day ..	10
147	....	20	28	4	34	150	10	630	.....	110,000	.....	.....	(b)	Day ..	11
23	0	....	7	....	21	0	0	0	.....	.....	.....	.....	.....	Day ..	12
283	0	33	....	4	35	110	10	450	250,000	0	.....	0	.....	Even ..	13
121	....	12	....	4	33	100	0	430	55,000	.....	.....	.....	.....	Day ..	14
133	13	27	20	4	36	80	0	326	.....	.....	.....	.....	(b)	Even ..	15
37	0	9	....	4	33	100	....	405	.....	.....	.....	.....	.....	Even ..	16
253	0	111	α 30	4	26	190	30	450	25,000	.....	.....	.....	1,000	Day ..	17
125	....	47	....	4	26	100	30	α 440	85,000	0	.....	0	α 5,000	Day ..	18
64	32	24	....	4	36	100	5	.....	40,000	10,000	20,520	10,000	1,900	Day ..	19
658	50	222	....	4	32	130	.....	.....	.....	.....	.....	.....	.....	Day ..	20
252	43	28	32	4	43	110	25	α 520	.....	.....	.....	0	.....	Even ..	21
217	11	21	....	4	....	....	....	....	.....	.....	.....	.....	.....	Day ..	22
105	....	13	....	4	42	100	....	....	.....	.....	.....	.....	.....	Even ..	23
465	....	94	93	4	34	135	0	545	225,000	50,000	63,913	1,500	2,889	Day ..	24
792	....	211	166	4	36	157	....	583	375,000	.....	65,000	85,000	10,000	Day ..	25
46	....	9	....	4	30	75	25	330	*10,000	.....	.....	.....	.....	Day ..	26
70	....	8	16	4	27	75	25	.....	50,000	.....	.....	.....	α 300	Day ..	27
302	10	75	....	4	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	28
64	4	10	....	4	30	80	....	α 350	.....	.....	.....	.....	.....	Day ..	29
250	16	40	19	4	36	65	0	260	.....	.....	.....	.....	.....	Day ..	30
240	15	52	40	4	28	65	....	....	60,000	.....	15,000	.....	500	Day ..	31
62	5	10	8	4	32	53	20	237	.....	0	.....	.....	.....	Day ..	32
68	5	24	3	4	26	65	.....	.....	35,000	.....	5,010	.....	.....	Day ..	33
39	....	12	....	....	38	0	.....	90	.....	.....	.....	.....	.....	Day ..	34
90	8	16	....	4	26	60	30	α 245	*25,000	.....	.....	.....	.....	Day ..	35

* Denver College of Medicine and Gross Medical College were united in the spring of 1902.

TABLE 10.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Number of professors.	Special or assistant instructors.
	1	2	3	4	5	6	7
36	Louisville, Ky	Hospital College of Medicine	1872	P. Richard Taylor....	July 1	9	12
37	.....do	Kentucky School of Medicine.	1850	Wm. H. Wathen, A. M., LL. D.	July 10	13	12
38	.....do	Kentucky University, Medical Department.	1898	T. C. Evans	July 2	14	....
39	.....do	Louisville Medical College.	1869	C. W. Kelly	Mar. 27	12	8
40	.....do	Louisville National Medical College.	.....	W. A. Burney	May 5	16	5
41	.....do	University of Louisville, Medical Department.	1837	J. M. Bodine	July 1	10	10
42	New Orleans, La..	New Orleans University, Flint Medical College.	1889	H. J. Clements	Mar. 1	8	5
43	.....do	Tulane University of Louisiana, Medical Department.	1834	Stanford E. Chaillé, A. M., LL. D.	Apr. 29	7	15
44	Brunswick, Me ...	Medical School of Maine at Bowdoin College.	1820	Alfred Mitchell, A. M.	June 25	13	5
45	Portland, Me	Portland School of Medical Instruction (preparatory).	1858	Charles D. Smith	Dec. 18	14	3
46	Baltimore, Md....	Baltimore Medical College.	1881	David Streett, A. M. ...	Apr. 29	21	10
47	.....do	Baltimore University, School of Medicine.	1883	H. H. Biedler, A. M. ...	Apr. 15	10	11
48	.....do	College of Physicians and Surgeons.	1872	Thomas Opie .....	.....do ...	14	19
49	.....do	Johns Hopkins University Medical School.	1893	W. H. Howell, Ph. D., LL. D.	June 10	18	21
50	.....do	Maryland Medical College.	1898	J. Wm. Funck	May 20	14	8
51	.....do	University of Maryland, Medical College.	1807	R. Dorsey Coale, Ph. D.	May 15	11	21
52	.....do	Woman's Medical College.	1882	Joseph T. Smith	May 29	16	8
53	Boston, Mass.....	College of Physicians and Surgeons.	1880	John H. Jackson	June 18	24	9
54	.....do	Harvard Medical School ...	1782	Wm. L. Richardson ...	June 25	32	111
55	.....do	Tufts College Medical School.	1893	Harold Williams	May 28	24	8
56	Ann Arbor, Mich.	University of Michigan, Department of Medicine and Surgery.	1850	Victor C. Vaughan, Sc. D.	June 21	19	19
57	Detroit, Mich	Detroit College of Medicine.	1868	Theodore A. McGraw.	May 7	21	32
58	.....do	Michigan College of Medicine and Surgery.	1888	Hal C. Wyman	Apr. 24	15	8
59	Grand Rapids, Mich.	Grand Rapids Medical College.	1897	Wm. Fuller	June 2	22	5
60	Saginaw, Mich....	Saginaw Valley Medical College.	1896	L. W. Bliss	May 22	24	6
61	Minneapolis, Minn	Minneapolis College of Physicians and Surgeons, Hamline University.	1883	Leo M. Crafts	June 11	24	4
62	.....do	University of Minnesota, College of Medicine and Surgery.	1888	Parks Ritchie	June 4	33	26
63	Columbia, Mo	Missouri University, Medical Department.	1873	Andrew W. McAlester, A. M., LL. D.	May 31	13	7
64	Kansas City, Mo..	Kansas City Medical College.	1869	A. L. Fulton	Mar. 21	19	10
65	.....do	Medico-Chirurgical College.	1898	George O. Coffin .....	.....do ...	32	15
66	.....do	University Medical College.	1881	Samuel C. James	Mar. 27	21	11
67	.....do	Woman's Medical College..	1895	Nannie P. Lewis, A. M.	Mar. 26	32	6
68	St. Joseph, Mo	Central Medical College ...	1894	T. E. Potter	Mar. 1	15	13
69	.....do	Ensforth Medical College.	1872	Jacob Geiger, LL. D.	Mar. 16	19	6
70	St. Louis, Mo....	Barnes Medical College ...	1892	A. M. Carpenter	Apr. 12	24	8
71	.....do	Marion Sims Beaumont College of Medicine.	.....	.....	May 1	38	38
72	.....do	St. Louis College of Physicians and Surgeons.	1879	Waldo Briggs	Apr. 9	21	10
73	.....do	Washington University, Medical Department.	1840	John B. Shapleigh ...	May. 8	33	....

medicine for the year 1901-1902—Continued.

Students.			Students having A. B. or B. S.	Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Fees of entire course.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Bound volumes in library.	Instruction in day or evening.	
Men.	Women.	Graduated in 1902.													
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
397	0	62	21	4	26	\$110	\$30	.....	\$75,000	0	.....	0	500	Day ..	36
290	5	45	.....	4	27	110	.....	.....	* 150,000	.....	.....	.....	.....	Day ..	37
238	.....	18	25	4	26	75	30	.....	60,000	.....	.....	.....	.....	Day ..	38
225	.....	29	25	4	27	100	0	.....	150,000	0	\$20,000	0	.....	Day ..	39
24	1	7	.....	4	30	30	20	α217	.....	.....	.....	.....	.....	Day ..	40
180	.....	31	.....	4	26	75	30	.....	100,000	.....	.....	.....	.....	Day ..	41
43	4	4	5	4	26	30	10	150	25,000	\$50,000	.....	.....	1,000	Day ..	42
398	.....	49	.....	4	26	α140	30	α 600	150,000	.....	.....	.....	α 3,400	Day ..	43
90	0	4	18	4	26	100	25	.....	.....	91,966	11,461	0	3,700	Day ..	44
11	.....	.....	3	.....	22	50	.....	.....	0	0	.....	.....	500	Day ..	45
532	.....	93	.....	4	30	75	30	.....	* 250,000	.....	.....	.....	.....	Day ..	46
63	0	31	.....	4	28	75	30	α 400	25,000	.....	.....	.....	.....	Day ..	47
305	.....	58	.....	4	28	100	30	α 430	200,000	.....	.....	.....	.....	Day ..	48
204	25	57	229	4	42	200	0	800	* 171,000	* 423,866	.....	.....	α 2,500	Day ..	49
130	0	40	11	3	36	75	30	400	30,000	0	.....	0	.....	Day ..	50
366	0	76	91	4	33	100	30	490	300,000	.....	.....	.....	1,000	Day ..	51
.....	25	4	4	4	32	105	30	.....	10,000	.....	1,818	.....	502	Day ..	52
115	16	9	.....	4	33	100	30	α 475	.....	.....	.....	.....	.....	Day ..	53
506	.....	120	228	4	38	200	30	α 766	.....	.....	.....	.....	2,279	Day ..	54
180	59	44	23	4	32	125	30	.....	214,000	0	.....	α20,000	675	Day ..	55
470	40	82	89	4	36	35	10	355	(b)	.....	.....	.....	α15,000	Day ..	56
242	0	48	17	4	30	65	30	410	110,000	0	24,211	0	1,200	Day ..	57
57	2	13	3	4	28	60	25	310	25,000	0	.....	0	0	Day ..	58
42	6	19	5	4	28	85	25	.....	3,000	.....	3,300	0	300	Day ..	59
95	5	41	2	4	29	50	25	340	40,000	0	8,925	0	0	Day ..	60
133	6	26	12	4	33	80	0	333	30,000	0	9,700	0	0	Day ..	61
341	20	61	8	4	34	100	0	430	(b)	.....	.....	0	5,000	Day ..	62
87	3	0	.....	4	36	0	0	.....	(b)	.....	(b)	.....	.....	Day ..	63
112	0	18	25	4	26	α 80	20	325	15,000	0	6,120	.....	.....	Day ..	64
112	0	12	18	4	26	70	25	270	27,000	0	3,723	0	.....	Day ..	65
225	.....	27	.....	4	28	α 80	.....	.....	* 100,000	.....	.....	.....	.....	Day ..	66
.....	16	6	.....	4	26	50	25	α 256	.....	.....	.....	.....	.....	Day ..	67
81	5	11	3	4	26	50	25	α 300	25,000	0	3,000	.....	0	Day ..	68
88	0	13	6	4	26	50	25	.....	60,000	.....	.....	0	.....	Day ..	69
477	25	78	50	4	30	60	25	.....	250,000	.....	.....	.....	.....	Day ..	70
488	.....	55	.....	4	30	α 80	.....	.....	.....	.....	.....	.....	.....	Day ..	71
280	.....	50	.....	4	30	α 70	25	.....	.....	.....	.....	.....	.....	Day ..	72
250	.....	43	22	4	32	100	0	421	.....	.....	.....	.....	.....	Day ..	73

* In 1901.

α Approximately.

b Not separate.

TABLE 10.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Number of professors.	Special or assistant instructors.
	1	2	3	4	5	6	7
74	Omaha, Nebr.	John A. Creighton Medical College, Creighton University.	1892	D. C. Bryant.....	May 1	32	6
75	.....do	Omaha Medical College, University of Omaha.	1880	Harold Gifford.....	Apr. 24	23	10
76	Hanover, N. H.	Dartmouth Medical College.	1798	Wm. T. Smith, LL.D. ....	.....	17	5
77	Albany, N. Y.	Albany Medical College....	1838	Willis G. Tucker	May 6	14	16
78	Brooklyn, N. Y. ...	Long Island College Hospital Medical College.	1859	J. H. Raymond, sec....	May 16	9	11
79	Buffalo, N. Y.	University of Buffalo, Medical Department.	1845	Matthew D. Mann, A. M.	May 2	7	51
80	New York, N. Y. ...	College of Physicians and Surgeons, Columbia University.	1807	James W. McLane....	June 10	34	66
81	.....do	Cornell University Medical College.	1898	Wm. M. Polk, LL. D. ..	May 24	29	41
82	.....do	University and Bellevue Hospital Medical College.	.....	Edward G. Janeway, LL. D.	June 5	27	9
83	Syracuse, N. Y.	Syracuse University, College of Medicine.	1872	Henry D. Didama, LL. D.	June 10	13	24
84	Chapelhill, N. C. ..	University of North Carolina, Medical School.	1878	Richard H. Whitehead.	June 4	17	6
85	Davidson, N. C.	North Carolina Medical College.	1893	J. P. Munroe	May 11	5	1
86	Raleigh, N. C.	Leonard Medical School of Shaw University.	1882	James McKee.....	Apr. 14	8	2
87	Cincinnati, Ohio..	Laura Memorial Woman's Medical College.	1895	John M. Withrow, A. M.	May 1	19	7
88	.....do	Medical College of Ohio, University of Cincinnati.	1819	P. S. Connor, LL. D. ...	May 6	17	15
89	.....do	Miami Medical College....	1852	John C. Oliver	May 1	23	15
90	Cleveland, Ohio ..	Cleveland College of Physicians and Surgeons, Ohio Wesleyan University.	1863	C. B. Parker, M. R. C. S. Eng.	.....do ...	22	33
91	.....do	Western Reserve University, Medical College.	1843	B. L. Millikin	June 12	26	18
92	Columbus, Ohio ..	Ohio Medical University ...	1892	George M. Waters, A. M.	Apr. 15	25	4
93	.....do	Starling Medical College....	1847	Starling Loving, LL. D.	Apr. 10	13	12
94	Toledo, Ohio.....	Toledo Medical College....	1882	Wm. A. Dickey, A. M.	Apr. 24	17	15
95	Portland, Oreg....	University of Oregon, Medical Department.	1887	S. E. Josephi.....	Apr. 1	14	9
96	Salem, Oreg.	Willamette University, Medical Department.	1865	W. H. Byrd.....	Apr. 2	15	0
97	Philadelphia, Pa. .	Jefferson Medical College..	1825	James W. Holland ...	May 29	24	35
98	.....do	Medico-Chirurgical College	1881	Seneca Egbert, A. M.	May 23	25	38
99	.....do	Philadelphia Medical School of Temple College.	1901	W. Wallace Fritz....	June 11	11	....
100	.....do	University of Pennsylvania, Department of Medicine.	1765	John Marshall, Nat. Sci. D.	June 16	28	43
101	.....do	Woman's Medical College of Pennsylvania.	1850	Clara Marshall.....	May 21	10	10
102	Pittsburg, Pa.	Western Pennsylvania Medical College, Western University of Pennsylvania.	1885	J. C. Lange.	June 1	30	20
103	Charleston, S. C. ...	Medical College of the State of South Carolina.	1823	Francis L. Parker....	Apr. 5	10	13
104	Chattanooga, Tenn.	Chattanooga Medical College, U. S. Grant University.	1889	E. A. Cobleigh, A. M. .	Apr. 15	10	14
105	.....do	Chattanooga National Medical College.	1898	T. W. Haigler	Mar. 28	10	7
106	Knoxville, Tenn..	Knoxville Medical College.	1895	Edwin L. Randall....	June 1	8	2
107	.....do	Tennessee Medical College.	1887	C. P. McNabb	Apr. 1	14	5

medicine for the year 1901-1902—Continued.

Students.			Students having A. B. or B. S.	Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Fees of entire course.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Bound volumes in library.	Instruction in day or evening.	
Men.	Women.	Graduated in 1902.													
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
132	15	37	23	4	32	580	...	\$340	...	...	...	\$2,000	...	Day ..	74
146	7	38	6	4	30	75	...	...	\$50,000	...	...	...	...	Day ..	75
72	0	16	....	4	32	110	\$25	a 500	...	...	...	...	...	Day ..	76
154	0	26	4	4	32	100	25	495	100,000	\$12,500	\$19,361	...	...	Day ..	77
245	0	28	30	4	30	a170	25	700	...	...	...	...	...	Day ..	78
227	12	38	21	4	30	125	....	640	218,588	10,000	32,783	0	6,255	Day ..	79
827	....	145	60	4	32	200	25	830	a2,250,000	*478,227	...	...	...	Day ..	80
313	15	53	14	4	30	150	25	745	(b)	(b)	...	...	2,200	Day ..	81
306	0	48	46	4	36	180	25	740	...	...	...	...	375	Day ..	82
112	16	21	15	4	32	125	0	520	94,094	0	22,107	...	6,321	Day ..	83
62	0	....	....	4	36	75	...	...	...	...	...	...	...	Day ..	84
55	0	18	....	3	33	85	...	...	...	...	...	...	...	Day ..	85
106	....	21	....	4	28	75	10	310	18,000	5,000	2,755	2,321	...	Day ..	86
....	26	9	....	4	30	....	....	....	...	...	...	...	...	Day ..	87
178	1	47	....	4	....	100	25	....	30,000	...	...	...	...	Day ..	88
97	0	31	....	4	28	100	25	....	20,000	0	10,000	0	0	Day ..	89
77	7	30	14	4	32	110	....	483	78,000	8,500	...	...	300	Day ..	90
126	0	36	30	4	32	125	0	520	300,000	200,000	26,000	5,600	....	Day ..	91
209	8	61	45	4	26	50	10	277	85,000	0	14,000	....	800	Day ..	92
166	0	32	15	4	26	50	25	284	150,000	0	9,580	0	a 2,000	Day ..	93
55	3	10	2	4	28	75	....	305	* 25,000	...	...	...	1,500	Day ..	94
67	13	20	11	4	26	a100	30	410	...	...	...	...	a1,000	Day ..	95
27	....	5	....	4	26	a 85	....	....	...	...	...	...	...	Day ..	96
724	0	140	....	4	30	150	....	605	1,000,000	...	...	...	4,000	Day ..	97
447	....	85	....	4	34	130	....	a 525	a 400,000	...	...	...	...	Day ..	98
34	4	0	4	5	39	125	25	5	630	0	...	...	...	Eye ..	99
542	....	151	170	4	36	200	0	....	269,414	51,120	106,849	0	10,000	Day ..	100
0	159	27	22	4	34	a125	0	519	123,000	276,314	...	...	2,600	Day ..	101
327	8	48	42	4	32	130	0	....	160,000	0	42,000	0	600	Day ..	102
87	2	4	....	4	26	a 90	....	....	...	...	...	...	...	Day ..	103
248	4	41	....	4	26	50	30	....	a 125,000	0	...	...	...	Day ..	104
23	....	7	2	4	30	50	20	220	...	...	...	...	...	...	105
21	0	2	3	4	26	37	10	158	...	0	790	...	...	Day ..	106
100	0	23	35	4	24	60	25	....	20,000	...	...	0	...	Day ..	107

* In 1901.

a Approximately.

b Not separate.

TABLE 10.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Number of professors, special or assistant instructors.	
	1	2	3	4	5	6	7
108	Memphis, Tenn...	Memphis Hospital Medical College.	1880	Wm. B. Rogers	Apr. 30	10	22
109	Nashville, Tenn ..	Meharry Medical College of Walden University.	1876	G. W. Hubbard	Feb. 26	9	7
110	.....do	University of Nashville, Medical Department.	1850	Wm. G. Ewing	Apr. 1	12	2
111	.....do	University of Tennessee, Medical Department.	1876	Paul F. Eve .....	.....do ...	12	6
112	.....do	Vanderbilt University, Medical Department.	1874	Wm. L. Dudley	Apr. 3	16	6
113	Sewanee, Tenn ...	Sewanee Medical College, University of the South.	1891	John S. Cain	Jan. 25	7	15
114	Dallas, Tex	Dallas Medical College, Trinity University.	1901	Hugh L. McNew	Apr. 1	17	13
115	.....do	University of Dallas, Medical Department.	1900	Charles M. Rosser .....	.....do ...	10	13
116	Fort Worth, Tex..	Fort Worth University, Medical Department.	1894	Bacon Saunders, LL.D.	Apr. 5	16	12
117	Galveston, Tex ...	University of Texas, Medical Department.	1891	Allen J. Smith	May 31	8	16
118	Burlington, Vt....	University of Vermont, Medical Department.	1823	B. J. Andrews	June 26	20	7
119	Charlottesville, Va.	University of Virginia, Department of Medicine.	1825	P. B. Barringer, LL.D.	June 19	7	21
120	Richmond, Va....	Medical College of Virginia.	1883	Christopher Tompkins	May 8	15	22
121	.....do	University College of Medicine.	1893	J. Allison Hodges	May 15	16	24
122	Milwaukee, Wis ..	Milwaukee Medical College	1894	W. H. Neilson	May 1	22	28
123	.....do	Wisconsin College of Physicians and Surgeons.	1893	A. H. Levings	Apr. 20	27	21
<i>Homeopathic.</i>							
124	San Francisco, Cal.	Hahnemann Medical College of the Pacific.	1884	James W. Ward	Nov. 20	18	18
125	Denver, Colo	Denver Homeopathic College.	1894	James P. Willard	Apr. 24	24	9
126	Chicago, Ill	Chicago Homeopathic Medical College.	1875	A. C. Cowperthwaite, LL.D.	Apr. 28	32	20
127	.....do	Dunham Medical College ..	1895	James T. Kent, A. M..	Apr. 24	16	11
128	.....do	Hahnemann Medical College.	1860	E. Stillman Bailey ...	Apr. 17	25	23
129	.....do	Hering Medical College....	1890	Henry C. Allen	Apr. 11	18	10
130	Iowa City, Iowa..	State University of Iowa, College of Homeopathic Medicine.	1877	George Royal	June 6	5	5
131	Louisville, Ky....	Southwestern Homeopathic Medical College.	1892	A. Leight Monroe	Apr. 30	15	14
132	Baltimore, Md....	Southern Homeopathic Medical College.	1891	George T. Shower, A. M.	May 5	10	14
133	Boston, Mass	Boston University, School of Medicine.	1873	John P. Sutherland ..	June 1	22	26
134	Ann Arbor, Mich.	University of Michigan, Homeopathic Medical College.	1875	W. B. Hinsdale	June 21	6	5
135	Detroit, Mich....	Detroit Homeopathic College.	1872	D. A. MacLachlan	Apr. 22	13	11
136	Minneapolis, Minn.	University of Minnesota, College of Homeopathic Medicine and Surgery.	1886	A. P. Williamson	June 5	15	10
137	Kansas City, Mo..	Hahnemann Medical College, Kansas City University.	1896	W. H. Jenney	Apr. 15	22	3
138	St. Louis, Mo	Homeopathic Medical College of Missouri.	1857	W. B. Morgan, A. M...	Apr. 19	22	10
139	New York, N. Y..	New York Homeopathic Medical College and Hospital.	1860	William H. King	May 5	27	16

medicine for the year 1901-1902—Continued.

Students.			Students having A. B. or B. S.	Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Fees of entire course.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Bound volumes in library.	Instruction in day or evening.	
Men.	Women.	Graduated in 1892.													
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
687	0	171	32	4	26	\$75	\$30	.....	\$100,000	0	\$57,525	0	2,150	Day ..	108
225	8	56	26	4	26	40	10	\$170	30,000	\$2,800	10,119	.....	800	Day ..	109
257	3	34	23	4	26	65	25	295	40,000	.....	.....	.....	550	Day ..	110
153	....	16	8	4	26	100	25	425	36,000	.....	.....	.....	.....	Day ..	111
160	....	16	28	4	26	100	25	425	83,000	.....	15,082	.....	.....	Day ..	112
227	....	84	....	4	26	50	25	.....	(b)	.....	.....	.....	.....	Day ..	113
88	3	10	1	4	24	75	25	.....	.....	.....	4,850	.....	.....	Day ..	114
98	....	19	....	4	26	75	25	330	.....	.....	.....	.....	.....	.....	115
137	4	17	....	4	26	75	25	325	50,000	0	.....	0	0	Day ..	116
160	7	16	6	4	32	0	0	95	.....	0	45,000	.....	4,500	Day ..	117
210	....	32	....	4	30	.....	.....	.....	.....	.....	.....	.....	.....	Day ..	118
156	....	30	23	4	36	100	0	.....	(b)	.....	.....	.....	.....	Day ..	119
212	....	13	11	4	31	65	30	290	125,000	.....	17,909	.....	.....	Day ..	120
194	....	8	....	4	32	85	30	370	65,000	0	.....	0	.....	Day ..	121
164	1	29	....	4	28	120	10	490	200,000	0	.....	0	500	Day ..	122
122	3	19	10	4	30	80	15	.....	65,000	0	10,650	0	.....	Day ..	123
30	14	3	3	4	36	100	....	350	25,000	.....	3,500	\$1,200	3,200	Day ..	124
26	8	10	....	4	28	100	.....	.....	34,000	0	.....	0	.....	Day ..	125
120	10	24	15	4	28	100	0	425	56,000	.....	16,000	1,200	2,500	Day ..	126
53	12	22	11	4	28	100	0	405	40,000	0	4,250	0	1,253	Day ..	127
154	35	47	7	4	28	100	0	425	200,000	.....	.....	.....	.....	Day ..	128
35	30	16	8	4	28	100	0	.....	35,000	.....	.....	.....	400	Day ..	129
39	1	7	6	4	39	65	0	.....	50,000	0	.....	.....	400	Day ..	130
27	....	4	....	4	30	65	.....	300	.....	.....	.....	.....	.....	Day ..	131
28	7	9	....	4	30	100	30	447	20,000	.....	3,419	.....	400	Day ..	132
90	35	23	20	4	30	125	30	520	200,000	48,000	17,790	2,130	4,000	Day ..	133
55	....	8	....	4	36	.....	.....	295	.....	.....	.....	.....	.....	Day ..	134
41	4	7	4	4	30	60	30	.....	60,000	.....	3,700	8,500	.....	Day ..	135
20	1	3	4	4	36	90	0	360	.....	.....	(b)	.....	3,000	Day ..	136
36	12	10	....	4	28	75	0	300	5,600	.....	.....	.....	.....	Day ..	137
67	....	12	....	4	30	65	25	225	.....	.....	.....	.....	.....	Day ..	138
106	....	23	15	4	40	125	30	515	105,000	.....	12,509	.....	4,000	Day ..	139

* In 1901.

α Approximately.

b Not separate.

TABLE 10.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Number of professors, Special or assistant instructors.	
	1	2	3	4	5	6	7
140	New York, N. Y..	New York Medical College and Hospital for Women.	1863	M. Belle Brown	May 14	18	17
141	Cincinnati, Ohio..	Pulte Medical College.....	1872	J. D. Buck.....	May 5	20	11
142	Cleveland, Ohio..	Cleveland Homeopathic Medical College.	1849	Gaius J. Jones.....	Apr. 9	28	17
143	Philadelphia, Pa.	Hahnemann Medical College. <i>Eclectic, physiomedical, etc.</i>	1848	Pemberton Dudley, LL. D.	May 15	8	30
144	San Francisco, Cal.	California Medical College.	1878	D. Maclean.....	May 21	14	8
145	Atlanta, Ga	Georgia College of Eclectic Medicine and Surgery.	1839	A. G. Thomas, A. M., LL. D.	Apr. 1	10	1
146	Chicago, Ill	Bennett College of Eclectic Medicine and Surgery.	1868	Anson L. Clark, A. M.	May 13	32	10
147	.....do	Chicago Eclectic Medical College.	1901	Henry S. Tucker .....	.....	35	10
148	.....do	College of Medicine and Surgery.	1897	H. P. Nelson.....	.....	33	8
149	Indianapolis, Ind.	Physiomedical College of Indiana.	1873	N. D. Woodard	Mar. 18	22	2
150	Kansas City, Mo..	Eclectic Medical University	1898	.....	Mar. 14	14	6
151	St. Louis, Mo.....	American Medical College.	1873	E. Younkin	Apr. 2	15	3
152	Lincoln, Nebr....	Lincoln Medical College, Cotner University.	1889	J. M. Keys.....	.....do ..	22	2
153	New York, N. Y..	Eclectic Medical College of the City of New York.	1865	George W. Boskowitz, A. M.	May 1	12	16
154	Cincinnati, Ohio.	Eclectic Medical Institute..	1845	Frederick J. Locke...	Apr. 15	17	4

medicine for the year 1901-1902—Continued.

Students.			Students having A. B. or B. S.	Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Fees of entire course.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Bound volumes in library.	Instruction in day or evening.	
Men.	Women.	Graduated in 1902.													
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
.....	36	6	....	4	26	\$100	\$30	\$465	\$17,500	.....	.....	.....	.....	Day ..	140
32	6	10	....	4	29	75	25	340	75,000	.....	.....	.....	400	Day ..	141
102	9	30	10	4	26	100	25	440	100,000	0	\$11,000	.....	2,500	Day ..	142
269	....	58	....	4	30	125	30	550	*824,446	*\$244,775	.....	.....	*15,000	Day ..	143
84	....	6	....	4	34	.....	.....	.....	.....	.....	.....	.....	.....	Day ..	144
59	1	22	5	4	26	80	25	.....	10,000	.....	.....	0	.....	Day ..	145
117	9	21	....	4	32	100	.....	.....	20,000	.....	.....	.....	1,200	Day ..	146
22	1	0	9	4	32	100	0	400	.....	0	a 2,000	.....	0	Day ..	147
25	20	8	5	4	31	95	15	.....	5,000	.....	.....	.....	.....	Day ..	148
30	2	4	6	4	26	70	.....	.....	20,000	.....	.....	.....	a 500	Day ..	149
37	6	12	1	4	24	60	15	.....	.....	.....	1,252	0	0	.....	150
69	....	14	....	4	26	75	25	.....	28,000	.....	.....	.....	.....	Day ..	151
90	8	21	14	4	28	50	25	.....	.....	.....	.....	.....	.....	Day ..	152
84	16	7	10	4	30	100	30	475	40,000	0	11,000	\$2,000	3,080	Day ..	153
139	4	36	17	4	27	75	25	250	60,000	0	10,000	.....	500	Day ..	154

* In 1901.

a Approximately.

TABLE 11.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Professors.	Special or assistant instructors.
	1	2	3	4	5	6	7
1	Birmingham, Ala.	Birmingham Dental College.	1892	T. M. Allen	May 7	8	4
2	Los Angeles, Cal..	University of Southern California, College of Dentistry.	1897	Garrett Newkirk	June 1	14	10
3	San Francisco, Cal.	College of Physicians and Surgeons, Dental Department.	1896	Charles Boxton	June 25	15	3
4	.....do	San Francisco Dental College.	1899	Alfred E. Blake	June 10	16	5
5	.....do	University of California, College of Dentistry.	1882	Harry P. Carlton	May 31	8	7
6	Denver, Colo	Colorado College of Dental Surgery, University of Denver.	1897	L. S. Gilbert	May 19	18	10
7	Washington, D. C.	Columbian University, Dental Department.	1887	J. Hall Lewis	June 1	6	6
8	.....do	Georgetown University, Dental Department.	.....	William N. Cogan .....	.....	9	6
9	.....do	Howard University, Dental Department.	1884	Robert Reyburn, A.M.	May 8	11	7
10	.....do	National University, Dental Department.	1883	J. Roland Walton	June 4	9	16
11	Atlanta, Ga.	Atlanta Dental College	1893	H. R. Jewett	Apr. 30	7	3
12	.....do	Southern Dental College	1887	S. W. Foster	May 1	8	6
13	Chicago, Ill.	Chicago College of Dental Surgery, Lake Forest University.*	1883	.....	Apr. 30	13	11
14	.....do	University of Illinois, College of Dentistry.	1897	.....	May 4	13	6
15	.....do	Northwestern University, Dental School.	1889	.....	May 2	14	26
16	Indianapolis, Ind.	Central College of Dentistry.	1897	J. E. Cravens	May 1	12	5
17	.....do	Indiana Dental College, University of Indianapolis.	1878	George E. Hunt	May 5	13	6
18	Des Moines, Iowa.	Des Moines College of Dental Surgery, Drake University.	1898	George W. Miller	June 15	9	4
19	Iowa City, Iowa ..	State University of Iowa, College of Dentistry.	1880	Wm. S. Hosford	June 12	12	19
20	Keokuk, Iowa	Keokuk Dental College, Dental Department of Keokuk Medical College.	1897	B. C. Hinkley	Apr. 28	14	11
21	Louisville, Ky.	Louisville College of Dentistry, Central University of Kentucky.	1887	W. E. Grant	May 8	18	16
22	New Orleans, La. ..	New Orleans College of Dentistry.	1899	Wm. Ernest Walker ..	May 7	7	16
23	Baltimore, Md ...	Baltimore College of Dental Surgery.	1839	M. W. Foster	May 1	7	25
24	.....do	Baltimore Medical College, Dental Department.	1895	Wm. A. Montell .....	.....do ...	8	10
25	.....do	University of Maryland, Dental Department.	1882	Ferdinand J. S. Gorgas, A. M.	Apr. 30	8	4
26	Boston, Mass	Harvard University, Dental School.	1867	Eugene H. Smith	June 28	14	27
27	.....do	Tufts College, Dental School.	1868	Harold Williams	June 17	13	3
28	Ann Arbor, Mich.	University of Michigan, College of Dental Surgery.	1875	Jonathan Taft	June 20	7	10
29	Detroit, Mich.	Detroit College of Medicine, Department of Dental Surgery.	1891	Theodore A. McGraw, M. A.	June 12	10	17
30	Minneapolis, Minn.	University of Minnesota, College of Dentistry.	1888	Wm. P. Dickinson	May 30	12	5
31	Kansas City, Mo. ..	Kansas City Dental College.	1881	J. D. Paterson	May 1	10	15

*Statistics of 1901.

dentistry for the year 1902.

Students.			Students having A. B. or B. S.		Years in the course.	Weeks in year.	Tuition fee.	Graduation or exami- nation fee.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Total income, exclud- ing benefactions.	Benefactions received.	Instruction in day or evening.	Volumes in library.	
Men.	Women.	Graduated in 1902.														
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
35	....	10	1	3	28	\$100	\$25	\$350	.....	0	.....	0	Day ..	.....	1	
47	3	14	1	3	28	100	25	375	.....	0	\$9,250	.....	Day ..	.....	2	
135	6	46	10	3	30	100	25	330	.....	0	.....	0	Day ..	0	3	
70	2	46	....	3	36	100	25	385	\$20,000	.....	.....	.....	Day ..	.....	4	
140	3	45	10	3	34	115	25	365	(b)	0	.....	0	Day ..	.....	5	
85	5	24	....	3	30	100	20	250	.....	.....	.....	.....	Day ..	.....	6	
82	0	15	....	3	30	100	10	310	.....	0	.....	0	Eve..	.....	7	
30	....	10	....	3	....	....	....	....	.....	.....	.....	.....	.....	.....	8	
34	0	7	3	3	28	80	0	244	.....	.....	.....	.....	Eve..	(b)	9	
33	....	6	....	3	30	100	25	.....	.....	.....	.....	.....	Eve..	350	10	
200	2	43	....	3	30	100	25	350	.....	.....	.....	.....	Day ..	.....	11	
96	....	17	20	3	28	100	25	350	20,000	.....	.....	.....	Day ..	.....	12	
638	....	188	....	3	28	100	20	365	.....	.....	.....	.....	Day ..	.....	13	
129	5	40	....	3	28	100	20	.....	.....	.....	.....	.....	Day ..	.....	14	
513	20	157	....	3	30	100	20	370	.....	.....	.....	.....	Day ..	.....	15	
40	....	16	....	3	30	100	10	310	.....	0	4,562	0	Day ..	.....	16	
214	3	65	....	3	28	100	10	325	35,000	.....	22,000	.....	Day ..	.....	17	
42	1	12	....	3	36	100	10	320	.....	.....	.....	.....	Day ..	.....	18	
151	8	32	....	3	36	100	0	.....	.....	.....	.....	.....	Day ..	300	19	
69	1	13	....	3	31	100	....	.....	60,000	.....	7,000	.....	Day ..	.....	20	
245	3	70	....	3	30	100	30	380	110,000	\$5,000	35,000	.....	Day ..	.....	21	
79	1	17	....	3	30	100	25	360	.....	.....	.....	.....	.....	.....	22	
206	3	66	....	3	40	100	35	345	.....	.....	.....	0	Day ..	.....	23	
93	0	27	3	3	30	110	30	360	.....	.....	.....	.....	Day ..	.....	24	
203	....	58	135	3	30	100	30	355	.....	.....	.....	.....	Day ..	.....	25	
100	....	32	....	3	39	150	....	506	.....	.....	18,250	.....	Day ..	529	26	
168	8	32	....	3	32	125	30	.....	(b)	.....	.....	0	Day ..	300	27	
231	8	69	7	4	36	85	10	298	.....	0	(b)	.....	Day ..	1,074	28	
111	0	45	6	4	34	60	30	325	.....	0	11,613	0	Day ..	0	29	
109	....	30	....	3	34	100	0	300	(b)	.....	.....	.....	Day ..	.....	30	
95	....	29	....	3	30	100	20	325	.....	.....	.....	.....	Day ..	.....	31	

^a Approximately.^b Not separate.

TABLE 11.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Professors.	Special or assistant instructors.
	1	2	3	4	5	6	7
32	Kansas City, Mo.	Western Dental College.*...	1890	Drury J. McMillen ...	Apr. 30	16	10
33	St. Louis, Mo.	Marion Sims Dental College.*	1894	.....	Apr. 19	16	22
34	.....do.....	Washington University, Dental Department.	1865	J. H. Kennerly	May 1	13	6
35	Lincoln, Nebr	Lincoln Dental College, Corner University.	1899	W. Clyde Davis.....	Apr. 16	11	8
36	Omaha, Nebr	University of Omaha, Dental Department.	1895	A. O. Hunt	May 1	14	20
37	Buffalo, N. Y.	University of Buffalo, Dental Department.	1892	W. C. Barrett, LL. D.	May 6	10	18
38	New York, N. Y.	New York College of Dentistry.	1866	Faneuil D. Weisse....	May 19	5	20
39	.....do.....	New York Dental School...	1893	Charles M. Ford, A. M.	May 5	6	26
40	Cincinnati, Ohio.	Cincinnati College of Dental Surgery.	1893	G. S. Junkerman	May 1	8	8
41	.....do.....	Ohio College of Dental Surgery, University of Cincinnati.	1846	H. A. Smith, A. M.	May 7	7	4
42	Cleveland, Ohio	Western Reserve University, College of Dentistry.	1892	H. L. Ambler, M. S....	June 18	8	8
43	Columbus, Ohio	Ohio Medical University, Department of Dentistry.	1892	L. P. Bethel	Apr. 15	13	3
44	Portland, Oreg.	North Pacific Dental College.	1893	Herbert C. Miller	May 1	15	8
45	Philadelphia	Medico-Chirurgical College, Department of Dentistry.	1897	Robert H. Nones	Apr. 30	12	24
46	.....do.....	Pennsylvania College of Dental Surgery.	1856	Wilbur F. Litch.....	May 2	7	26
47	.....do.....	Philadelphia Dental College.	1862	S. H. Guilford, A. M....	May 1	6	4
48	.....do.....	University of Pennsylvania, Department of Dentistry.	1878	Edward C. Kirk.....	June 18	9	6
49	Pittsburg, Pa	Pittsburg Dental College, Western University of Pennsylvania.	1896	W. H. Fundenberg ...	May 1	6	8
50	Nashville, Tenn	University of Tennessee, Dental Department.	1877	.....do.....	.....do...	9	5
51	.....do.....	Vanderbilt University, Dental Department.	1879	D. R. Stubblefield,	May 7	9	2
52	.....do.....	Walden University, Dental Department.	1886	A. M. G. W. Hubbard.....	Feb. 26	7	3
53	Richmond, Va.	University College of Medicine, Dental Department.	1893	J. Allison Hodges	May 15	10	11
54	.....do.....	Virginia School of Dentistry, Medical College of Virginia.	1897	Christopher Tompkins.	May 8	19	12
55	Milwaukee, Wis	Milwaukee Medical College, Dental Department.	1894	H. L. Banzhaf	May 1	10	10
56	.....do.....	Wisconsin College of Physicians and Surgeons, Dental Department.*	1899	Louis J. Stephan	May 11	12	14

*Statistics of 1901.

dentistry for the year 1902—Continued.

Students.			Graduated in 1902. Students having A. B. or B. S.	Years in the course.	Weeks in year.	Tuition fee.	Graduation or exami- nation fee.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Total income, exclud- ing benefactions.	Benefactions received.	Instructions in day or evening.	Volumes in library.	
Men.	Women.														
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
234	6	60	....	3	20	\$100	\$20	\$325	\$50,000	.....	.....	.....	Day ..	.....	32
128	..	26	....	3	28	100	.....	305	.....	.....	.....	.....	Day ..	.....	33
121	....	30	40	3	28	105	.....	325	.....	.....	.....	.....	Day ..	.....	34
25	1	7	....	3	28	75	.....	^a 240	.....	.....	\$5,100	.....	Day ..	0	35
92	1	16	....	3	28	105	.....	315	.....	.....	16,000	.....	Day ..	500	36
253	8	57	....	3	32	100	30	355	50,000	0	32,000	0	Day ..	.....	37
383	....	57	....	3	32	200	0	600	120,000	0	59,477	0	Day ..	0	38
48	14	12	3	3	32	150	25	490	.....	.....	8,900	.....	Day ..	.....	39
53	....	10	....	3	26	100	.....	305	35,000	.....	.....	.....	Day ..	.....	40
258	9	90	....	3	30	100	.....	305	.....	.....	.....	.....	Day ..	500	41
113	....	31	....	3	32	100	10	335	.....	.....	12,430	.....	Day ..	.....	42
169	3	49	....	3	26	50	10	208	.....	0	15,993	0	Day ..	0	43
118	4	40	14	3	30	115	20	365	.....	.....	18,030	.....	Day ..	.....	44
120	....	32	....	3	30	100	25	350	.....	.....	.....	.....	Day ..	.....	45
291	12	90	....	3	28	100	30	345	35,000	.....	.....	.....	Day ..	.....	46
382	12	114	....	3	30	115	35	370	180,000	0	.....	0	Day ..	.....	47
365	....	122	....	3	28	100	30	345	.....	.....	.....	.....	Day ..	.....	48
172	4	47	14	3	28	100	30	^a 355	.....	0	18,000	0	Day ..	.....	49
111	1	27	....	3	28	110	25	.....	23,000	.....	.....	.....	Day ..	.....	50
91	1	18	....	3	30	100	25	^a 370	.....	0	.....	.....	Day ..	0	51
31	1	3	4	4	26	35	10	150	(b)	.....	.....	.....	Day ..	.....	52
46	0	12	....	3	32	85	30	285	.....	0	.....	0	Day ..	.....	53
24	....	4	....	3	31	65	30	225	(b)	.....	.....	.....	Day ..	.....	54
174	2	48	....	3	28	120	10	370	(b)	0	.....	0	Day ..	500	55
17	1	5	....	3	29	100	.....	305	.....	.....	.....	.....	Day ..	.....	56

^a Approximately.^b Not separate.

TABLE 12.—*Statistics of schools*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes.
	1	2	3	4	5
1	Auburn, Ala.....	Alabama Polytechnic Institute, Department of Pharmacy.	1895	A. D. Smith, acting	June 11
2	Mobile, Ala.....	Medical College of Alabama, School of Pharmacy.	.....	George A. Ketchum	Apr. —
3	San Francisco, Cal..	College of Physicians and Surgeons, Department of Pharmacy.	1898	Charles M. Troppman	May 15
4	.....do	California College of Pharmacy, University of California.	1873	W. M. Searby	Apr. 30
5	Washington, D. C. .	Howard University, Pharmaceutical Department.	1868	Robert Reyburn, A. M....	May 12
6	.....do	National College of Pharmacy.	1872	A. J. Schaffhirt	Mar. 31
7	Atlanta, Ga.....	Atlanta College of Pharmacy..	1891	George F. Payne.....	Apr. 1
8	Chicago, Ill.....	Chicago College of Pharmacy, University of Illinois.	1859	F. M. Goodman	Apr. 24
9	.....do	Illinois Medical College, School of Pharmacy.	1900	Nathaniel H. Adams	Sept. 26
10	.....do	Northwestern University, School of Pharmacy.	1886	.....	June 16
11	Lafayette, Ind.....	Purdue University, School of Pharmacy.	1886	Arthur L. Green	June 10
12	Valparaiso, Ind.....	Northern Indiana School of Pharmacy.	1893	J. N. Roe.....	Aug. 14
13	Des Moines, Iowa..	Iowa College of Pharmacy, Drake University.	1883	Wm. Stevenson	Sept. 12
14	Iowa City, Iowa ...	State University of Iowa, Department of Pharmacy.	1885	Emil L. Boerner	June 17
15	Keokuk, Iowa.....	Keokuk College of Pharmacy..	1900	Oliver D. Walker .....	.....
16	Lawrence, Kans....	University of Kansas, School of Pharmacy.	1885	L. E. Sayre.....	June 11
17	Louisville, Ky.....	Louisville College of Pharmacy.	1872	Gordon L. Curry.....	Apr. 4
18	New Orleans, La....	New Orleans College of Pharmacy.	1900	Philip Asher	May 7
19	.....do	New Orleans University, College of Pharmacy.	1900	H. J. Clements	Mar. 1
20	.....do	Tulane University, Department of Pharmacy.	1838	Stanford E. Chaillé	Apr. 30
21	Orono, Me.....	University of Maine, School of Pharmacy.	1895	George E. Fellows	June 11
22	Baltimore, Md.....	Maryland College of Pharmacy.	1841	Charles Caspari, jr.....	May 13
23	Boston, Mass.....	Massachusetts College of Pharmacy.	1823	Julian W. Baird, A. M.....	May 15
24	Ann Arbor, Mich....	University of Michigan, School of Pharmacy.	1868	Albert B. Prescott, LL. D..	June 18
25	Detroit, Mich.....	Detroit College of Medicine, Department of Pharmacy.	1890	John E. Clark.....	June 10
26	Minneapolis, Minn..	University of Minnesota, College of Pharmacy.	1892	Frederick J. Wulling, LL. M.	June 5
27	Kansas City, Mo....	Kansas City College of Pharmacy.	1885	J. R. Moechel, Dr. Phil., cor. sec.	Apr. 1
28	St. Louis, Mo.....	St. Louis College of Pharmacy*	1865	James M. Good	Apr. 13
29	Newark, N. J.....	New Jersey College of Pharmacy.	1892	Philemon E. Hommell ...	Apr. 20
30	Albany, N. Y.....	Albany College of Pharmacy, Union University.	1881	Willis G. Tucker.....	Apr. 1
31	Brooklyn, N. Y.....	Brooklyn College of Pharmacy.	1891	Elias H. Bartley	May 10
32	Buffalo, N. Y.....	Buffalo College of Pharmacy, University of Buffalo.	1886	Willis G. Gregory.....	May 2
33	New York, N. Y.....	College of Pharmacy of the City of New York.	1829	H. H. Rusby	Apr. 24
34	Chapelhill, N. C....	University of North Carolina, Department of Pharmacy.	1898	E. V. Howell.....	June 4
35	Raleigh, N. C.....	Shaw University, Department of Pharmacy.	1890	Wm. Simpson.....	Apr. 14
36	Ada, Ohio	Ohio Normal University, Department of Pharmacy.	1884	B. S. Young.....	Aug. 12

*In 1901.

a Approximately.

of pharmacy for the year 1901-1902.

Professors.	Special or assistant in- structors.	Students.			Students having A. B. or B. S.	Years in the course.	Weeks in year.	Years of practice re- quired.	Tuition fee.	Graduation or exami- nation fee.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, exclud- ing benefactions.	Instruction in day or evening.	Bound volumes in li- brary.	
		Men.	Women.	Graduated in 1902.														
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1	1	32	...	2	0	4	36	0	0	\$5	\$50	.....	0	0	.....	Day	..... 1
3	1	25	3	10	....	2	26	....	\$55	10	\$120	(b)	.....	.....	.....	Day	..... 2
8	6	30	1	19	4	2	\$32	4	75	25	175	(b)	0	0	\$2,200	Eve..	0 3	
3	5	70	17	32	....	2	30	4	100	20	220	\$50,000	.....	.....	.....	Day	..... 4
5	5	31	4	17	0	2	\$36	4	70	0	140	.....	.....	.....	.....	Eve..	(b) 5
4	2	57	1	8	0	3	24	4	60	0	185	15,000	0	.....	3,192	Eve..	0 6
3	2	131	1	48	....	2	26	....	65	15	140	.....	0	0	.....	Day	..... 7
5	4	149	1	39	0	2	28	4	75	5	155	.....	0	0	11,500	Day	\$ 2,000 8
8	5	9	1	1	....	2	26	4	75	0	.....	.....	.....	.....	.....	Day	..... 9
6	2	194	10	60	....	2	4	32	....	\$70	5	\$150	.....	.....	.....	Day	..... 10
3	5	87	6	39	....	2	4	32	....	\$70	5	\$150	.....	.....	.....	Day	..... 11
9	12	104	5	80	7	2	4	25	0	21	5	67	.....	0	.....	Day	..... 12
5	4	37	2	17	....	2	25	0	.....	5	149	(b)	(b)	.....	.....	Day	..... 13
6	5	57	1	21	2	2	38	0	75	0	150	(b)	(b)	.....	.....	Day	1,200 14
6	4	13	1	5	....	2	26	2	50	.....	.....	.....	.....	.....	700	Day	..... 15
13	8	80	7	19	0	2	4	36	0	0	5	\$ 60	50,000	0	.....	Day	300 16
5	3	62	0	17	14	2	25	4	75	10	170	25,000	0	.....	.....	Day	..... 17
3	5	55	5	4	....	2	26	4	65	10	.....	.....	.....	.....	3,650	Eve..	..... 18
2	2	7	2	0	....	3	26	0	30	10	125	.....	.....	.....	.....	Day	..... 19
3	4	26	1	4	....	2	26	2	\$75	20	155	(b)	(b)	.....	.....	Day	..... 20
12	9	14	0	3	0	2	4	34	0	30	3	.....	(b)	(b)	.....	Day	..... 21
5	3	90	7	34	....	2	32	0	100	15	.....	*38,000	.....	.....	.....	Day	..... 22
5	4	196	12	27	3	2	34	4	100	10	275	72,500	\$18,015	0	17,220	Day	5,400 23	
7	11	67	3	15	....	2	4	36	.....	35	10	.....	.....	.....	.....	Day	..... 24
6	2	40	0	20	0	2	36	0	65	10	140	7,500	0	0	2,700	Eve..	..... 25
16	....	42	8	19	....	2	34	0	\$75	10	165	(b)	(b)	.....	.....	Day	\$ 500 26
8	....	90	4	20	....	2	26	3	65	10	\$140	.....	0	0	.....	Eve..	0 27
5	3	171	....	54	....	2	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	..... 28
6	3	34	1	8	....	2	30	4	75	15	170	.....	2,000	.....	.....	(c)	..... 29
3	5	56	2	20	....	2	26	4	\$ 65	10	138	.....	4,353	.....	3,432	(c)	..... 30
5	8	160	9	81	....	2	33	4	75	10	175	.....	.....	.....	.....	Day	1,600 31
5	11	96	10	31	....	2	22	0	60	10	140	.....	0	.....	6,443	Day	..... 32
7	5	345	15	134	2	3	27	4	100	10	210	204,242	0	38,485	Day	5,400 33
9	5	29	0	1	0	2	36	4	60	5	178	.....	.....	.....	.....	Day	..... 34
1	....	17	....	3	....	3	28	0	34	10	112	2,000	.....	.....	1,057	Day	..... 35
4	2	190	6	88	....	2	20	0	60	3	.....	60,000	.....	0	.....	Day	..... 36

b Not separate.

c Afternoon and evening.

TABLE 12.—*Statistics of schools*

	Location.	Name of institution.	Year of first opening.	President.	Session closes.
	1	2	3	4	5
37	Cincinnati, Ohio ...	Cincinnati College of Pharmacy, Ohio University.	1850	Julius H. Eichberg	June 5
38	Cleveland, Ohio	Cleveland School of Pharmacy	1882	Joseph Feil	Apr. 19
39	Columbus, Ohio	Ohio Medical University, Department of Pharmacy.	.....	George H. Matson, jr.	Apr. 16
40	.....do	Ohio State University, College of Pharmacy.	1885	George B. Kauffman	June 18
41	Scio, Ohio	Scio College, Department of Pharmacy.	1888	J. H. Beal	July 31
42	Norman, Okla	University of Oklahoma, Pharmaceutical Department.	1894	Edwin De Barr	June 5
43	Corvallis, Oreg	Oregon Agricultural College, course in pharmacy.	1899	A. L. Kinsely	June 18
44	Philadelphia, Pa ...	Medico-Chirurgical College, Department of Pharmacy.	1898	H. H. Mentzer	Apr. 24
45	.....do	Philadelphia College of Pharmacy.	1821	Joseph P. Remington	Apr. 16
46	Pittsburg, Pa	Pittsburg College of Pharmacy, Western University of Pennsylvania.	1878	Julius A. Koch	Apr. 10
47	Charleston, S. C.	Medical College of the State of South Carolina, College of Pharmacy.	.....	Francis L. Parker	Apr. 7
48	Brookings, S. Dak ..	South Dakota Agricultural College, Department of Pharmacy.	1889	B. T. Whitehead, prof.	June 26
49	Knoxville, Tenn ...	University of Tennessee, Department of Pharmacy.*	1898	Thomas W. Jordan	June 19
50	Nashville, Tenn	Vanderbilt University, Department of Pharmacy.	1879	J. T. McGill	May 5
51	.....do	Walden University, Department of Pharmacy.	1889	G. W. Hubbard	Feb. 27
52	Dallas, Tex	University of Dallas, Department of Pharmacy.	1901	E. G. Eberle	Apr. 1
53	Galveston, Tex	University of Texas, School of Pharmacy.	1893	Allen J. Smith	May 31
54	Richmond, Va	University College of Medicine, Department of Pharmacy.	1893	J. Allison Hodges	May 15
55	.....do	Virginia School of Pharmacy, Medical College of Virginia.	1897	Christopher Tompkins ...	May 8
56	Pullman, Wash.	Washington Agricultural College, School of Pharmacy.	1896	George H. Watt	June 19
57	Seattle, Wash.	University of Washington, School of Pharmacy.	1894	Horace G. Byers .....	.....do ...
58	Madison, Wis	University of Wisconsin, School of Pharmacy.	1883	Edward Kremers .....	.....do ...
59	Milwaukee, Wis	Milwaukee Medical College, Department of Pharmacy.	1900	R. E. W. Sommer	May 1

*In 1901.

of pharmacy for the year 1901-1902.—Continued.

Professors. Special or assistant in- structors.		Students.			Students having A. B. or B. S.	Years in the course.	Weeks in year.	Years of practice re- quired.	Tuition fee.	Graduation or exami- nation fee.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, exclud- ing benefactions.	Instruction in day or evening.	Bound volumes in li- brary.	
		Men.	Women.	Graduated in 1902.														
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
7	....	29	2	26	....	1-4	36	0	\$100	\$15	....	\$25,000	....	....	\$3,500	Day	500	37
5	1	51	0	6	0	2, 3	30	0	65	10	....	....	0	0	3,900	Day	500	38
5	1	17	1	7	0	2	26	....	50	11	\$162	....	....	0	1,369	Day	....	39
11	18	43	...	9	1	2, 4	36	0	0	5	....	(b)	....	....	....	....	....	40
4	2	45	5	24	0	....	42	0	75	0	78	....	0	....	....	Day	a 400	41
1	1	19	3	9	0	2	38	2	0	5	a 40	....	0	0	(b)	Day	....	42
11	9	42	10	6	0	4	37	0	0	....	a 25	(b)	....	....	(b)	Day	3,270	43
5	5	88	...	28	....	2	27	4	75	10	....	....	....	....	....	Day	....	44
5	6	444	18	106	....	3	29	4	90	15	290	225,000	....	\$689	38,961	Day	12,000	45
5	5	116	6	36	....	2, 3	26	4	85	10	180	50,000	0	300	a 10,000	Day	900	46
4	2	41	...	18	....	2	26	2	....	....	....	(b)	....	....	....	Day	....	47
10	....	31	1	12	....	2	36	6	12	2	....	(b)	....	....	....	Day	....	48
5	0	7	0	1	....	....	40	....	....	....	....	(b)	....	....	....	Day	....	49
5	5	53	1	19	4	2	39	0	105	5	....	(b)	(b)	....	(b)	Day	....	50
2	3	20	9	6	3	3	26	0	35	10	105	(b)	....	....	....	Day	....	51
4	7	21	0	0	1	2	25	2	50	10	135	(b)	....	....	....	(c)	....	52
3	2	57	2	14	1	2	32	0	0	0	50	(b)	0	....	....	Day	(b)	53
4	6	29	0	10	0	2	32	4	60	15	135	....	0	0	....	(c)	....	54
5	2	13	...	6	0	2	31	0	60	15	135	(b)	....	....	....	Day	....	55
4	3	31	4	11	1	2	36	0	0	0	30	(b)	0	0	....	Day	....	56
5	2	31	4	11	2	2	36	2	0	0	a 60	(b)	....	....	....	Day	0	57
8	11	32	3	9	0	2-4	36	0	0	0	....	(b)	....	....	....	Day	....	58
7	13	56	3	5	....	2	28	2	92	10	202	(b)	....	0	....	Day	500	59

^a Approximately.

^b Not separate.

^c Afternoon and evening.

TABLE 13.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes.
	1	2	3	4	5
1	Washington, D. C. ..	United States College of Veterinary Surgery.	1894	C. Barnwell Robinson....	Apr. 15
2	Chicago, Ill.	McKillip Veterinary College ..	1894	F. S. Schoenleber	Mar. 28
3	Indianapolis, Ind. ..	Indiana Veterinary College....	1892	George H. Roberts.....	Apr. 1
4	Ames, Iowa	Iowa State College of Agriculture and Mechanic Arts, Veterinary Department.	1884	.....	June 12
5	Grand Rapids, Mich.	Grand Rapids Veterinary College.	1897	Wm. A. McLean.....	Apr. 1
6	Kansas City, Mo....	Kansas City Veterinary College.	1891	S. Stewart	Mar. 15
7	Ithaca, N. Y.....	New York State Veterinary College at Cornell University.	1896	.....	June 20
8	New York, N. Y....	New York American Veterinary College, New York University.	1899	A. F. Llautard.....	Apr. 1
9	Columbus, Ohio	Ohio State University, College of Veterinary Medicine.	1883	David S. White.....	June 23
10	Philadelphia, Pa ...	University of Pennsylvania, Department of Veterinary Science.	1884	Leonard Pearson	June 18
11	Pullman, Wash.....	Washington Agricultural College, School of Veterinary Science.	1897	S. B. Nelson	June 19

veterinary medicine for the year 1901-2.

Professors.	Special or assistant instructors.	Students.	Graduated in 1902.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Fees of entire course.	Value of grounds and buildings.	Endowment funds.	Total income, excluding benefactions.	Benefactions received.	Volumes in library.
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
11	2	27	4	0	3	27	\$70	0	\$210	.....	.....	.....	.....	350
11	4	60	21	10	3	24	85	\$10	260	\$60,000	.....	.....	.....	400
10	11	41	17	.....	12	26	85	20	195	7,500	.....	\$3,782	.....	.....
7	5	59	18	.....	3	32	.....	.....	.....	* 8,000	.....	.....	.....	.....
12	2	42	23	.....	2	24	65	25	.....	.....	.....	3,295	.....	.....
22	.....	93	11	5	3	26	80	10	250	.....	0	6,500	.....	.....
11	13	51	10	.....	3	40	.....	.....	.....	* 150,000	.....	.....	.....	1,722
13	8	50	6	4	3	26	100	25	.....	.....	0	5,170	0	1,275
12	4	69	6	.....	3	36	0	5	80	.....	.....	.....	.....	500
7	.....	78	23	3	3	38	100	0	335	.....	.....	.....	.....	.....
5	4	6	2	0	3	37	0	0	.....	.....	.....	.....	.....	.....

*In 1901.

a Approximately.

CHAPTER XXXVII.

AGRICULTURAL AND MECHANICAL COLLEGES.

[The institutions commonly known as "agricultural and mechanical colleges" are brought together in this chapter and made the subject of special treatment, but in addition to being considered here, they are included in the general tables of the different classes of schools in other parts of this Report, the dominating character of each institution determining whether it shall be classed among the universities and colleges or as a technological, normal, or secondary school; those for colored students appear still a third time, in the tables of colored schools.]

CONTENTS: Land grant of 1862—Income—Property—Professors and instructors—Students—Farmers' institutes—Student labor—Summary of legislation—Changes in admission requirements—Changes in courses of study—Graduate school of agriculture—New buildings—Statistics.

LAND-GRANT OF 1862.

The reports for the year ended June 30, 1902, of the institutions endowed by the acts of Congress approved July 2, 1862, and August 30, 1890, for the establishment and for the more complete endowment and support of colleges for the benefit of agriculture and the mechanic arts, show that of the 10,320,843 acres of land granted under the first mentioned act, 934,980 acres remained unsold at the close of the year. There were sold during the year 95,592 acres. The funds derived from the sale of the 9,385,863 acres of land are reported by the several institutions to be \$11,126,534, showing that the lands were sold at an average price of \$1.19 per acre. The income derived from these funds amounted to \$684,141, the rate of income having declined from 6.3 per cent in 1901 to 6.15 per cent in 1902. This relatively high rate of interest is due to the fact that in some of the States the funds derived from the sale of the lands were turned into the State treasury, the States issuing bonds or certificates of indebtedness therefor and obligating themselves to pay interest thereon, in some cases as high as 8 per cent.

INCOME.

The income of these institutions for the year ended June 30, 1902, was derived from the following sources:

From States and Territories.....	\$4, 253, 257
From the Federal Government:	
Land-grant act of July 2, 1862.....	\$684, 141
Other land grants	115, 919
Endowment act of August 30, 1890.....	1, 200, 000
Total Federal aid.....	2, 000, 060
From endowments other than Federal or State sources.....	587, 013
Tuition fees.....	853, 910
Incidental fees.....	255, 049
Miscellaneous income	1, 217, 770
Total income.....	9, 167, 059
Received from the Federal Government for experiment stations.....	680, 500

These figures show that of the entire income of \$9,167,059, the States and Territories provided 46.6 per cent, the Federal Government 21.8 per cent, while the remainder, 31.6 per cent, was derived from other endowment funds, tuition and incidental fees, and miscellaneous sources.

PROPERTY.

The total value of the property held by the agricultural and mechanical colleges is reported as \$69,660,303, divided as follows:

Land-grant funds (act of July 2, 1862)	\$11, 126, 534
Unsold land (act of July 2, 1862)	5, 336, 972
Other land-grant funds	1, 883, 282
Other permanent funds	15, 433, 334
Farms and grounds	5, 133, 899
Buildings	21, 508, 280
Apparatus	1, 674, 104
Machinery	1, 527, 609
Libraries	2, 250, 344
Miscellaneous equipment	3, 785, 945
Total	69, 660, 303

The value of all additions to equipment during the year amounts to \$3,004,705.

PROFESSORS AND INSTRUCTORS.

The total number of professors and instructors reported in all departments of these institutions is 3,692, or an average of 56.8 per institution. The average number per institution reported by the institutions for colored students is 18, while the number for the other institutions is 69. Taking only the agricultural and mechanical departments, the number for the institutions for colored students is 15 and for the other institutions, 43. All of the institutions for colored students and 31 of the others maintain preparatory departments or classes.

STUDENTS.

The total number of students enrolled in 1901-2 was 47,047, of which number 5,243 were enrolled in institutions for colored students. The classification of students in the agricultural and mechanical departments was as follows:

Institutions for white students and for both races.

	Men.	Women.
Preparatory departments.....	3, 343	966
Collegiate departments.....	15, 096	1, 654
Graduate departments	314	66
Short or special courses.....	3, 697	743

Institutions for colored students.

	Men.	Women.
Preparatory departments.....	2, 410	2, 095
Collegiate departments.....	235	61
Short or special courses.....	55	52

It will be noticed that the number of students of college rank in the institutions for colored students is very small, only eight of them reporting such students. The instruction given by these institutions is very largely industrial in character.

The number of students in the several courses of study is given in detail in Table 3. The figures there given include the number of students in short courses as well as in the regular four-year courses. The average age of students graduating in 1902, so far as reported, was 22 years 3 months.

FARMERS' INSTITUTES.

In Table 7 are given some statistics concerning farmers' institutes. The figures do not show the entire work in this line done throughout the country, for the reason that in some of the States the institute work has been committed to boards or officials not connected with the agricultural and mechanical colleges. The figures included in Table 7 show only this work so far as it is participated in by these institutions. The attendance at the institutes during the year was about 585,000. The number attended by persons connected with the agricultural and mechanical colleges was 1,081, and the number of days given to the work by such persons was about 2,168.

STUDENT LABOR.

A considerable amount of paid labor, by means of which some students are enabled to pay part of their necessary expenses while attending college, is at the disposal of the institutions. During the year about 4,521 students earned an average sum of \$40, the total amount expended for student labor being \$180,624. Seven States make special appropriations aggregating \$23,100 for this purpose.

SUMMARY OF LEGISLATION.

The legislation enacted during the year in the several States and Territories affecting the colleges of agriculture and the mechanic arts is as follows:

Iowa State College of Agriculture and the Mechanic Arts.—A special tax levy of one-fifth of a mill for five years beginning with the year 1902 for the erection, repair, improvement, and equipment of buildings. (Act approved April 7, 1902.)

Appropriations: \$35,000 annually for additional support fund of the college and \$10,000 annually for the support of the experiment station; \$5,000 for commencing a barn; \$5,000 for live stock; \$35,000 for commencing a central building. (Act approved April 12, 1902.)

State Normal School for Colored Persons (Kentucky).—Name changed to Kentucky Normal and Industrial Institute for Colored Persons and the president made an ex officio member of the board of trustees. (Act approved March 18, 1902.)

Appropriations: \$15,000 for a dormitory for the use of female pupils and \$5,000 annually for the support and conduct of the institution. (Act approved March 20, 1902.)

Agricultural and Mechanical College of Kentucky.—Appropriation of \$30,000 additional for the completion and equipment of a dormitory for young women, to accommodate 125 persons. (Act approved March 20, 1902.)

Louisiana State University and Agricultural and Mechanical College.—The board of supervisors shall have power and authority to determine what fees and other charges shall be paid by students or cadets; provided, that no fee for tuition shall be charged to any student or cadet who is a bona fide resident of the State. (Act approved July 8, 1902.)

Appropriations for the years ending June 30, 1903, and June 30, 1904: For support, \$15,000 annually; repairs, \$3,500 annually; insurance for three years, \$2,000; equipment of laboratories, \$3,000 annually; furniture for library, \$6,000; maintenance of library, \$2,500 annually; electric-light plant, \$6,000; buildings, \$47,000. (Act approved July 5, 1902.)

Southern University (Louisiana).—Appropriations for the years ending June 30, 1903, and June 30, 1904: For support and insurance, \$10,000 annually. (Act approved July 5, 1902.)

Maryland Agricultural College.—Appropriations: \$9,000 for fiscal year 1903 and \$9,000 for fiscal year 1904; also \$5,772 arrears of interest due on land-grant fund of 1862. (Act approved April 11, 1902.)

Appropriations: \$25,000 for a building for dormitory, dining hall, general assembly hall, chapel, etc.; \$3,000 for heating, ventilation, and renovation of present dormitory

building; \$5,000 for enlargement of mechanical building; \$5,000 annually for experiment station. One-half of above amounts appropriated for buildings to be secured by mortgage on the property of the college, to run for ten years, with interest at 3 per cent, payable annually, if demanded. (Act approved April 11, 1902.)

Fertilizers to be analyzed by the Maryland Agricultural College. (Act approved April 10, 1902.)

Massachusetts Agricultural College.—Appropriates \$35,000 for a central heating and lighting plant; \$35,000 for erecting, equipping, and furnishing a dining hall; \$1,000 for maintenance of dining hall upon completion of the building. (Resolve approved April 17, 1902.)

Appropriates \$200 for expenses of the band and purchase of a flag for the use of the cadets. (Resolve approved April 30, 1902.)

Appropriates \$10,000 for 80 free scholarships; \$5,000 for labor fund for needy students; \$13,000 for current expenses; \$500 for expenses of the trustees; \$1,000 for maintenance fund of veterinary laboratory. (Act approved February 6, 1902.)

Massachusetts Institute of Technology.—Appropriates \$29,000. (Act approved January 27, 1902.)

Mississippi Agricultural and Mechanical College.—Appropriates \$48,272.41 as support fund for each of the years 1902 and 1903; deficit in college and student labor account of 1901, \$2,000; equipment of textile school, \$13,030; equipment of mechanical department, \$8,300; infirmary, \$10,000; addition to mechanical building, \$5,000; farmers' institutes for 1902 and 1903, \$3,000; scientific, library, museum, agriculture, and horticulture building, \$40,000; house for director of textile school, \$1,500; Y. M. C. A., \$100; equipment for English, veterinary, and preparatory departments, \$1,150; equipment for agricultural, horticultural, and biological departments, \$750. Provides that the salary of no officer or professor shall be increased during the years 1902 and 1903. (Act approved February 27, 1902.)

Appropriates \$26,320.14 to reimburse trustees for the excess of money spent in building and equipping the textile school. (Act approved February 25, 1902.)

Alcorn Agricultural and Mechanical College (Mississippi).—Appropriates \$8,000 as support fund and \$750 for repair of buildings for each of the years 1902 and 1903; for insurance, \$2,250; purchase of stock, \$500; completing and equipping dormitory, \$13,000; shops, machinery, and tools, \$10,000. (Act approved February 21, 1902.)

Rutgers Scientific School (New Jersey).—Establishes a department of ceramics at the State Agricultural College and appropriates \$12,000 for its organization, equipment, and maintenance for the current year, and \$2,500 annually thereafter. (Act approved March 17, 1902.)

New Mexico College of Agriculture and the Mechanic Arts.—Levies an annual tax of one-fifth of a mill on the dollar. (Act approved March 21, 1901.)

Authorizes an issue of bonds amounting to \$25,000 secured by 75,000 of the 100,000 acres of land granted by Congress. Proceeds of bonds to be used for the erection of a dormitory for boys, of a gymnasium and library building, and furniture, fixtures, and equipment for said buildings; for the purchase or development of water supply for domestic and irrigation purposes; for repairs, fuel, insurance, water, and lights; for salaries of janitors and librarian, and for such necessary printing as can not be paid for out of United States appropriations. (Act approved March 21, 1901.)

Cornell University (New York).—Appropriations: \$25,000 for State Veterinary College; \$10,000 for State College of Forestry; \$35,000 for the promotion of agricultural knowledge throughout the State, \$3,000 of which is to be used for the promotion of knowledge relating to poultry and egg production. (Act approved April 15, 1902.)

Ohio State University.—Provides for the printing of 5,000 copies of the annual report of the board of trustees. (Act of April 29, 1902.)

Provides for a tax levy, the rate to be designated by the legislature at least once in two years; and if the general assembly shall fail to designate the rate for any year the same shall be for the Ohio State University fund fifteen one-hundredths of one

mill upon each dollar of valuation of the taxable property of the State, each year for the years 1902 and 1903, and ten one-hundredths of one mill each year thereafter. (Act of May 8, 1902.)

Appropriates from the Ohio State University fund \$300,000, or so much as may be to the credit of the fund, for the last three quarters of the fiscal year ending November 15, 1902, and the first quarter of the fiscal year ending November 15, 1903, and \$300,000, or so much as may be to the credit of the fund, for the last three quarters of the fiscal year ending November 15, 1903, and the first quarter of the fiscal year ending November 15, 1904. (Act of May 10, 1902.)

Authorizes board of trustees to issue certificates of indebtedness bearing interest at 4 per cent per annum, for the purpose of providing needed buildings and improvements and the securing of needed equipment, and for the payment of the costs, expenses, and estimates thereof, to an amount not exceeding in the aggregate \$200,000 in anticipation of the annual tax levies authorized by an act of May 8, 1902. (Act of May 10, 1902.)

Rhode Island College of Agriculture and Mechanic Arts.—Appropriates \$15,000 for support and maintenance for 1902. (Act of March 12, 1902.)

Clemson Agricultural College (South Carolina).—Provides for the detail of one of the scientific agriculturists to pay frequent visits to the coast section of the State, and to examine the soils, present methods of cultivation, fertilization, irrigation, etc., and to make practical tests, on some selected section, of sea-island cotton, rice, and truck farms, with various varieties of seeds, and to examine into the diseases of cotton, rice, truck, etc. (Act approved February 25, 1902.)

Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina).—Appropriates \$8,500 for maintenance, new buildings, and equipment. (Act approved February 22, 1902.)

CHANGES IN ADMISSION REQUIREMENTS.

Colorado Agricultural College.—Requirement of high school graduation for admission to the freshman year of all courses, thus adding at least a year to every course.

University of Missouri.—The entrance requirements to the collegiate course in agriculture have been raised from six units of high school work to twelve.

Agricultural College of Utah.—The standard of the institution has been raised, two years' work beyond the eighth grade of the State public schools being now required for admission to the regular courses in agriculture, domestic science, commerce, engineering, and general science.

CHANGES IN COURSES OF STUDY.

1. AGRICULTURE.

Colorado Agricultural College.—The agricultural course has been strengthened considerably by the introduction of electives and several new required studies.

Connecticut Agricultural College.—Short winter courses have been provided, ranging in length from ten days to twelve weeks, which include the following subjects: Dairy and creamery practice, pomology, poultry production, landscape architecture, forestry, and business studies.

Massachusetts Agricultural College.—To satisfy the growing demand for instruction by women, a two years' course of study especially adapted to their wants has been prepared. It includes botany, chemistry, horticulture, zoology, entomology, dairying, care of bees and poultry, market gardening, landscape gardening, greenhouse management, floriculture, French, and German.

University of Minnesota.—A short course of lectures for farmers, begun two years ago as an experiment, has been made a permanent feature. The last legislature appropriated \$2,000 per year to introduce elementary agriculture into the rural schools. One man is giving his entire time to this work, and during this summer (1902) teachers at institutes and summer schools in twenty-five counties have been

reached with this work. A book is in course of preparation which is intended to aid in this work, and which will be distributed free of charge to all the districts in the State.

Mississippi Agricultural and Mechanical College.—Heretofore the agricultural course has been the same for all. Now a student may specialize in agriculture, in horticulture, in veterinary science, botany, chemistry, etc., as he desires.

University of Nebraska.—Established a four years' course in forestry.

North Dakota Agricultural College.—Added a two years' course in teachers' nature study, and an additional three months' schedule to the short winter course in agriculture.

South Dakota Agricultural College.—Instead of the two courses in agriculture one only is offered. This requires two years of some foreign language, and has some practical work not heretofore offered, such as stock judging, blacksmithing, horse-shoeing, etc.

2. ENGINEERING.

Florida Agricultural College.—Established a four-year course of study in civil engineering leading to the degree of bachelor of science; also a two-year course in mechanic arts.

Agricultural and Mechanical College of Kentucky.—The general assembly in 1898 authorized the establishment of a department of mining engineering. Provision has been made for opening the department in September, 1902. The course of study extends through four years and leads to the degree of bachelor of mining engineering.

University of Maine.—A course in mining engineering was established in 1902. For the first two years it is identical with the course in civil engineering except that during the second year class and laboratory work in chemistry take the place of the courses in mechanical drawing, descriptive geometry, and surveying. Marine engineering has been added to the course in mechanical engineering.

Massachusetts Institute of Technology.—The most important change is the successful institution of the new course for naval constructors taken the past year by three cadets from the United States Naval Academy. Graduate courses have been taken to a greater extent than before, and definite schedules have been presented in mining engineering, chemistry, and electrical engineering.

Mississippi Agricultural and Mechanical College.—Changes have been made in the mechanical course. The chair of civil and rural engineering and that of geology and mining have been added. A special mechanical course has also been added, and specialization is allowed in mechanics, in electricity, in civil and rural engineering, and in geology and mining.

University of Missouri.—Established a course of study in chemical engineering extending through four years and leading to the degree of bachelor of science.

Agricultural College of Utah.—In January, 1902, the board of trustees established courses in mining and electrical engineering.

3. DOMESTIC SCIENCE.

New Mexico College of Agriculture and Mechanic Arts.—Toward the close of the year a complete course of domestic science was adopted to go into effect for the year beginning July 1, 1902. The course extends through four years, and leads to the degree of bachelor of science.

North Dakota Agricultural College.—Added a two-year course in domestic science.

4. OTHER COURSES.

Alabama Polytechnic Institute.—Established a four-year course of study in chemistry and metallurgy leading to the degree of bachelor of science.

Florida Agricultural College.—Added a course in chemistry and a course in general science, each extending through four years and leading to the degree of bachelor of science.

North Dakota Agricultural College.—Established a school of pharmacy, offering a course of study extending through four years and another extending through two years.

Oregon Agricultural College.—The business course of two years has been extended to cover four years and denominated the literary commerce course. It leads to the degree of bachelor of science.

GRADUATE SCHOOL OF AGRICULTURE.

The first session of the Graduate School of Agriculture, under the auspices of the Ohio State University, and with the cooperation of the United States Department of Agriculture and the Association of American Agricultural Colleges and Experiment Stations, was held at the Ohio State University, Columbus, Ohio, from July 7 to August 1, 1902. Courses of study were offered in three main lines—agronomy, zootechny, and dairying. The faculty included 35 men, of whom 26 are professors in agricultural colleges, 7 are connected with the United States Department of Agriculture, and 2 are officers of the New York State Experiment Station. The number of students in attendance was 75. These came from 28 States and Territories, including such widely separated regions as Maine, Oregon, California, New Mexico, and Alabama. There was 1 student from Canada, and 1 from the Argentine Republic. There was 1 woman in attendance, and the colored race was represented by teachers from Tuskegee Institute and the North Carolina Agricultural and Mechanical College for the Colored Race. Twenty-seven of the students are professors or assistant professors of agriculture in agricultural colleges, 31 are assistants in the agricultural colleges and experiment stations, 9 are recent college graduates, and 8 are engaged in farming.

NEW BUILDINGS.

I. AGRICULTURE.

Purdue University (Indiana).—Agricultural Hall is a two-story brick and stone building, 165 by 60 feet, with a projection at the front entrance and a rear wing 30 by 40 feet. It contains offices for members of the agricultural faculty, class rooms and laboratories for instruction in agriculture, horticulture, live-stock husbandry, veterinary hygiene, farm dairying, creamery work, soil physics, and farm machinery; also a large assembly hall, a museum, halls for the various agricultural societies, and various other minor rooms. The building cost \$60,000.

Michigan Agricultural College.—There is in process of erection a building for instruction and experimentation in bacteriology. It is a brick structure, 59 by 76 feet, two stories with high basement. Adjacent to the building and connected with it by a covered passage way is the stable for animals treated for experimental purposes. It contains eight apartments and crematory. The cost of these buildings is about \$30,000.

University of Minnesota.—The new veterinary building, costing \$25,000, is two stories high. On the lower floor are the following rooms: Veterinary class and operating room with amphitheater seats for 80 students; pharmacy and instrument room, box-stall ward, open-stall ward and contagious ward, and two dissecting rooms. On the upper floor are a large museum and physiology class laboratory and private office.

The meat house affords accommodations for 120 students in the lecture room. The killing and cutting rooms on the main floor are well adapted to large details for practice work, and the basement curing rooms offer opportunity for training in this branch of the work. The cost of the building is \$7,500.

An addition, costing \$3,000, has been made to the forge shop of the agricultural department, and a chemical laboratory to cost \$25,000 is in course of erection.

University of Missouri.—Dairy building, stone, 50 by 150 feet, two stories and basement, cost \$24,000. Live-stock laboratory, stone, 60 by 80 feet, two stories, cost \$12,000, for stock judging and study of animal diseases. Horticultural laboratory, stone, 55 by 140 feet, two stories and basement, with insectory and plant house, each 16 by 50 feet attached, cost \$34,000.

New Mexico College of Agriculture and Mechanic Arts.—An adobe corral, 160 by 200 feet, was completed on the farm. Extending completely around it are sheds and rooms for the storage of grain, hay, and farm implements, and for sheltering stock. The total cost was \$3,000.

Oklahoma Agricultural and Mechanical College.—A two-story barn, constructed of brick, cost \$6,500.

Oregon Agricultural College.—A new three-story stone building, 85 by 125 feet, known as Agricultural Hall. It provides the offices of the director of the experiment station, a large assembly hall for agricultural and horticultural meetings, and laboratories and class rooms for the departments of agriculture, chemistry, zoology and entomology, botany and horticulture, and bacteriology. On the first floor are a large stock-judging room and the dairy department, while the attic is used as a museum. The cost of the building is about \$45,000.

South Dakota Agricultural College.—A new two-story brick plant-breeding building, cost \$10,000.

Agricultural and Mechanical College of Texas.—Chemical and veterinary laboratory building, two-story brick, contains about 18 rooms; cost, \$31,000.

Agricultural College of Utah.—A cattle barn and a sheep barn, constructed of wood and stone, have been erected at a cost of \$11,620. The cattle barn is 106 by 104 feet, and is provided with modern equipment, including iron stalls, cement floors, mangers, etc. There are accommodations for 75 head of cattle, also hospital rooms, feed rooms, a milk room, a root cellar, and storage room for hay and grain. The sheep barn is 94 by 41 feet, with accommodations for 75 sheep, and storage room for feed. The old barn has been remodeled at a cost of \$700, and is used for a horse barn. It is 60 feet square and contains model sanitary stables for horses, besides storage divisions for hay, grain, and seeds, and rooms for carriages and wagons, farm implements and machinery; also the farm foreman's room and repair shop. A vegetation house has been built of wood and stone at a cost of \$1,500, including equipment. It is used for work in agronomy and irrigation.

University of Wisconsin.—The central building for the college of agriculture, for which an appropriation of \$150,000 was made, is constructed of hydraulic pressed brick, terra-cotta and Bedford stone trimmings, and tile roof. It is 200 by 64 feet, three stories and basement, with a central projection in the rear, 66 by 66 feet, for an auditorium and library. The building contains the offices, laboratories, and museums of the agricultural experiment station, with recitation rooms and laboratories for instruction in agriculture.

2. ENGINEERING.

Alabama Polytechnic Institute.—An addition to the machine shop, increasing the accommodations about twofold.

University of Arkansas.—A brick addition to the shops, costing \$3,500.

Purdue University (Indiana).—A building for housing the collection of locomotives; cost, \$850.

University of Minnesota.—The new electrical building cost \$44,000. One portion, 92 by 50 feet, contains the electric light and power plant. The main portion, which is 80 by 60 feet, with two stories and basement, is devoted to the work of the electrical engineering department of instruction. In the basement are the electrochemical laboratory, battery room, toilet and locker rooms. On the first floor are the dynamo laboratory, high tension laboratory, office, instrument room, and shop. On the second floor are laboratories for photometry, photography, meter and lamp

testing, and rooms for recitations, drafting, library, and office. An addition has been made to the shop building of the mechanical engineering department.

North Carolina College of Agriculture and Mechanic Arts.—The new textile building is a two-story brick building, 125 by 75 feet, with a basement. Its construction is similar to a cotton mill. The basement contains the dyeing department, the first floor the looms and warp preparation machinery, and the second floor the carding and spinning machinery.

Ohio State University.—Addition to the heat, light, and power plant, costing \$12,706.

Oklahoma Agricultural and Mechanical College.—Engineering building, two stories and basement, brick; cost, \$10,958. Smokestack and boiler house, the former of brick, the latter of stone, cost \$4,596.

South Dakota Agricultural College.—A new two-story physics and engineering building, with wings extending back 60 feet; cost, \$40,000.

University of Wyoming.—A general central heating plant; cost, \$15,000.

3. GENERAL.

University of Arizona.—A new dining hall, including kitchen and laundry. It is a one-story brick building, 40 by 106 feet, and will seat 210 persons. The cost is \$7,034.

University of Arkansas.—A three-story brick dormitory, costing \$10,218. It contains about 28 rooms, including a dining room 86 by 38 feet.

Florida Agricultural College.—Science Hall, a four-story brick structure, costing \$50,000. It is 130 by 100 feet, and is equipped for instruction and experiment in science.

Kansas State Agricultural College.—Physical Science Hall is 96 by 166 feet, and its two stories and basement contain offices, class rooms, and laboratories for the departments of chemistry and physics and electrical engineering. The cost of the building is \$70,000, and the value of its equipment \$8,967.

Maryland Agricultural College.—A one-story hospital with modern appliances; addition to the president's house, cost, \$500.

North Carolina College of Agriculture and Mechanic Arts.—A large new dormitory to take the place of one destroyed by fire. Pullen Hall, a building containing library and reading rooms, a dining room for 500, an auditorium for 800, and some lecture rooms, is in course of construction. It is three stories high.

Oklahoma Agricultural and Mechanical College.—Addition to the library building, providing an auditorium with present seating capacity of 800, quarters for the department of botany and entomology and for the department of domestic economy. It is built of brick, two stories and basement, with the exception of the auditorium, which is one story high. The cost was \$17,683.

Colored Agricultural and Normal University (Oklahoma).—An addition to the main building, a dormitory for boys, and a residence for the president, at a cost of \$18,662.

Clemson Agricultural College (South Carolina).—Two-story chemistry building, 53 by 86 feet, cost \$17,457; barracks building, 199 by 42 feet, containing 82 rooms, cost \$30,682; five cottages and post-office, cost \$4,342; addition to hotel, cost \$1,388.

Agricultural College of Utah.—The central front of the main building has been constructed during the year at a cost of about \$50,000. It is of stone, brick, and iron, and provides room for the administrative offices, the library, and the commercial school.

Washington Agricultural College and School of Science.—A three-story basalt and brick chemistry building. It is 54 by 120 feet and cost \$25,000. A gymnasium, 140 by 64 feet, the front part 38 by 64 feet, is two stories high and contains 12 rooms; the main hall is 100 by 60 feet and has a gallery 6 feet wide around it; in the basement, 20 by 100 feet, are the lockers, baths, heating appliances, etc. The cost of the building is \$10,000.

TABLE 1.—Statistics of colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890.

	Institution.	President.	Date of opening of institution.	Acres of land allotted to State under act of July 2, 1862.			Acres of land still unsold.		Acres in farm and grounds.	Acres under cultivation.		Acres used for experiments.	Library.	
				4	5	6	7	8		9	10		Volumes.	Pamphlets.
1	Alabama Polytechnic Institute, Auburn, Ala.	Charles C. Thach, A. M.	1872	240,000	0	323	90	35	16,417	16,417	2,000	35	16,417	2,000
2	University of Arizona, Tucson, Ariz.	Frank Y. Adams, A. M.	1891	113	0	113	69	69	5,828	5,828	11,000	69	5,828	11,000
3	University of Arkansas, Fayetteville, Ark.	H. S. Hartzog, LL. D.	1872	150,000	0	160	90	40	8,621	7,428	7,428	40	8,621	7,428
4	University of California, Berkeley, Cal.	B. I. Wheeler, Ph. D., LL. D.	1869	150,000	4,195	411	182	182	95,000	95,000	95,000	182	95,000	95,000
5	Colorado Agricultural College, Fort Collins, Colo.	B. O. Aylesworth, LL. D.	1879	90,000	44,685	300	240	40	15,000	8,900	8,900	40	15,000	8,900
6	Connecticut Agricultural College, Storrs, Conn.	Rev. R. W. Stimson, A. M.	1881	180,000	0	300	135	10	9,208	9,208	9,208	10	9,208	9,208
7	Delaware College, Newark, Del.	G. A. Harter, Ph. D.	1884	90,000	0	14	4	4	13,000	9,000	9,000	4	13,000	9,000
8	Florida Agricultural College, Lake City, Fla.	T. H. Tallaferra, Ph. D.	1884	90,000	0	393	150	93	4,000	4,000	4,000	93	4,000	4,000
9	Georgia State College of Agriculture and Mechanic Arts, Athens, Ga.	H. C. White, Ph. D.	1872	270,000	0	128	105	105	32,160	32,160	9,500	105	32,160	9,500
10	University of Idaho, Moscow, Idaho.	James A. McLean, Ph. D.	1892	90,000	90,000	115	110	110	4,450	4,450	2,100	110	4,450	2,100
11	University of Illinois, Urbana, Ill.	A. S. Draper, LL. D.	1868	480,000	0	665	600	300	57,000	57,000	16,000	300	57,000	16,000
12	Purdue University, Lafayette, Ind.	W. E. Stone, Ph. D.	1874	390,000	0	189	149	90	11,611	11,611	2,800	90	11,611	2,800
13	Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa.	E. W. Stanton, M. S., acting	1868	204,000	1,336	841	400	80	15,000	15,000	3,500	80	15,000	3,500
14	Kansas State Agricultural College, Manhattan, Kans.	E. B. Nichols, A. M.	1863	82,314	0	323	250	200	24,525	24,525	1,500	200	24,525	1,500
15	Agricultural and Mechanical College of Kentucky, Lexington, Ky.	J. K. Patterson, Ph. D.	1866	330,000	0	258	80	60	5,000	5,000	10,800	60	5,000	10,800
16	Louisiana State University and Agricultural and Mechanical College, Baton Rouge, La.	Thomas D. Boyd, LL. D.	1860	210,000	0	583	310	200	23,000	23,000	-----	200	23,000	-----
17	University of Maine, Orono, Me.	George E. Fellows, Ph. D.	1868	210,000	0	373	120	5	21,669	21,669	7,500	5	21,669	7,500
18	Maryland Agricultural College, College Park, Md.	R. W. Halverson	1859	210,000	0	286	140	40	3,600	3,600	2,650	40	3,600	2,650
19	Massachusetts Agricultural College, Amherst, Mass.	H. H. Goodell, LL. D.	1867	360,000	0	425	325	75	22,000	22,000	16,143	75	22,000	16,143
20	Massachusetts Institute of Technology, Boston, Mass.	H. S. Prichett, Ph. D., LL. D.	1865	16	-----	16	0	0	57,418	57,418	16,143	0	57,418	16,143
21	Michigan Agricultural College, Agricultural College, Mich.	J. L. Snyder, Ph. D.	1857	25,673	61,553	684	400	100	23,076	23,076	-----	100	23,076	-----
22	University of Minnesota, Minneapolis, Minn.	Cyrus Northrop, LL. D.	1868	94,000	40	250	200	150	84,000	84,000	26,000	150	84,000	26,000
23	Mississippi Agricultural and Mechanical College, Agricultural College, Miss.	J. C. Hardy, A. M.	1880	207,920	0	2,002	450	50	8,958	8,958	9,250	50	8,958	9,250
24	University of Missouri, Columbia, Mo.	R. H. Jesse, LL. D.	1841	277,016	47,108	694	320	90	46,000	46,000	35,000	90	46,000	35,000
25	Missouri School of Mines and Metallurgy, Rolla, Mo.	G. E. Ladd, Ph. D., director	1870	90,000	90,000	215	175	75	6,348	6,348	6,000	75	6,348	6,000
26	Montana College of Agriculture and Mechanic Arts, Bozeman, Mont.	Rev. James Reid, A. B.	1893	90,000	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
27	University of Nebraska, Lincoln, Nebr.	Rev. E. E. Andrews, D. D., LL. D.	1871	90,000	11,728	332	300	60	53,080	53,080	-----	60	53,080	-----
28	Nevada State University, Reno, Nev.	Rev. J. E. Stubbs, D. D.	1886	90,000	0	95	91	60	8,425	8,425	8,050	60	8,425	8,050
29	New Hampshire College of Agriculture and Mechanic Arts, Durham, N. H.	C. S. Munkland, Ph. D.	1867	150,000	0	343	100	15	9,435	9,435	6,500	15	9,435	6,500

		1864	210,000	0	105	97	15	44,520	5,000
30	Rutgers Scientific School, New Brunswick, N. J.....	1864	210,000	0	270	100	75	9,450	3,700
31	New Mexico College of Agriculture and Mechanic Arts, Mesilla Park, N. Mex.....	1881							
32	Cornell University, Ithaca, N. Y.....	1868	989,920	0	270	105	30	261,852	43,000
33	North Carolina College of Agriculture and Mechanic Arts, West Raleigh, N. C.....	1889	270,000	0	594	175	75	4,000	1,200
34	North Dakota Agricultural College, Agricultural College, N. Dak.....	1891	130,000	119,791	640	553	85	8,500	€30
35	Ohio State University, Columbus, Ohio.....	1870	630,000	0	345	200	200	43,000	9,000
36	Oklahoma Agricultural and Mechanical College, Stillwater, Okla.....	1891			200	175	150	7,965	10,957
37	Oregon State Agricultural College, Corvallis, Oreg.....	1870	90,000	0	199	109	50	3,270	
38	Pennsylvania State College, State College, Pa.....	1859	780,000	0	400	250	100	18,557	
39	Rhode Island College of Agriculture and Mechanic Arts, Kingston, R. I.....	1890	120,000	0	178	51	20	10,029	4,000
40	Clemson Agricultural College, Clemson College, S. C.....	1893	180,000	0	1,102	400	60	6,807	2,030
41	South Dakota Agricultural College, Brookings, S. Dak.....	1884	160,000	160,000	400	200	80	7,026	10,600
42	University of Tennessee, Knoxville, Tenn.....	1794	300,000	0	230	110	110	17,300	8,000
43	Agricultural and Mechanical College of Texas, College Station, Tex.....	1876	180,000	0	2,416	350	40	5,500	4,000
44	Agricultural College of Utah, Logan, Utah.....	1890	200,000	124,464	116	109	91	10,500	11,000
45	University of Vermont and State Agricultural College, Burlington, Vt.....	1800	150,000	0	150	120	120	64,212	31,393
46	Virginia Agricultural and Mechanical College and Polytechnic Institute, Blacksburg, Va.....	1872	300,000	0	404	350	100	3,600	1,400
47	Washington Agricultural College and School of Science, Pullman, Wash.....	1892	90,000	90,000	250	250	200	7,381	2,004
48	West Virginia University, Morgantown, W. Va.....	1868	150,000	0	130	40		20,000	
49	University of Wisconsin, Madison, Wis.....	1849	240,000	80	400	200	25	66,239	7,000
50	University of Wyoming, Laramie, Wyo.....	1887	90,000	90,000	416	180	180	15,000	20,000
	Total.....		10,320,843	934,980	20,346	9,709	4,039	1,318,537	436,535
	<i>Institutions for colored students.</i>								
1	Agricultural and Mechanical College for Negroes, Normal, Ala.....	1875			182	100		2,517	1,218
2	Branch Normal College, Pine Bluff, Ark.....	1875			20			3,386	1,241
3	State College for Colored Students, Dover, Del.....	1892			97	90		400	300
4	Florida State Normal and Industrial College for Colored Students, Tallahassee, Fla.....	1887			200	100	5	778	1,000
5	Georgia State Industrial College, College, Ga.....	1890			86	30	0	300	400
6	Kentucky Normal and Industrial Institute for Colored Persons, Frankfort, Ky.....	1887			310	114	15	1,108	1,456
7	Southern University, New Orleans, La.....	1880			104	48	0	2,617	1,572
8	Princess Anne Academy, Princess Anne, Md.....	1887			120	120	0		
9	Alcorn Agricultural and Mechanical College, West-side, Miss.....	1871			300	200	50	2,700	

* Statistics included under University of Missouri.

TABLE 1.—Statistics of colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890.—Cont'd.

	Institution.	President.	Date of opening of institution.	Acres of land allotted to State under act of July 2, 1862.	Acres of land grant of 1862 still unsold.	Acres in farm and grounds.	Acres under cultivation.	Acres used for experiments.	Library.	
									Volumes.	Pamphlets.
	1	2	3	4	5	6	7	8	9	10
10	Lincoln Institute, Jefferson City, Mo.....	Benjamin F. Allen, A. M.....	1866	.....	.....	45	25	.....	400	300
11	Agricultural and Mechanical College for the Colored Race, Greensboro, N. C.....	James B. Dudley, A. M.....	1894	.....	.....	125	80	5	877	.....
12	Colored Agricultural and Normal University, Langston, Okla.....	Inman E. Page, A. M.....	1897	.....	.....	160	91	.....	700	50
13	Colored Normal, Industrial, Agricultural, and Mechanical College, Orangeburg, S. C.....	T. E. Miller, LL. D.....	1896	.....	.....	130	78	4	750	509
14	Prairie View State Normal and Industrial College, Prairie View, Tex.....	E. L. Blackshear.....	1879	.....	.....	1,500	160	5	800	400
15	Hampton Normal and Agricultural Institute, Hampton, Va.....	Rev. H. B. Frissell, D. D.....	1865	.....	.....	795	500	40	11,568	.....
16	West Virginia Colored Institute, Institute, W. Va.....	J. McH. Jones.....	1891	.....	.....	69	59	0	1,730	450
	Total.....	.....	.....	.....	.....	4,243	1,795	124	30,631	8,906
	Grand total.....	.....	.....	10,320,843	324,980	24,589	11,504	4,163	1,349,168	445,441

TABLE 2.—*Teachers and students in colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890.*

AGRICULTURAL AND MECHANICAL COLLEGES.

1563

Institution.	Professors and instructors.						Students.										In other departments.		In all departments.					
	College of agriculture and mechanic arts.						College of agriculture and mechanic arts.						College of agriculture and mechanic arts.											
	Preparatory department.		Collegiate department.		Total number.		In all departments.		Preparatory department.		Collegiate department.		Graduate department.		Short or special courses.						Men.		Women.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.				
1	3	0	21	0	24	0	24	0	58	0	320	6	13	4	14	15	16	17	18	19	20	21	Women.	
2	8	5	10	2	11	5	11	5	82	60	48	21	2	2	2	2	0	0	0	0	0	386	10	
3	13	7	20	2	21	7	26	8	114	0	58	0	0	0	0	0	22	0	256	156	132	83	156	
4	0	0	85	0	85	0	211	1	0	0	717	44	17	0	35	2	1,335	1,242	1,301	433	1,298	1,298	1,298	
5	7	3	29	3	29	3	29	3	102	28	138	43	6	0	73	58	129	7	39	129	64	18	18	
6	0	0	17	3	17	3	17	3	0	0	109	0	4	0	23	7	0	0	0	0	114	0	0	
7	0	0	19	0	19	0	19	0	0	0	43	21	0	0	44	21	0	0	15	36	135	65	65	
8	1	1	15	2	16	3	16	3	76	58	77	44	0	2	20	0	0	0	1,616	580	154	0	0	
9	0	0	21	0	21	0	21	0	0	0	516	3	27	0	151	9	0	0	0	0	168	138	138	
10	3	2	11	3	14	5	15	6	0	0	901	49	32	16	170	19	0	0	0	0	2,340	592	592	
11	0	0	69	3	72	6	73	8	0	0	901	49	32	16	170	19	0	0	1,103	84	2,340	592	592	
12	0	0	72	6	72	6	73	8	0	0	901	49	32	16	170	19	0	0	1,103	84	2,340	592	592	
13	0	0	49	20	49	20	49	20	203	47	807	153	6	4	300	0	0	0	1,316	204	1,316	204	204	
14	2	10	38	13	40	23	40	23	239	59	533	251	15	17	281	57	0	0	1,017	379	1,017	379	379	
15	5	0	31	0	36	0	36	0	100	10	321	58	11	6	68	37	0	0	500	111	500	111	111	
16	0	0	23	0	27	0	27	0	162	0	254	1	0	0	3	0	0	0	0	0	420	0	0	
17	7	0	41	0	44	0	44	0	0	0	329	16	5	0	14	0	0	0	47	0	335	16	16	
18	0	0	16	0	17	0	17	0	39	0	104	0	0	0	19	0	0	0	0	0	335	16	16	
19	0	0	21	0	21	0	21	0	0	0	170	2	13	1	34	4	0	0	0	0	217	7	7	
20	0	0	187	2	187	2	187	2	0	0	1,350	49	16	0	94	0	0	0	0	0	1,366	49	49	
21	45	9	45	9	45	9	45	9	72	0	369	158	7	0	94	0	0	0	0	0	531	158	158	
22	75	12	75	12	75	12	75	12	365	132	419	25	2	2	151	5	1,690	892	2,614	1,041	1,041	1,041	1,041	
23	6	0	21	0	27	0	27	0	250	0	317	5	4	0	28	0	0	0	0	0	599	5	5	
24	0	0	56	2	56	2	56	2	0	0	445	3	20	0	90	40	661	412	1,216	455	1,216	455	455	
25	0	0	16	9	16	10	16	10	49	48	48	24	1	1	22	16	40	27	160	116	160	116	116	
26	0	2	67	11	67	11	67	11	98	0	321	70	3	0	59	0	840	895	1,324	965	1,324	965	965	
27	0	0	16	9	16	10	16	10	49	48	48	24	1	1	22	16	40	27	160	116	160	116	116	

* Statistics included under University of Missouri.

TABLE 2.—*Teachers and students in colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890—Continued.*

-Institution.	Professors and instructors.						Students.												In all departments.	
	College of agriculture and mechanic arts.				In all departments.		College of agriculture and mechanic arts.								In other departments.					
	Preparatory department.		Collegiate department.		Total number.		Preparatory department.		Collegiate department.		Graduate department.		Short or special courses.		In other departments.					
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
28 Nevada State University.....	6	3	14	4	17	6	17	6	63	65	112	91	3	0	3	0	.....	.....	178	156
29 New Hampshire College of Agriculture and Mechanic Arts.....	0	0	19	0	19	0	19	0	0	0	88	3	1	1	38	0	.....	.....	127	4
30 Rutgers Scientific School (New Jersey).....	7	5	26	0	33	5	36	5	107	48	137	0	2	0	4	0	61	0	331	48
31 New Mexico College of Agriculture and Mechanic Arts.....	1	3	14	3	15	6	15	6	91	29	11	16	2	0	49	17	0	0	153	62
32 Cornell University (New York).....	0	0	87	3	87	3	360	7	0	0	1,236	7	32	1	103	1	1,326	584	2,697	593
33 North Carolina College of Agriculture and Mechanic Arts.....	0	0	30	0	30	0	30	0	0	0	325	0	3	0	40	1	.....	.....	368	1
34 North Dakota Agricultural College.....	6	4	16	5	22	5	22	5	45	32	13	12	2	0	437	101	.....	.....	497	145
35 Ohio State University.....	0	0	61	4	61	4	126	12	0	0	636	33	2	0	96	16	563	170	1,297	219
36 Oklahoma Agricultural and Mechanical College.....	1	2	16	2	17	4	17	4	113	75	116	45	1	0	41	44	.....	.....	271	164
37 Oregon State Agricultural College.....	23	7	23	7	23	7	23	7	33	5	275	123	3	7	37	35	.....	.....	348	170
38 Pennsylvania State College.....	5	1	45	3	45	3	45	3	37	0	408	9	4	0	45	1	0	0	494	10
39 Rhode Island College of Agriculture and Mechanic Arts.....	5	3	17	7	17	7	17	7	43	8	28	9	3	2	37	5	.....	.....	111	24
40 Clemson Agricultural College (South Carolina).....	8	0	38	0	40	0	40	0	100	0	333	0	7	0	.....	.....	.....	.....	500	0
41 South Dakota Agricultural College.....	3	0	18	5	21	5	21	5	94	30	146	44	2	1	136	68	.....	.....	436	144
42 University of Tennessee.....	0	0	38	1	38	1	38	1	0	0	261	72	2	1	41	6	235	0	539	79
43 Agricultural and Mechanical College of Texas.....	0	0	28	0	28	0	28	0	0	0	464	0	3	0	.....	.....	.....	.....	467	0
44 Agricultural College of Utah.....	6	3	23	3	29	6	29	6	212	90	100	46	0	0	38	30	.....	.....	350	166
45 University of Vermont and State Agricultural College.....	0	0	33	0	33	0	33	0	0	0	234	55	3	0	55	8	215	0	507	63
46 Virginia Agricultural and Mechanical College and Polytechnic Institute.....	0	0	34	0	34	0	34	0	0	0	380	0	20	0	72	0	.....	.....	472	0
47 Washington Agricultural College and School of Science.....	7	3	36	4	43	7	43	7	151	79	125	29	2	1	241	134	0	0	497	227
48 West Virginia University.....	15	3	27	4	31	4	34	4	182	40	115	0	1	0	281	136	.....	.....	573	176

49	University of Wisconsin	0	0	98	2	98	2	164	14	0	0	535	0	423	1	1,129	689	2,087	690		
50	University of Wyoming	11	2	11	2	11	2	14	3	20	0	15	0	.....	57	77	92	77		
Total.....		137	62	1,835	161	1,902	201	3,117	287	3,313	966	15,096	1,654	314	66	3,387	743	10,197	5,896	32,517	9,287
<i>Institutions for colored students.</i>																					
1	Agricultural and Mechanical College for Negroes (Alabama).....	3	5	4	8	7	8	13	13	169	190	4	8	0	38	46	.....	211	244	
2	Branch Normal College (Arkansas).....	6	2	.....	.....	6	2	6	2	157	73	.....	.....	12	3	.....	.....	169	76
3	State College for Colored Students (Delaware).....	2	1	2	1	4	2	4	2	25	20	21	7	.....	.....	.....	.....	46	27
4	Florida State Normal and Industrial College for Colored Students.....	9	7	.....	.....	9	7	9	7	59	94	.....	.....	.....	.....	.....	.....	59	94
5	Georgia State Industrial College.....	8	1	5	0	13	1	13	1	161	57	27	11	.....	72	49	280	117	117	
6	Kentucky Normal and Industrial Institute for Colored Persons.....	2	0	2	3	4	3	7	3	100	118	.....	.....	.....	.....	.....	.....	100	118
7	Southern University (Louisiana).....	2	6	7	1	9	7	9	7	126	283	1	5	.....	5	2	132	290	132	
8	Princess Anne Academy (Maryland).....	4	2	.....	.....	4	2	4	2	43	37	.....	.....	0	3	.....	.....	43	40
9	Alcorn Agricultural and Mechanical College (Mississippi).....	10	0	6	0	16	0	16	0	383	54	41	1	.....	.....	110	97	424	55
10	Lincoln Institute (Missouri).....	1	0	.....	.....	1	0	16	0	22	24	.....	.....	.....	.....	.....	.....	132	121
11	Agricultural and Mechanical College for the Colored Race (North Carolina).....	.....	.....	9	0	9	0	9	0	.....	.....	90	1	.....	.....	.....	.....	90	1
12	Colored Agricultural and Normal University (Oklahoma).....	7	2	.....	.....	7	2	7	2	83	128	.....	.....	.....	.....	.....	.....	83	128
13	Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina).....	4	6	5	0	9	6	21	6	315	239	45	25	.....	.....	.....	.....	380	264
14	Prairie View State Normal and Industrial College (Texas).....	19	4	5	0	19	4	19	4	146	175	6	3	0	5	0	.....	157	178	
15	Hampton Normal and Agricultural Institute (Virginia).....	26	47	.....	.....	26	47	26	47	559	520	.....	.....	.....	.....	.....	.....	559	520
16	West Virginia Colored Institute.....	9	4	.....	.....	9	4	9	4	62	83	.....	.....	.....	.....	.....	.....	62	83
Total.....		112	87	45	13	152	95	188	100	2,410	2,095	235	61	.....	55	187	148	2,887	2,356	
Grand total.....		249	149	1,880	174	2,054	296	3,305	387	5,753	3,061	15,331	1,715	314	66	3,752	795	10,384	6,044	35,404	11,643

TABLE 3.—Number of students graduated in 1902 and number of students pursuing various courses of study in colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890.

Institution.	Graduated in 1902.				Students pursuing courses in—														
	Number.	Average age.		Men.	Women.	4	5	9	7	Civil engineering.	Electrical engineering.	Mining engineering.	Chemical engineering.	Textile industry.	Architecture.	Household economy.	Veterinary science.	Dairying.	Military drill.
		Years.	Months.																
I																			
1 Alabama Polytechnic Institute.....	35	1	20	8½	97	55	29	57											278
2 University of Arizona.....	6	3	22	3½	10	14	4	4	40							13			112
3 University of Arkansas.....	18	5	22	3½	10	14	42	32	0										358
4 University of California.....	301	155	23	3½	61	160	91		248	171									779
5 Colorado Agricultural College.....	18	13	20	4	47	97	19	0	0	0	9	80	9	18	5				300
6 Connecticut Agricultural College.....	7	4	20	4	62	0	0	0	0	0	0	0	0	6	45				45
7 Delaware College.....	15	0	22	3	8	7	28	21	0	0	0	8	0	6	97				
8 Florida Agricultural College.....	4	2	20	6	41	84	22								134				134
9 Georgia State College of Agriculture and Mechanic Arts.....	7	0	21	6	43		12	8							132				132
10 University of Idaho.....	9	2	26	6			15		28						125				125
11 Purdue University (Indiana).....	431	58	23	6	203	131	170	105	5	62	37	48	48	26	419				504
12 Iowa State College of Agriculture and Mechanic Arts.....	154	12	22	8	120	321	206	272		20	20	66	66	26	419				419
13 Kansas State Agricultural College.....	63	14	23	0	194	91	119	163	15			30	56	81	530				530
14 Kansas State Agricultural College.....	34	19	24	1	341	233		134				296	650	65	650				650
15 Agricultural and Mechanical College of Kentucky.....	52	6	21	7	6	337	46	0	0	0	0	0	0	0	489				489
16 Louisiana State University and Agricultural and Mechanical College.....	35	0	20	6	37	34	40		39				17		347				347
17 University of Maine.....	50	4	22	11	18	31	112	94	0	0	0			16	279				279
18 Maryland Agricultural College.....	10	0	20	9	224		2							36	183				183
19 Massachusetts Agricultural College.....	22	0	22	5	0	129	102	96	76	30	40		9		385				385
20 Massachusetts Institute of Technology.....	189	6	22	5	293	177	100	95	109	21	158				400				400
21 Michigan Agricultural College.....	48	11	23	7	619	90	100	100		52				114	550				550
22 University of Minnesota.....	327	110	20	5	478	237	10	62	139	19		26	40	24	599				599
23 Mississippi Agricultural and Mechanical College.....	20	1	20	5	145	34	98								251				251
24 University of Missouri.....	30	1																	
25 Missouri School of Mines and Metallurgy*.....					24	613	6	6							35				35
26 Montana College of Agriculture and Mechanic Arts.....	7	1	22		11	34	58	86				12			300				300
27 University of Nebraska.....	151	70	21		21	17	2		53			25			170				170
28 Nevada State University.....	11	8	21	1	1	17													
29 New Hampshire College of Agriculture and Mechanic Arts.....	8	1	23		51	29		12	8				19	12	86				86
30 Rutgers Scientific School (New Jersey).....	36	0	20	2	57	0	43	29	0	19	0	0	0	0	159				159
31 New Mexico College of Agriculture and Mechanic Arts.....	2	3	20	4	3	22	0	0	0	0	0	0	0	0	0				0
32 Cornell University (New York).....	397	99	21		92	792	214				50		51		712				712
33 North Carolina College of Agriculture and Mechanic Arts.....	14	0	21	7	72	155	32	58	0	11					332				332

34	North Dakota Agricultural College	3	1	22	370	191	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
----	-----------------------------------	---	---	----	-----	-----	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

* Statistics included under University of Missouri.

a Includes students in electrical engineering.

b Includes 12 engineering students not classified.

c Last three years of course.

d All engineering students.

e Includes 15 general engineering and 218 freshman engineering students.

TABLE 3.—Number of students graduated in 1902 and number of students pursuing various courses of study in colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890.—Continued.

Institution.	Graduated in 1902.			Students pursuing courses in—											
	Number.	Average age.		6	7	8	9	10	11	12	13	14	15	16	17
		Men.	Women.													Years.	Months.
<i>Institutions for colored students.</i>															
1 Agricultural and Mechanical College for Negroes (Alabama)	15	55	18	0	158	20	36		9				244		211
2 Branch Normal College (Arkansas)	4	1	23	0									65	36	
3 State College for Colored Students (Delaware)	3	2	21	0									20	20	
4 Florida State Normal and Industrial College for Colored Students	2	6	23	0	22	6	10	5			4	45	64		
5 Georgia State Industrial College	32	11	20	0	12										
6 Kentucky Normal and Industrial Institute for Colored Persons	2	3	20	0	22	24					25	18	69		
7 Southern University (Louisiana)	9	23	17	6	39	53					26	23	154		
8 Princess Anne Academy (Maryland)	3	6	20	0	20										
9 Alcorn Agricultural and Mechanical College (Mississippi)	6	0	25	0	150										
10 Lincoln Institute (Missouri)	19	14	21	0	30	29	37		7	5	7		66		
11 Agricultural and Mechanical College for the Colored Race (North Carolina)	6	1			50	18	40	8	3		2			3	
12 Colored Agricultural and Normal University (Oklahoma)					83	13	25	25					128		
13 Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina)	35	23	19	0	150		63	30	78				230		
14 Prairie View State Normal and Industrial College (Texas)	10	4	24	0	74	18	48		74			62	124		
15 Hampton Normal and Agricultural Institute (Virginia)	24	19	21	0	666	28	38	9	12	5	7	520	520		385
16 West Virginia Colored Institute	8	10	20	0	7								83		62
Total	178	178	19	9	1,483	374	44	162	93	10	71	708	1,790	39	668

RECAPITULATION.

	Graduated in 1902.				Military drill.
	Number.		Average age.		
			Years.	Months.	
	Men.	Women.			
Institutions for white students and for both races	3, 288	797	22	6	14, 638
Institutions for colored students	178	178	19	9	668
Total	3, 466	975	22	3	15, 306

25	Ohio State University.....	524,176	34,381	0	0	0	1,500,000	842,733	176,000	37,000	75,000	27,000	3,216,290
26	Oklahoma Agricultural and Mechanical College.....	0	0	0	0	0	10,000	98,500	30,800	22,923	17,965	7,000	187,194
27	Oregon State Agricultural College.....	131,556	0	0	0	0	20,000	120,000	3,500	17,000	0	0	292,056
28	Pennsylvania State College.....	427,291	0	89,709	0	0	40,000	750,000	0	0	0	60,000	1,367,000
29	Rhode Island College of Agriculture and Mechanic Arts.....	50,000	0	0	0	0	18,000	200,000	0	0	13,679	101,061	382,740
30	Clenden Agricultural College (South Carolina).....	95,900	0	80,000	0	0	26,280	323,000	120,000	70,000	7,000	15,000	737,180
41	South Dakota Agricultural College.....	0	0	0	0	0	40,000	170,000	11,000	3,200	5,300	0	1,093,500
42	University of Tennessee.....	396,000	0	29,000	0	800,000	106,370	205,409	47,492	44,915	11,000	11,700	851,887
43	Agricultural and Mechanical College of Texas.....	209,000	0	0	0	0	18,320	400,000	10,842	22,578	5,500	85,624	731,861
44	Agricultural College of Utah.....	101,670	0	0	0	0	12,800	205,493	9,928	1,521	6,548	23,965	530,391
45	University of Vermont and State Agricultural College.....	135,500	0	448,550	0	0	30,000	575,000	58,000	10,000	150,000	20,000	1,427,050
46	Virginia Agricultural and Mechanical College and Polytechnic Institute.....	344,312	0	0	0	0	30,000	218,740	0	0	2,600	111,956	707,008
47	Washington Agricultural College and School of Science.....	0	0	0	0	900,000	15,000	250,000	20,000	35,000	20,000	15,000	1,255,000
48	West Virginia University.....	90,000	0	24,370	0	0	225,000	430,000	10,000	20,000	40,000	0	833,370
49	University of Wisconsin.....	303,500	228,204	0	100	110,173	1,273,806	0	280,735	0	0	0	2,322,791
50	University of Wyoming.....	21,450	4,065	0	90,000	10,600	150,000	0	59,000	27,000	21,800	6,300	390,215
	Total.....	10,744,903	1,786,986	14,378,013	5,386,972	4,901,879	20,147,274	1,635,046	1,442,455	3,597,612	2,221,319	3,597,612	60,192,462
<i>Institutions for colored students.</i>													
1	Agricultural and Mechanical College for Negroes (Alabama).....	0	0	0	0	0	18,200	42,804	5,079	3,117	2,957	0	72,157
2	Branch Normal College (Arkansas).....	0	0	0	0	0	26,000	42,320	1,500	0	0	0	42,320
3	State College for Colored Students (Delaware).....	0	0	0	0	0	6,000	18,800	1,900	8,000	0	0	33,800
4	Florida State Normal and Industrial College for Colored Students.....	0	0	0	0	0	5,500	25,000	1,000	2,000	1,000	5,500	40,000
5	Georgia State Industrial College.....	0	0	0	0	0	1,400	32,433	0	0	0	3,144	33,977
6	Kentucky Normal and Industrial Institute for Colored Persons.....	0	0	0	0	0	22,600	23,000	350	2,500	1,700	1,200	51,350
7	Southern University (Louisiana).....	0	0	0	0	0	22,000	46,365	3,429	4,384	3,948	7,389	87,515
8	Princess Anne Academy (Maryland).....	0	0	0	0	0	4,000	12,000	0	0	0	0	16,000
9	Alcorn Agricultural and Mechanical College (Mississippi).....	113,575	96,296	0	0	0	3,000	150,000	10,000	5,000	5,000	2,000	384,871
10	Lincoln Institute (Missouri).....	0	0	0	0	0	5,000	100,000	0	0	0	0	105,000
11	Agricultural and Mechanical College for the Colored Race (North Carolina).....	0	0	0	0	0	10,000	42,300	3,800	12,000	1,000	4,000	73,100
12	Colored Agricultural and Normal University (Oklahoma).....	95,900	0	0	0	0	5,000	33,904	1,500	8,500	1,600	2,500	53,004
13	Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina).....	0	0	0	0	0	40,000	80,000	3,600	7,150	1,500	2,000	230,150
14	Prairie View State Normal and Industrial College (Texas).....	0	0	0	0	0	20,000	81,230	800	2,500	1,320	3,600	109,420
15	Hampton Normal and Agricultural Institute (Virginia).....	172,156	0	1,055,321	0	57,000	565,000	0	8,000	16,000	6,000	155,500	2,010,977
16	West Virginia Colored Institute.....	0	0	0	0	0	12,000	82,200	3,000	0	0	0	121,200
	Total.....	381,631	96,296	1,055,321	0	232,020	1,361,006	0	39,038	85,151	29,025	188,333	3,407,841
	Grand total.....	11,126,534	1,883,282	15,433,334	5,386,972	5,133,899	21,508,280	1,674,104	1,527,609	2,250,314	3,785,945	69,600,303	

a Statistics included under University of Missouri.

TABLE 5.—*Income of colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890.*

Institution.	I						United States appropria- tion (act of August 30, 1890).	Tuition fees.	Inci- dental fees.	Miscel- laneous.	Total.	United States ap- propriation for exper- iment sta- tions (act of March 2, 1887).
	From State or Terri- tory.	From land- grant fund of 1862.	From other land- grant funds.	From other per- manent funds.	6	7						
	2	3	4	5	6	7	8	9	10	11		
1 Alabama Polytechnic Institute	\$12,873	\$20,280	0	0	\$13,850	\$920	\$1,850	\$4,623	\$54,396	\$15,000		
2 University of Arizona	20,877	0	0	0	25,000	0	1,491	2,460	86,828	15,000		
3 University of Arkansas	53,600	10,400	0	0	18,182	420	2,880	1,344	86,826	15,000		
4 University of California	412,434	43,870	\$4,440	\$44,197	25,000	12,847	0	51,319	594,107	15,000		
5 Colorado Agricultural College	59,066	10,862	0	0	25,000	0	0	5,821	100,739	15,000		
6 Connecticut Agricultural College	16,800	6,700	0	0	25,000	0	0	16,000	61,500	15,000		
7 Delaware College	17,500	4,980	0	0	20,000	60	1,750	3,579	47,809	15,000		
8 Florida Agricultural College	8,956	0	0	0	12,500	0	2,336	86,313	15,000	15,000		
9 Georgia State College of Agriculture and Mechanic Arts	61,250	16,954	0	0	16,667	0	527	257	34,405	0		
10 University of Idaho	11,000	0	0	0	25,000	0	300	966	37,266	15,000		
11 University of Illinois	521,333	32,177	0	0	25,000	156,892	0	28,391	763,790	15,000		
12 Purdue University (Indiana)	88,750	17,000	0	0	25,000	2,288	29,549	21,882	184,469	15,000		
13 Iowa State College of Agriculture and Mechanic Arts	138,089	38,254	0	0	25,000	0	335	2,517	204,195	15,000		
14 Kansas State Agricultural College	124,880	25,370	0	0	25,000	0	0	0	175,250	15,000		
15 Agricultural and Mechanical College of Kentucky	55,078	8,645	0	0	21,375	2,377	1,211	32,566	121,252	15,000		
16 Louisiana State University and Agricultural and Mechanical College	21,000	9,116	5,440	0	12,651	0	2,097	5,262	55,566	15,000		
17 University of Maine	15,000	5,915	0	4,000	25,000	12,870	8,580	19,316	90,681	15,000		
18 Maryland Agricultural College	21,000	3,478	0	0	25,000	16,313	0	8,411	74,202	15,000		
19 Massachusetts Agricultural College	25,203	7,300	0	0	16,667	0	730	1,775	51,675	15,000		
20 Massachusetts Institute of Technology	25,000	5,468	0	65,000	8,333	221,583	10,845	31,604	367,833	0		
21 Michigan Agricultural College	39,200	65,000	0	0	25,000	385	4,230	44,072	177,887	15,000		
22 University of Minnesota	406,181	23,432	30,161	0	25,000	104,000	0	27,733	616,527	15,000		
23 Mississippi Agricultural and Mechanical College	129,602	5,915	8,358	0	11,624	330	1,625	24,387	181,811	15,000		
24 University of Missouri	212,569	17,494	12,320	850	23,438	0	12,270	23,028	301,969	15,000		
25 Missouri School of Mines and Metallurgy ^a	27,000	9,300	0	0	25,000	2,251	750	4,694	68,935	15,000		
26 Montana College of Agriculture and Mechanic Arts	119,750	35,000	20,000	0	25,000	0	0	32,217	231,967	15,000		
27 University of Nebraska	28,340	3,720	1,440	0	25,000	0	0	598	59,098	15,000		
28 Nevada State University	25,500	4,800	0	0	25,000	1,039	592	28,302	85,233	15,000		
29 New Hampshire College of Agriculture and Mechanic Arts	0	6,480	0	18,389	25,000	6,507	0	423	56,799	15,000		
30 Rutgers Scientific School (New Jersey)	0	0	0	0	25,000	1,178	5	1,454	32,147	15,000		
31 New Mexico College of Agriculture and Mechanic Arts	5,510	0	0	0	25,000	237,000	48,253	388,132	1,105,629	13,500		
32 Cornell University (New York)	34,423	34,423	0	372,681	25,000	5,645	3,313	10,246	109,438	15,000		
33 North Carolina College of Agriculture and Mechanic Arts	37,201	7,500	0	0	16,750	0	0	55,800	109,438	15,000		
34 North Dakota Agricultural College	25,000	3,578	0	0	25,000	0	0	55,800	109,438	15,000		
35 Ohio State University	258,382	31,451	2,155	0	25,000	7,392	30,568	65,058	420,006	0		

		53,266	0	14,730	22,500	975	3,466	94,937	15,000
36	Oklahoma Agricultural and Mechanical College.....	53,266	0	14,730	22,500	975	3,466	94,937	15,000
37	Oregon State Agricultural College.....	30,954	10,363	0	0	711	1,782	68,810	35,000
38	Pennsylvania State College.....	49,361	25,637	0	0	6,738	16,106	122,992	35,000
39	Rhode Island College of Agriculture and Mechanic Arts.....	20,195	2,500	0	0	420	0	48,115	15,000
40	Clemson Agricultural College (South Carolina).....	86,671	5,754	0	3,512	925	3,365	116,545	15,000
41	South Dakota Agricultural College.....	74,700	0	0	0	2,290	12,790	118,634	14,500
42	University of Tennessee.....	0	23,960	0	3,006	12,760	6,523	71,819	15,000
43	Agricultural and Mechanical College of Texas.....	67,000	14,280	0	0	0	0	100,030	35,000
44	Agricultural College of Utah.....	87,100	4,998	0	0	0	6,651	126,135	35,000
45	University of Vermont and State Agricultural College.....	6,000	8,130	0	25,639	0	3,608	82,493	15,000
46	Virginia Agricultural and Mechanical College and Polytechnic Institute.....	50,000	20,659	0	0	13,123	1,033	102,067	15,000
47	Washington Agricultural College and School of Science.....	51,000	0	0	0	6,092	6,523	88,615	15,000
48	West Virginia University.....	156,550	6,543	0	0	9,728	3,728	203,124	15,000
49	University of Wisconsin.....	351,000	13,331	11,097	726	43,500	42,625	514,279	15,000
50	University of Wyoming.....	18,416	0	0	0	474	909	44,829	15,000
	Total.....	4,119,268	659,989	110,141	536,663	254,096	1,062,081	8,677,797	680,500
	<i>Institutions for colored students.</i>								
1	Agricultural and Mechanical College for Negroes (Alabama).....	4,000	0	0	0	0	15,656	30,806	0
2	Branch Normal College (Arkansas).....	3,780	0	0	0	52	0	11,034	0
3	State College for Colored Students (Delaware).....	3,000	0	0	0	0	2,228	10,228	0
4	Florida State Normal and Industrial College for Colored Students.....	4,500	0	0	0	0	0	17,000	0
5	Georgia State Industrial College.....	8,000	0	0	0	0	0	16,33	0
6	Kentucky Normal and Industrial Institute for Colored Persons.....	3,000	1,255	0	0	196	1,907	9,983	0
7	Southern University (Louisiana).....	10,000	0	0	0	77	400	22,893	0
8	Princess Anne Academy (Maryland).....	0	0	0	0	6	671	1,257	0
9	Alcorn Agricultural and Mechanical College (Mississippi).....	31,000	6,814	5,778	0	577	800	57,768	0
10	Lincoln Institute (Missouri).....	1,000	0	0	0	0	0	2,562	0
11	Agricultural and Mechanical College for the Colored Race (North Carolina).....	12,500	0	0	0	0	0	25,921	0
12	Colored Agricultural and Normal University (Oklahoma).....	21,000	0	0	0	0	219	25,719	0
13	Colored Normal, Industrial, Agricultural, and Mechanical College (South Carolina).....	8,500	5,754	0	0	0	0	26,754	0
14	Prairie View State Normal and Industrial College (Texas).....	22,700	0	0	0	0	11,659	40,009	0
15	Hampton Normal and Agricultural Institute (Virginia).....	0	10,329	0	50,350	497	116,372	185,881	0
16	West Virginia Colored Institute.....	1,000	0	0	0	125	289	6,414	0
	Total.....	138,983	24,152	5,778	50,350	953	155,089	489,262	0
	Grand total.....	4,253,257	684,141	115,919	587,013	255,049	1,217,770	9,167,059	680,500

^a Statistics included under University of Missouri.

^b Included under Maryland Agricultural College.

TABLE 6.—Value of additions to equipment during the year of colleges of agriculture and the mechanic arts endowed by acts of Congress approved July 2, 1862, and August 30, 1890.

Institution.	1						
	Permanent endowment.	Buildings.	Library.	Apparatus.	Machinery.	Miscellaneous.	Total.
	2	3	4	5	6	7	8
1 Alabama Polytechnic Institute.....	0	\$1,276	\$1,908	\$1,200	\$1,00		\$6,084
2 University of Arizona.....	0	7,034	1,248	2,061	2,441	\$454	13,238
3 University of Arkansas.....	0	14,000	600	3,500	1,100		19,700
4 University of California.....	\$107,500	65,000	19,691			15,000	207,191
5 Colorado Agricultural College.....	0	0	500	1,850	0	650	3,000
6 Connecticut Agricultural College.....	0	0	973	1,020	3,361	3,832	9,186
7 Delaware College.....	0	12,500	1,400	1,450	1,200	2,475	19,025
8 Florida Agricultural College and Mechanic Arts.....	0	50,000	1,144	323	1,000	4,130	55,597
9 Georgia State College of Agriculture and Mechanic Arts.....	0	0	850	600	0	0	1,450
10 University of Idaho.....	0	50,000	425	1,200	200	125	51,950
11 University of Illinois.....	35,325	175,000	10,000	5,000	5,000	5,000	235,325
12 Purdue University (Indiana).....	0	22,000	275	2,000	2,475	250	27,000
13 Iowa State College of Agriculture and Mechanic Arts.....	0	100,000	2,000	2,000	1,000	0	105,000
14 Kansas State Agricultural College.....	0	75,000	1,500	840	1,370	7,000	85,710
15 Agricultural and Mechanical College of Kentucky.....	0	20,000	1,171	3,248	1,673	400	25,492
16 Louisiana State University and Agricultural and Mechanical College.....	0	17,812	682	1,505	1,271	631	21,961
17 University of Maine.....	0	0	2,251	3,756	2,000	75	8,082
18 Maryland Agricultural College.....	0	0	1,000	625	0	0	1,625
19 Massachusetts Agricultural College.....	116,658	0	6,645	0	0	0	123,303
20 Massachusetts Institute of Technology.....	0	0	0	0	0	0	0
21 Michigan Agricultural College.....	19,783	161,700	8,500	11,461	30,000	0	231,444
22 University of Minnesota.....	0	1,886	784	1,288	33,444	9,971	47,373
23 Mississippi Agricultural and Mechanical College.....	0	174,000					174,000
24 University of Missouri.....	0	16,000	2,000	1,250	950	0	20,200
25 Missouri School of Mines and Metallurgy.....	0	0	8,450		7,500	1,500	17,450
26 University of Nebraska.....	1,000	15,500	50	524	452	6,178	24,544
27 Nevada State University.....	0	0	0	991	0	2,014	3,005
28 New Hampshire College of Agriculture and Mechanic Arts.....	29,700	0	2,148	2,503	0	718	26,069
29 Rutgers Scientific School (New Jersey).....	0	0	1,500	1,000	1,000	1,500	5,000
30 New Mexico College of Agriculture and Mechanic Arts.....	545,931	0	19,005				564,936
31 Cornell University (New York).....	0	25,493	233	500	11,000	852	38,138
32 North Carolina College of Agriculture and Mechanic Arts.....	0	0	350	2,350	1,230	0	4,930
33 North Dakota Agricultural College.....	4,053	63,753	5,000	12,858	1,472	87,696	125,732
34 Ohio State University.....	0	45,000	1,420	1,000	0	100	47,420
35 Oklahoma Agricultural and Mechanical College.....	0	18,522	822	1,325	737	233	20,640
36 Oregon State Agricultural College.....	0	2,900	1,000	200	70	0	4,070
37 Pennsylvania State College.....	0	38,723	1,000	5,000	5,000	0	37,723
38 Rhode Island College of Agriculture and Mechanic Arts.....	0	0	0	1,000	1,200	0	2,200
39 Clemson Agricultural College (South Carolina).....	0	50,000	300				50,300
40 South Dakota Agricultural College.....	0	0	0	0	0	0	0
41 South Dakota Agricultural College.....	0	0	0	0	0	0	0

42	University of Tennessee	0	350	500	300	500	901	2,551
43	Agricultural and Mechanical College of Texas	0	31,000	1,000	0	0	0	32,000
44	Agricultural College of Utah	0	47,118	957	2,403	0	6,563	57,630
45	University of Vermont and State Agricultural College	10,000	23,000	2,000	12,000	500	40,500	49,500
46	Virginia Agricultural and Mechanical College and Polytechnic Institute	0	11,125	0	11,081	4,910	4,589	31,705
47	Washington Agricultural College and School of Science	0	11,000	581	3,523	4,855	1,161	21,130
48	West Virginia University	0	30,000	3,000	503	11,858	29,215	65,588
49	University of Wisconsin	0	30,336	6,628	0	0	0	73,807
50	University of Wyoming	0	4,000	6,000	4,000	2,000	300	16,300
Total		802,220	1,406,608	127,009	98,201	142,237	118,732	2,815,010
<i>Institutions for colored students.</i>								
1	Agricultural and Mechanical College for Negroes (Alabama)	0	3,803	0	0	2,000	100	7,900
2	Branch Normal College (Arkansas)	0	2,500	0	0	0	0	2,500
3	State College for Colored Students (Delaware)	0	3,855	125	12	100	0	3,855
4	Florida State Normal and Industrial College for Colored Students	0	0	28	93	0	343	464
5	Georgia State Industrial College	0	0	0	0	0	0	0
6	Kentucky Normal and Industrial Institute for Colored Persons	0	0	0	0	0	0	0
7	Southern University (Louisiana)	0	0	0	0	0	0	0
8	Princess Anne Academy (Maryland)	0	0	0	0	0	0	0
9	Alcorn Agricultural and Mechanical College (Mississippi)	0	1,000	0	0	0	0	1,000
10	Lincoln Institute (Missouri)	0	0	291	0	512	1,322	2,155
11	Agricultural and Mechanical College for the Colored Race (North Carolina)	0	18,662	300	200	400	200	19,762
12	Colored Agricultural and Normal University (Oklahoma)	0	0	0	427	148	0	575
13	Colored Normal, Industrial, Agricultural and Mechanical College (South Carolina)	0	0	0	0	0	0	0
14	Prairie View State Normal and Industrial College (Texas)	0	4,700	350	0	0	300	5,350
15	Hampton Normal and Industrial Institute (Virginia)	128,685	0	0	0	0	0	128,685
16	West Virginia Colored Institute	0	16,000	200	300	438	214	17,212
Total		128,685	52,517	1,291	1,032	3,088	2,470	189,035
Grand total		990,905	1,519,125	128,303	99,236	145,925	121,211	3,004,705

[illegible]

Partly estimated.

Disbursements to the States and Territories of the appropriation in aid of colleges of agriculture and the mechanic arts under the act of Congress approved August 30, 1890.

State or Territory.	Year ending June 30—										
	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1900.	1902.
Alabama.....	\$15,000	\$16,000	\$17,000	\$18,000	\$19,000	\$20,000	\$21,000	\$22,000	\$23,000	\$24,000	\$25,000
Arizona.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Arkansas.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
California.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Colorado.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Connecticut.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Delaware.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Florida.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Georgia.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Idaho.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Illinois.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Indiana.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Iowa.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Kansas.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Kentucky.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Louisiana.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Maine.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Maryland.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Massachusetts.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Michigan.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Minnesota.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Mississippi.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Missouri.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Montana.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Nebraska.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Nevada.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
New Hampshire.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
New Jersey.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
New Mexico.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
New York.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
North Carolina.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
North Dakota.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Ohio.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Oklahoma.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Oregon.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Pennsylvania.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Rhode Island.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
South Carolina.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
South Dakota.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Tennessee.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Texas.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Utah.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Vermont.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000

Alabama	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Alaska	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Arizona	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Arkansas	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
California	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Colorado	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Connecticut	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Delaware	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
District of Columbia	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Florida	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Georgia	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Hawaii	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Idaho	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Illinois	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Indiana	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Iowa	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Kansas	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Kentucky	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Louisiana	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Maine	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Maryland	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Massachusetts	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Michigan	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Minnesota	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Mississippi	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Missouri	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Montana	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Nebraska	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Nevada	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
New Hampshire	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
New Jersey	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
New Mexico	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
New York	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
North Carolina	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
North Dakota	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Ohio	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Oklahoma	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Oregon	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Pennsylvania	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Rhode Island	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
South Carolina	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
South Dakota	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Tennessee	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Texas	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Utah	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Vermont	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Virginia	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Washington	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
West Virginia	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Wisconsin	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Wyoming	15,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000
Total	660,000	782,000	864,000	912,000	960,000	1,008,000	1,056,000	1,104,000	1,152,000	1,200,000

CHAPTER XXXVIII.

STATISTICS OF NORMAL SCHOOLS.

This chapter presents the statistics of the 282 public and private normal schools of the United States reporting to this Bureau in 1902.

For the year ending June, 1902, there were in the regular training courses for teachers in these schools 65,068 students, as compared with 63,402 the preceding year. There were 10,005 graduates, as compared with 10,383 in 1901.

The following comparison with the statistics of 1890 will indicate the progress made by public and private normal schools in the twelve years:

	1889-90.				1901-2.			
	Schools.	Instruct- ors.	Normal stu- dents.	Normal gradu- ates.	Schools.	Instruct- ors.	Normal stu- dents.	Normal gradu- ates.
Public normal schools	135	1,182	26,917	4,413	173	2,487	49,403	8,584
Private normal schools	43	274	7,897	824	109	799	15,665	1,421
Total.....	178	1,456	34,814	5,237	282	3,277	65,068	10,005

Since 1890 the growth of public normal schools has been constant, while the progress of private normal schools in the dozen years has shown many fluctuations. The latter increased from 43 schools, with 7,897 students, in 1890, to 198, with 24,181 students, in 1897. For the last five years there has been a gradual decline in the number of private normal schools until 1902, when there were 109, reporting 15,665 normal students.

In addition to the 65,068 students in training courses for teachers in the public and private normal schools, there were 29,065 normal students in universities and colleges and high schools in 1901-2. The following table shows the number and classes of institutions offering professional instruction to teachers and the number of normal students in each class for the last four years:

Normal students reported for four years.

Classes of institutions.	1898-99.		1899-1900.		1900-1901.		1901-2.	
	Insti- tu- tions.	Stu- dents.	Insti- tu- tions.	Stu- dents.	Insti- tu- tions.	Stu- dents.	Insti- tu- tions.	Stu- dents.
Public normal schools	166	44,808	172	47,421	170	43,372	173	49,403
Private normal schools	165	23,572	134	22,172	118	20,030	109	15,665
Public universities and colleges	29	2,541	26	2,004	34	3,019	39	3,003
Private universities and colleges	206	6,950	221	7,520	213	7,453	195	7,687
Public high schools	544	8,930	506	10,703	525	11,298	368	10,483
Private high schools	378	6,886	417	8,522	398	8,985	357	7,892
Grand total	1,488	93,687	1,476	98,342	1,461	94,157	1,241	94,133
In all public institutions	739	56,279	704	60,128	732	57,689	580	62,889
In all private institutions	749	37,408	772	38,214	729	36,468	661	31,244

If to the number of graduates from public and private normal schools there be added the probable number of teachers graduating from other institutions where normal training is offered, the total number will not be less than 15,000 for the last year. This number of trained teachers annually recruits the ranks of the half a million men and women engaged in teaching in the United States. Thousands of others, half trained and untrained, take the places of those who drop out of the work.

Tables 19 and 20 show the distribution of normal students by States according to the classification in the above table for the scholastic year 1901-2. Table 21 gives a list of universities and colleges offering normal instruction to teachers.

PUBLIC NORMAL SCHOOLS.

Excepting Delaware and Nevada all the States and Territories have public normal schools. In these two States provision is made for the education of teachers in the State colleges.

There has been a steady increase in the aggregate of State appropriations for normal schools since 1890. The aggregate of such appropriations for the support of the public normal schools for the year ending June, 1902, was \$3,228,090, an increase of \$159,605 over the preceding year, and \$1,915,671 more than the amount appropriated by the States for the 135 public normal schools for 1890. The following table well illustrates the growth of the public normal schools in the last dozen years:

Public appropriations to public normal schools for thirteen years.

Year.	For sup- port.	For build- ings.	Year.	For sup- port.	For build- ings.
1889-90.....	\$1,312,419	\$900,533	1896-97.....	\$2,426,185	\$743,333
1890-91.....	1,285,700	409,916	1897-98.....	2,566,132	417,866
1891-92.....	1,567,082	394,635	1898-99.....	2,510,934	560,896
1892-93.....	1,452,914	816,825	1899-1900.....	2,769,003	718,507
1893-94.....	1,996,271	1,583,399	1900-1901.....	3,068,485	709,217
1894-95.....	1,917,375	1,003,933	1901-2.....	3,228,090	906,301
1895-96.....	2,187,875	1,124,834			

Tables 1 to 11 summarize the statistics of the 173 public normal schools, while tables 22 and 23 give in detail the information concerning these schools.

The number of teachers engaged in the instruction of normal students in the 173 schools was 2,487, the number of men being 1,024 and women 1,463. There were 739 teachers wholly in other departments, making the total number of teachers in these public institutions 3,226.

Table 2 shows that there were 49,403 students in the normal departments—12,209 males and 37,194 females. There were 806 students in business courses and 6,295 in other courses of secondary grade. There were 27,324 pupils in elementary grades, making an aggregate enrollment of 83,828, as shown in Table 3. The number of colored students in normal courses was 2,164, the number of males being 826 and females 1,338, most of them being in normal schools for the colored race in the South. Table 3 also shows that there were 40,761 children in the model schools connected with the public normal schools.

The number of graduates from public normal schools for the year ending June, 1902, was 8,584, as shown in Table 4, the number of males being 1,632 and females 6,952. There were 118 graduates from business courses and 625 graduates in other courses. Courses other than those for the professional training of teachers are being eliminated from public normal schools.

Table 5 shows that 146 of the 173 public normal schools received for the year \$3,228,090 from public appropriations for support; 105 received \$228,451 from tuition

and other fees; 11 received \$99,899 from productive funds, while 43 received \$375,364 from other sources. The aggregate income of 146 schools was \$3,985,804.

Table 6 gives the aggregate value of property possessed by 139 public normal schools as \$20,628,432. The number of volumes in the libraries of 154 schools was 746,138. The amount of public funds appropriated for buildings and improvements for 60 public normal schools was \$906,301. From many institutions it is difficult to obtain financial statistics.

Table 7 reviews for six years the aggregate annual appropriations for the support of public normal schools. Table 8 shows for the same period appropriations for buildings and improvements.

BRANCHES OF INSTRUCTION.

Tables 9, 10, and 11 show the number of students in each of the nine leading subjects embraced in the courses offered by public normal schools. The following condensed summary will show at a glance the number and per cent of the 49,403 students in each branch:

Number and per cent of public normal students pursuing certain studies.

	Number of normal students.	Per cent of total number of normal students.	Male normal students.	Per cent of male normal students.	Female normal students.	Per cent of female normal students.
Public normal students.....	49,403	.....	12,209	.....	37,194	.....
Students in—						
History of education.....	10,953	22.17	1,738	14.23	9,215	24.78
Theory of education.....	12,965	26.18	2,079	17.03	10,886	29.19
School organization and supervision..	13,443	27.19	2,474	20.26	10,969	29.49
School management and discipline..	15,505	31.38	2,994	24.52	12,511	33.64
School hygiene.....	13,655	27.64	2,690	22.03	10,965	29.48
Psychology and child study.....	14,538	29.43	2,484	20.35	12,054	32.41
Ethics.....	4,816	9.75	801	6.56	4,015	10.79
School laws.....	8,692	17.59	1,471	12.05	7,221	19.41
Practical pedagogy.....	14,468	29.29	2,748	22.51	11,720	31.51

PRIVATE NORMAL SCHOOLS.

The statistics of the 109 private normal schools will be found summarized in Tables 12 to 17, inclusive. These tables may be compared with Tables 1 to 6, which summarize the same items for public normal schools.

Certain items of statistics for public and private normal schools are compared in Table 18. In public normal schools less than 25 per cent of the students are males, while they comprise nearly 48 per cent in private normal schools. The proportion of graduates is nearly twice as large in the public as in private normal schools.

In the total enrollment of 83,825 in public normal schools, which includes all in the elementary, high-school, and normal grades, there were 49,403 pursuing professional courses for teachers. This was nearly 59 per cent of the total. In the private normal schools, where the total enrollment was 37,031, the number in normal courses was 15,665, or about 42 per cent of the total. The detailed statistics of the 109 private normal schools will be found in Table 24.

TABLE 1.—Summary of statistics of public normal schools in 1901-2.

SCHOOLS AND INSTRUCTORS.

State or Territory.	Schools.	Teachers for normal students.			Teachers wholly for other departments.			Total number teachers employed.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	173	1,024	1,463	2,487	114	625	739	1,138	2,088	3,226
North Atlantic Division ..	62	325	661	986	45	358	403	370	1,019	1,389
South Atlantic Division ..	25	124	197	321	17	33	50	141	230	371
South Central Division ..	24	132	110	242	24	49	73	156	159	315
North Central Division ..	40	315	366	681	20	162	182	335	528	863
Western Division	22	128	129	257	8	23	31	136	152	288
North Atlantic Division:										
Maine.....	5	6	33	39	1	1	2	7	34	41
New Hampshire.....	1	3	7	10	2	8	10	5	15	20
Vermont.....	3	5	13	18	0	6	6	5	19	24
Massachusetts.....	11	50	91	141	2	76	78	52	167	219
Rhode Island.....	1	4	21	25	0	11	11	4	32	36
Connecticut.....	4	14	75	89	1	12	13	15	87	102
New York.....	17	94	231	325	7	123	130	101	354	455
New Jersey.....	4	22	44	66	2	67	69	24	111	135
Pennsylvania.....	15	127	146	273	39	54	84	157	200	357
South Atlantic Division:										
Delaware.....	0	0	0	0	0	0	0	0	0	0
Maryland.....	1	4	8	12	0	4	4	4	12	16
District of Columbia ..	2	0	17	17	0	0	0	0	17	17
Virginia.....	3	34	62	96	0	2	2	34	64	98
West Virginia.....	7	30	23	58	8	7	15	38	35	73
North Carolina.....	5	18	25	43	3	3	6	21	28	49
South Carolina.....	1	6	28	34	0	0	0	6	28	34
Georgia.....	4	20	19	39	6	17	23	25	36	62
Florida.....	2	12	10	22	0	0	0	12	10	22
South Central Division:										
Kentucky.....	2	6	3	9	2	10	12	8	13	21
Tennessee.....	1	17	10	27	0	0	0	17	10	27
Alabama.....	6	31	35	66	8	27	35	39	62	101
Mississippi.....	5	14	8	22	0	0	0	14	8	22
Louisiana.....	2	8	19	27	0	8	8	8	27	35
Texas.....	4	21	23	44	11	3	14	32	26	58
Arkansas.....	1	3	2	5	2	0	2	5	2	7
Oklahoma.....	3	32	10	42	1	1	2	33	11	44
Indian Territory.....	0	0	0	0	0	0	0	0	0	0
North Central Division:										
Ohio.....	3	5	17	22	4	18	22	9	35	44
Indiana.....	2	28	16	44	0	0	0	28	16	44
Illinois.....	5	47	44	91	12	57	69	59	101	160
Michigan.....	4	39	49	88	2	32	34	41	81	122
Wisconsin.....	8	62	70	132	2	27	29	64	97	161
Minnesota.....	5	29	53	82	0	12	12	29	65	94
Iowa.....	3	33	28	61	0	5	5	33	33	66
Missouri.....	3	29	19	48	0	4	4	29	23	52
North Dakota.....	2	9	9	18	0	3	3	9	12	21
South Dakota.....	3	6	27	33	0	2	2	6	29	35
Nebraska.....	1	9	11	20	0	0	0	9	11	20
Kansas.....	1	19	23	42	0	2	2	19	25	44
Western Division:										
Montana.....	1	5	3	8	0	0	0	5	3	8
Wyoming.....	1	12	1	13	0	0	0	12	1	13
Colorado.....	1	14	13	27	0	0	0	14	13	27
New Mexico.....	2	11	9	20	0	1	1	11	10	21
Arizona.....	2	5	7	12	0	0	0	5	7	12
Utah.....	1	6	2	8	0	0	0	6	2	8
Nevada.....	0	0	0	0	0	0	0	0	0	0
Idaho.....	2	8	4	12	0	0	0	8	4	12
Washington.....	3	16	14	30	0	6	6	16	20	36
Oregon.....	4	14	14	28	8	4	12	22	18	40
California.....	5	37	62	99	0	12	12	37	74	111

TABLE 2.—Summary of statistics of public normal schools in 1901-2.

STUDENTS AND COURSES OF STUDY.

State or Territory.	Students in normal department.			Students in business courses.			Other students in secondary grades.			Pupils in elementary grades.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	12,209	37,194	49,403	331	475	805	2,118	4,177	6,295	12,839	14,985	27,824
North Atlantic Division...	3,255	13,987	17,242	148	90	238	450	2,221	2,671	5,830	7,538	13,368
South Atlantic Division...	1,013	3,070	4,083	123	343	466	1,035	960	1,995	606	916	1,522
South Central Division...	1,868	3,393	5,261	17	18	35	302	530	832	1,526	1,529	3,055
North Central Division...	5,341	13,566	18,907	40	23	63	134	170	304	3,524	4,602	7,526
Western Division	732	3,178	3,910	3	1	4	197	296	493	853	1,000	1,853
North Atlantic Division:												
Maine	125	516	641	0	0	0	0	0	0	92	152	244
New Hampshire	3	137	140	0	0	0	30	59	89	90	107	197
Vermont	37	268	305	0	0	0	0	0	0	0	0	0
Massachusetts	117	1,683	1,800	0	0	0	0	0	0	664	711	1,375
Rhode Island	0	299	299	0	0	0	0	38	26	0	0	0
Connecticut	5	629	634	0	0	0	0	0	0	292	298	555
New York	854	5,265	6,119	78	59	137	104	1,721	1,825	2,064	3,312	5,376
New Jersey	50	857	907	0	0	0	59	122	181	1,217	1,271	2,488
Pennsylvania	2,064	4,423	6,487	70	31	101	257	283	540	1,411	1,692	3,103
South Atlantic Division:												
Delaware	0	0	0	0	0	0	0	0	0	0	0	0
Maryland	17	368	385	0	0	0	0	0	0	6	34	40
District of Columbia...	14	164	178	0	0	0	0	0	0	0	0	0
Virginia	82	437	519	0	0	0	378	268	646	211	328	539
West Virginia	456	442	898	101	64	165	293	338	631	25	23	48
North Carolina	221	531	752	2	49	51	32	228	260	38	138	176
South Carolina	0	306	306	0	91	91	0	59	59	0	0	0
Georgia	159	694	853	20	139	159	232	17	349	292	347	639
Florida	61	128	192	0	0	0	0	0	0	34	46	80
South Central Division:												
Kentucky	43	111	154	0	0	0	0	0	0	266	314	580
Tennessee	230	345	575	0	0	0	0	0	0	0	0	0
Alabama	492	894	1,386	2	0	2	131	326	457	483	462	945
Mississippi	155	212	367	0	0	0	0	0	0	196	198	394
Louisiana	63	503	566	0	0	0	0	0	0	250	177	427
Texas	437	778	1,215	8	4	12	166	190	356	125	116	241
Arkansas	44	21	65	0	0	0	0	1	1	79	75	154
Oklahoma	404	529	933	7	14	21	5	13	18	127	187	314
Indian Territory	0	0	0	0	0	0	0	0	0	0	0	0
North Central Division:												
Ohio	0	468	468	0	0	0	0	0	0	0	0	0
Indiana	1,000	1,259	2,259	0	0	0	0	0	0	0	0	0
Illinois	698	2,002	2,700	0	0	0	58	87	145	732	766	1,498
Michigan	405	1,769	2,165	0	0	0	0	0	0	916	884	1,900
Wisconsin	665	1,875	2,540	0	0	0	13	7	20	569	676	1,245
Minnesota	149	971	1,120	0	0	0	0	0	0	657	732	1,389
Iowa	519	1,713	2,232	40	23	63	63	76	139	327	367	694
Missouri	856	1,189	2,045	0	0	0	0	0	0	68	120	188
North Dakota	125	251	376	0	0	0	0	0	0	23	22	45
South Dakota	145	394	539	0	0	0	0	0	0	165	201	366
Nebraska	168	462	630	0	0	0	0	0	0	0	0	0
Kansas	611	1,222	1,833	0	0	0	0	0	0	67	134	201
Western Division:												
Montana	10	114	124	0	0	0	1	9	10	0	0	0
Wyoming	1	44	45	0	0	0	0	0	0	7	8	15
Colorado	41	248	289	0	0	0	50	76	126	134	138	272
New Mexico	107	122	229	3	1	4	3	4	7	97	105	202
Arizona	14	49	63	0	0	0	36	83	119	11	19	30
Utah	96	104	200	0	0	0	0	0	0	0	0	0
Nevada	0	0	0	0	0	0	0	0	0	0	0	0
Idaho	58	197	255	0	0	0	19	16	35	20	25	45
Washington	132	526	658	0	0	0	0	0	0	140	190	330
Oregon	110	179	289	0	0	0	88	108	196	116	127	243
California	163	1,595	1,758	0	0	0	0	0	0	328	388	716

TABLE 3.—*Summary of statistics of public normal schools in 1901-2.*

TOTAL ENROLLMENT OF STUDENTS.

State or Territory.	Total enrollment in all departments.			Colored students included in normal department.			Number of children in model school.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	26,997	56,831	83,828	826	1,338	2,164	18,739	22,022	40,761
North Atlantic Division....	9,683	23,836	33,519	8	50	58	9,552	11,733	21,285
South Atlantic Division....	2,777	5,289	8,066	347	565	912	871	1,124	1,995
South Central Division....	3,713	5,470	9,183	447	672	1,119	1,029	1,063	2,092
North Central Division....	9,089	17,761	26,800	23	49	72	5,739	6,518	12,257
Western Division.....	1,785	4,475	6,260	1	2	3	1,548	1,584	3,132
North Atlantic Division:									
Maine.....	217	668	885	0	0	0	77	126	203
New Hampshire.....	123	303	426	0	0	0	129	166	286
Vermont.....	37	268	305	0	0	0	155	181	336
Massachusetts.....	781	2,394	3,175	0	8	8	1,841	2,014	3,855
Rhode Island.....	0	245	245	0	0	0	309	336	645
Connecticut.....	297	922	1,219	0	1	1	1,682	1,814	3,496
New York.....	3,100	10,557	13,457	3	18	21	2,642	3,974	6,616
New Jersey.....	1,326	2,250	3,576	2	7	9	1,509	1,559	3,068
Pennsylvania.....	3,802	6,429	10,231	3	16	19	1,217	1,563	2,780
South Atlantic Division:									
Delaware.....	0	0	0	0	0	0	0	0	0
Maryland.....	23	402	425	0	0	0	6	34	40
District of Columbia....	14	164	178	12	68	80	385	844	729
Virginia.....	671	1,033	1,704	76	127	203	216	334	550
West Virginia.....	875	917	1,792	1	4	5	7	12	19
North Carolina.....	293	946	1,239	221	306	527	141	174	315
South Carolina.....	0	456	456	0	0	0	17	39	56
Georgia.....	803	1,197	2,000	12	12	24	75	161	236
Florida.....	98	174	272	25	48	73	24	26	50
South Central Division:									
Kentucky.....	309	425	734	43	36	79	209	232	441
Tennessee.....	230	345	575	0	0	0	68	138	206
Alabama.....	1,108	1,682	2,790	249	465	714	412	397	809
Mississippi.....	351	410	761	82	121	203	30	33	63
Louisiana.....	313	680	993	0	0	0	250	177	427
Texas.....	736	1,088	1,824	16	7	23	0	0	0
Arkansas.....	123	97	220	44	21	65	0	0	0
Oklahoma.....	543	743	1,286	13	22	35	60	86	146
Indian Territory.....	0	0	0	0	0	0	0	0	0
North Central Division:									
Ohio.....	0	468	468	0	6	6	736	1,000	1,736
Indiana.....	1,000	1,259	2,259	0	4	4	117	123	240
Illinois.....	1,488	2,855	4,343	13	20	33	1,793	1,794	3,587
Michigan.....	1,321	2,744	4,065	0	3	3	1,056	1,144	2,200
Wisconsin.....	1,247	2,558	3,805	0	0	0	651	838	1,489
Minnesota.....	806	1,703	2,509	0	0	0	607	632	1,239
Iowa.....	949	2,179	3,128	0	0	0	327	367	694
Missouri.....	924	1,309	2,233	0	0	0	143	190	333
North Dakota.....	148	273	421	0	0	0	23	22	45
South Dakota.....	310	595	905	0	0	0	165	201	366
Nebraska.....	168	462	630	0	1	1	54	73	127
Kansas.....	678	1,856	2,034	10	15	25	67	134	201
Western Division:									
Montana.....	11	123	134	0	0	0	147	162	309
Wyoming.....	8	52	60	0	0	0	8	7	15
Colorado.....	225	462	687	0	0	0	134	138	272
New Mexico.....	210	232	442	0	0	0	73	71	144
Arizona.....	61	151	212	1	0	1	32	51	83
Utah.....	96	104	200	0	0	0	0	0	0
Nevada.....	0	0	0	0	0	0	0	0	0
Idaho.....	97	238	335	0	0	0	12	15	27
Washington.....	272	716	988	0	0	0	188	231	419
Oregon.....	314	414	728	0	0	0	219	235	454
California.....	491	1,983	2,474	0	2	2	735	674	1,409

TABLE 4.—*Summary of statistics of public normal schools in 1901-2.*

NUMBER OF NORMAL AND OTHER GRADUATES.

State or Territory.	Normal graduates.			Graduates in business courses.			Graduates in other courses.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	1,632	6,952	8,584	42	76	118	85	540	625
North Atlantic Division....	790	3,861	4,651	24	14	38	38	390	428
South Atlantic Division....	126	429	555	13	49	62	27	77	104
South Central Division....	110	294	404	5	7	12	9	42	51
North Central Division....	535	1,963	2,498	0	6	6	11	29	40
Western Division.....	71	405	476	0	0	0	0	2	2
North Atlantic Division:									
Maine.....	16	148	164	0	0	0	0	0	0
New Hampshire.....	0	0	0	0	0	0	0	0	0
Vermont.....	12	107	119	0	0	0	0	0	0
Massachusetts.....	28	478	506	0	0	0	0	0	0
Rhode Island.....	0	0	0	0	0	0	0	0	0
Connecticut.....	2	176	178	0	0	0	0	0	0
New York.....	169	1,524	1,693	9	2	11	6	339	345
New Jersey.....	24	282	306	0	0	0	12	22	34
Pennsylvania.....	541	1,158	1,699	15	12	27	20	29	49
South Atlantic Division:									
Delaware.....	0	0	0	0	0	0	0	0	0
Maryland.....	6	79	85	0	0	0	0	0	0
District of Columbia.....	13	115	128	0	0	0	0	0	0
Virginia.....	16	67	83	0	0	0	0	6	6
West Virginia.....	23	26	49	10	10	20	21	25	46
North Carolina.....	17	49	66	0	0	0	0	41	41
South Carolina.....	0	30	30	0	21	21	0	3	3
Georgia.....	41	48	89	3	18	21	6	2	8
Florida.....	10	15	25	0	0	0	0	0	0
South Central Division:									
Kentucky.....	2	43	45	0	0	0	0	0	0
Tennessee.....	0	0	0	0	0	0	0	0	0
Alabama.....	29	44	73	3	5	8	7	37	44
Mississippi.....	13	12	25	1	0	1	2	3	5
Louisiana.....	11	98	109	0	0	0	0	0	0
Texas.....	18	36	54	0	0	0	0	0	0
Arkansas.....	4	1	5	0	0	0	0	0	0
Oklahoma.....	33	60	93	1	2	3	0	2	2
Indian Territory.....	0	0	0	0	0	0	0	0	0
North Central Division:									
Ohio.....	0	183	183	0	0	0	0	0	0
Indiana.....	54	66	120	0	0	0	0	0	0
Illinois.....	48	373	421	0	0	0	1	2	3
Michigan.....	61	277	338	0	6	6	1	1	2
Wisconsin.....	177	333	510	0	0	0	8	25	33
Minnesota.....	15	303	323	0	0	0	0	0	0
Iowa.....	57	95	152	0	0	0	0	0	0
Missouri.....	44	74	118	0	0	0	0	0	0
North Dakota.....	2	17	19	0	0	0	0	0	0
South Dakota.....	13	52	65	0	0	0	1	1	2
Nebraska.....	24	82	106	0	0	0	0	0	0
Kansas.....	40	103	143	0	0	0	0	0	0
Western Division:									
Montana.....	1	3	4	0	0	0	0	0	0
Wyoming.....	0	0	0	0	0	0	0	0	0
Colorado.....	14	60	74	0	0	0	0	0	0
New Mexico.....	5	20	25	0	0	0	0	2	2
Arizona.....	5	20	25	0	0	0	0	0	0
Utah.....	0	0	0	0	0	0	0	0	0
Nevada.....	0	0	0	0	0	0	0	0	0
Idaho.....	8	20	28	0	0	0	0	0	0
Washington.....	9	60	69	0	0	0	0	0	0
Oregon.....	12	33	45	0	0	0	0	0	0
California.....	17	189	206	0	0	0	0	0	0

TABLE 5.—*Summary of public normal schools in 1901-2.*

INCOME FROM VARIOUS SOURCES.

State or Territory.	Number of schools reporting.	Appropriated by States, counties, or cities, for support for 1901-2.	Number of schools reporting.	Received from tuition and other fees.	Number of schools reporting.	Received from productive funds.	Number of schools reporting.	Received from other sources and unclassified.	Number of schools reporting.	Total income for the year 1901-2.
United States	146	\$3,228,090	105	\$282,451	11	\$99,899	43	\$375,364	146	\$3,985,804
North Atlantic Division	47	1,237,283	25	60,424	0	.....	12	107,889	47	1,405,596
South Atlantic Division	21	280,203	15	41,567	2	60,968	11	163,318	21	546,056
South Central Division	22	225,771	16	33,747	2	8,307	12	92,267*	22	300,092
North Central Division	32	1,040,363	30	126,928	6	30,524	4	10,000	31	1,207,815
Western Division	22	444,470	18	19,785	1	100	4	1,890	22	466,245
North Atlantic Division:										
Maine.....	4	22,900	3	1,474	0	.....	0	.....	4	24,374
New Hampshire	1	18,800	1	2,600	.....	.....	.....	.....	1	20,900
Vermont.....	3	16,750	2	400	0	.....	0	.....	3	17,150
Massachusetts	8	241,010	6	3,906	0	.....	0	.....	8	244,916
Rhode Island	1	58,500	0	.....	0	.....	0	.....	1	58,500
Connecticut.....	1	16,000	0	.....	0	.....	0	.....	1	16,000
New York.....	13	498,708	10	19,041	.....	.....	5	9,126	13	526,870
New Jersey.....	1	48,000	.....	.....	.....	.....	.....	.....	1	48,000
Pennsylvania	15	317,120	4	33,003	0	.....	7	98,763	15	448,886
South Atlantic Division:										
Delaware.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland.....	1	20,000	1	6,496	0	.....	0	.....	1	26,496
District of Columbia .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Virginia.....	3	38,333	3	2,009	1	60,679	3	120,470	3	221,491
West Virginia.....	6	71,100	6	3,893	.....	289	1	9,050	6	84,332
North Carolina	5	48,007	1	12,451	0	.....	3	11,888	5	72,346
South Carolina	1	49,438	1	8,728	0	.....	1	800	1	58,966
Georgia.....	3	41,795	2	7,934	0	.....	2	8,610	3	58,339
Florida.....	2	11,500	1	56	0	.....	1	12,500	2	24,056
South Central Division:										
Kentucky.....	2	8,000	1	196	1	1,307	1	4,880	2	14,383
Tennessee.....	1	20,000	1	8,000	.....	.....	1	40,800	1	68,800
Alabama.....	6	43,000	5	9,929	0	.....	5	34,950	6	87,879
Mississippi.....	5	4,482	4	2,100	.....	.....	2	100	5	6,682
Louisiana.....	1	18,000	1	4,322	0	.....	0	.....	1	22,322
Texas.....	4	77,500	3	8,800	0	.....	1	2,000	4	88,300
Arkansas.....	1	3,789	1	400	0	.....	1	6,818	1	11,007
Oklahoma.....	2	51,000	.....	.....	1	7,000	1	2,719	2	60,719
Indian Territory.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:										
Ohio.....	1	24,000	2	590	.....	.....	.....	.....	2	24,590
Indiana.....	1	67,730	1	4,398	0	.....	0	.....	1	72,128
Illinois.....	4	191,713	4	13,859	1	596	1	3,000	5	209,168
Michigan.....	3	137,121	3	12,498	1	4,200	1	2,000	3	155,819
Wisconsin.....	7	215,329	5	31,472	1	9,500	1	2,000	7	238,301
Minnesota.....	4	127,000	4	10,352	0	.....	0	.....	4	137,352
Iowa.....	3	80,900	3	22,765	0	.....	0	.....	3	103,665
Missouri.....	3	62,725	3	18,700	.....	.....	.....	.....	3	81,425
North Dakota	1	13,895	1	1,028	.....	.....	.....	.....	1	14,923
South Dakota	3	43,450	3	6,400	2	2,460	1	3,000	3	55,310
Nebraska.....	1	30,000	0	.....	0	.....	0	.....	1	30,000
Kansas.....	1	46,500	1	4,865	1	13,768	.....	.....	1	65,134
Western Division:										
Montana.....	1	18,440	1	271	.....	.....	1	900	1	19,611
Wyoming.....	1	3,000	1	112	.....	.....	.....	.....	1	3,112
Colorado.....	1	60,000	1	3,000	0	.....	0	.....	1	63,000
New Mexico.....	2	23,000	2	3,000	.....	.....	1	100	2	26,100
Arizona.....	2	30,000	2	1,500	0	.....	0	.....	2	31,500
Utah.....	1	10,000	1	1,000	.....	.....	.....	.....	1	11,000
Nevada.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho.....	2	17,029	1	175	0	.....	0	.....	2	17,175
Washington.....	3	59,250	3	3,135	1	100	0	.....	3	62,485
Oregon.....	4	34,750	4	7,072	.....	.....	0	890	4	42,712
California.....	5	189,030	2	520	0	.....	2	.....	5	189,550

TABLE 6.—*Summary of statistics of public normal schools in 1901-2.*

VALUE OF BUILDINGS AND OTHER PROPERTY.

State or Territory.	Number of schools re- porting.	Volumes in libraries.	Esti- mated value of libra- ries.	Number of schools re- porting.	Value of buildings, grounds, apparatus, etc.	Number of schools re- porting.	Total money value of bene- factions or be- quests for perman- ent endow- ment 1901-2.	Number of schools re- porting.	Appro- priated by States, counties, and cities for build- ings and improve- ments.
United States.....	154	746,188	\$895,251	139	\$20,628,432	3	\$150,420	60	\$906,801
North Atlantic Division....	53	248,630	307,887	43	9,831,365	.....	.....	15	176,534
South Atlantic Division....	24	61,854	85,556	22	2,744,700	2	135,420	12	124,747
South Central Division....	21	77,211	72,481	21	1,033,240	1	15,000	6	35,050
North Central Division....	35	277,505	337,696	34	5,447,582	.....	.....	16	381,170
Western Division.....	21	80,938	91,631	19	1,571,544	.....	.....	11	188,800
North Atlantic Division:									
Maine.....	3	4,980	7,150	3	154,800	.....	.....	1	5,600
New Hampshire.....	1	5,000	6,090	1	40,000	.....	.....	.....	.....
Vermont.....	3	13,500	10,000	2	21,200	.....	.....	.....	.....
Massachusetts.....	9	41,123	49,300	6	1,105,250	.....	.....	1	2,000
Rhode Island.....	1	5,000	10,000	1	800,000	.....	.....	.....	.....
Connecticut.....	4	17,010	17,500	3	353,485	.....	.....	.....	.....
New York.....	16	73,453	112,900	11	2,435,098	.....	.....	7	69,567
New Jersey.....	2	4,200	5,250	2	522,500	.....	.....	1	4,000
Pennsylvania.....	14	84,364	98,787	15	4,548,933	.....	.....	5	95,367
South Atlantic Division:									
Delaware.....	0	.....	.....	.....	.....	.....	.....	.....	.....
Maryland.....	1	4,600	6,850	1	160,000	.....	.....	1	3,770
District of Columbia.....	12	1,035	1,200	0	.....	.....	.....	.....	.....
Virginia.....	3	18,500	18,500	3	1,054,500	1	125,420	1	20,000
West Virginia.....	7	17,760	36,800	7	719,200	.....	.....	4	30,800
North Carolina.....	5	3,914	5,806	5	170,500	1	10,000	3	15,412
South Carolina.....	1	5,267	7,100	1	325,000	.....	.....	.....	.....
Georgia.....	3	9,000	8,300	3	265,500	.....	.....	1	5,355
Florida.....	2	1,778	1,000	2	50,000	.....	.....	2	49,910
South Central Division:									
Kentucky.....	2	1,608	2,000	1	48,450	.....	.....	.....	.....
Tennessee.....	1	15,000	12,000	1	200,000	.....	.....	.....	.....
Alabama.....	5	8,525	7,107	6	239,196	.....	.....	1	10,000
Mississippi.....	4	2,059	7,130	5	18,000	1	15,000	.....	.....
Louisiana.....	2	5,047	5,500	1	100,000	.....	.....	1	750
Texas.....	4	38,644	31,700	4	245,100	.....	.....	3	18,500
Arkansas.....	1	4,300	4,000	1	28,500	.....	.....	1	5,800
Oklahoma.....	2	2,037	3,044	2	153,994	.....	.....	.....	.....
Indian Territory.....	0	0	0	0	.....	.....	.....	0	.....
North Central Division:									
Ohio.....	3	2,810	3,300	1	20,000	.....	.....	1	2,500
Indiana.....	1	35,000	40,000	1	300,000	.....	.....	1	8,500
Illinois.....	5	56,322	72,000	4	1,530,000	.....	.....	2	21,195
Michigan.....	1	34,800	46,300	4	631,813	.....	.....	3	140,000
Wisconsin.....	7	43,122	51,353	7	820,400	.....	.....	1	18,575
Minnesota.....	5	22,251	17,993	4	638,369	.....	.....	2	55,000
Iowa.....	3	13,800	21,250	3	272,000	.....	.....	1	50,000
Missouri.....	3	12,000	16,000	3	600,000	.....	.....	2	55,500
North Dakota.....	2	7,000	7,000	2	73,000	.....	.....	.....	.....
South Dakota.....	3	19,000	14,500	3	240,000	.....	.....	1	21,000
Nebraska.....	1	16,000	20,000	1	110,000	.....	.....	1	3,400
Kansas.....	1	15,400	28,000	1	212,000	.....	.....	1	5,500
Western Division:									
Montana.....	1	3,225	3,000	1	90,000	.....	.....	1	20,000
Wyoming.....	1	500	700	.....	.....	.....	.....	.....	.....
Colorado.....	1	18,000	27,000	1	203,000	.....	.....	1	25,000
New Mexico.....	2	8,000	9,500	2	95,000	.....	.....	.....	.....
Arizona.....	2	4,500	4,700	2	110,000	.....	.....	2	11,000
Utah.....	1	1,500	2,000	1	38,000	.....	.....	.....	.....
Nevada.....	0	.....	.....	.....	.....	.....	.....	.....	.....
Idaho.....	2	650	500	2	90,000	.....	.....	2	21,000
Washington.....	3	11,390	12,000	3	355,000	.....	.....	2	52,800
Oregon.....	4	3,311	3,200	4	155,000	.....	.....	2	36,000
California.....	4	29,862	29,031	3	438,544	.....	.....	1	28,500

TABLE 7.—*Review of public normal school statistics, 1896-1901.*

APPROPRIATION FROM STATE, COUNTY, OR CITY FOR SUPPORT.

State or Territory.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-2.
United States	\$2,426,185	\$2,566,132	\$2,510,934	\$2,769,003	\$3,038,485	\$3,228,090
North Atlantic Division	1,005,972	1,035,502	1,010,913	1,147,471	1,123,099	1,237,283
South Atlantic Division	257,836	220,328	280,350	230,683	303,453	280,203
South Central Division	75,940	131,165	132,715	154,638	237,697	225,771
North Central Division	852,787	881,437	779,256	934,731	1,044,491	1,040,363
Western Division	233,650	297,700	307,700	301,280	349,745	444,470
North Atlantic Division:						
Maine	26,900	26,900	31,020	32,750	34,060	22,900
New Hampshire	13,000	13,000	13,000	13,800	10,000	13,300
Vermont	12,426	15,000	17,000	15,500	16,000	15,750
Massachusetts	168,207	175,878	196,668	179,862	211,197	241,010
Rhode Island	20,000	25,000	55,000	60,000	58,500	53,500
Connecticut	42,625	16,000	34,303	15,234	30,000	16,000
New York	484,801	517,105	513,507	596,780	519,985	498,703
New Jersey	44,943	55,661	45,000	45,000	52,000	48,000
Pennsylvania	193,000	190,958	105,415	188,545	201,417	317,120
South Atlantic Division:						
Delaware	12,500	12,875	20,000	20,000	20,000	20,000
Maryland						
District of Columbia						
Virginia	38,833	47,996	30,000	30,000	48,663	38,833
West Virginia	42,200	36,400	122,550	66,300	90,300	71,100
North Carolina	41,316	37,657	32,800	33,075	36,528	48,007
South Carolina	62,229	30,000	30,000	31,508	44,052	49,468
Georgia	45,460	45,400	36,500	36,500	44,400	41,795
Florida	15,853	10,000	8,500	13,500	19,500	11,500
South Central Division:						
Kentucky	5,775	3,375	4,325	3,700	3,600	8,000
Tennessee		20,000	20,000	20,000	20,000	20,000
Alabama	29,450	22,445	21,800	23,550	34,975	43,000
Mississippi	6,615	6,820	6,890	4,760	2,000	4,482
Louisiana	15,000	15,000	16,000	16,000	18,000	18,000
Texas	1,600	42,500	42,700	53,709	95,600	77,500
Arkansas	5,500	5,025	5,000	3,500	3,250	3,789
Oklahoma	12,000	16,000	16,000	29,428	60,272	51,000
Indian Territory						
North Central Division:						
Ohio	3,500	8,000	4,000	29,000		24,000
Indiana	60,720	60,750	65,352	65,000	98,216	67,730
Illinois	64,009	127,777	96,000	139,216	75,310	191,713
Michigan	63,850	95,650	88,700	117,000	128,799	137,121
Wisconsin	288,549	259,396	198,717	266,415	210,751	215,323
Minnesota	93,000	128,000	125,000	106,500	108,250	127,000
Iowa	42,625	51,737	55,887	52,050	86,400	80,900
Missouri	143,552	49,950	39,750	43,250	197,200	62,725
North Dakota	20,000	20,227	23,400	23,650	26,150	13,895
South Dakota	26,000	27,000	28,500	30,150	48,415	43,450
Nebraska	25,000	24,750	25,000	27,500	30,000	30,000
Kansas	20,000	28,000	28,950	35,000	35,000	46,500
Western Division:						
Montana		7,700	15,000	15,000	15,350	18,440
Wyoming						3,000
Colorado	35,000	35,000	35,000	35,000	43,000	60,000
New Mexico	6,000	6,500		7,000	21,000	23,000
Arizona	8,000	11,500		15,000	17,000	30,000
Utah		58,500	7,500	7,500	7,500	10,000
Nevada						
Idaho	17,000	14,000	14,000	14,500	14,500	17,000
Washington	26,500	12,500	29,200	15,100	31,200	59,250
Oregon	15,650	9,700	20,500	24,500	28,500	34,750
California	125,500	142,300	186,500	167,680	171,695	189,639

TABLE 8.—*Review of public normal school statistics, 1896-1901.*

PUBLIC APPROPRIATIONS FOR BUILDINGS AND IMPROVEMENTS.

State or Territory.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-2.
United States	\$743,333	\$417,866	\$560,896	\$718,507	\$709,217	\$906,801
North Atlantic Division	146,044	131,217	113,659	210,639	227,476	176,634
South Atlantic Division	263,045	57,435	58,775	101,254	78,240	124,747
South Central Division	15,250	4,310	5,275	36,570	50,250	35,050
North Central Division	203,669	97,504	133,375	251,094	241,751	281,170
Western Division	115,325	127,400	249,812	118,950	111,500	188,800
North Atlantic Division:						
Maine.....	68,000	41,000	740	5,600	4,650	5,600
New Hampshire	715	715	8,000	8,000		
Vermont.....	0	0		1,760	1,000	
Massachusetts	10,000	0	53,300	93,563	5,920	2,000
Rhode Island	0	0				
Connecticut	0				60,000	
New York.....	16,895	55,587	18,732	70,216	97,406	69,567
New Jersey	230	4,515	4,000	5,000		4,000
Pennsylvania	50,104	29,400	28,887	26,500	53,500	95,367
South Atlantic Division:						
Delaware.....	0					
Maryland.....	0	2,760	0	4,504		3,770
District of Columbia						
Virginia.....	166,405	2,500		20,000		20,000
West Virginia.....	61,400	45,450	53,319	35,800	42,600	30,500
North Carolina	190		5,000	5,000		13,412
South Carolina	50	1,725		35,000	20,940	
Georgia.....	35,000		456	950	6,500	5,355
Florida.....	0	5,000			8,200	49,910
South Central Division:						
Kentucky.....	2,700	800	800			
Tennessee.....						
Alabama.....	50	1,000	1,800	1,800	35,000	10,000
Mississippi.....	20	110	75	345		
Louisiana.....	12,480			1,500	9,250	750
Texas.....	0	2,000	2,000	22,325	6,000	18,500
Arkansas.....	0	400	600	600		3,800
Oklahoma.....	0			10,000		
Indian Territory						
North Central Division:						
Ohio.....	3,000	2,300			1,500	2,500
Indiana.....	10,000	50		0	8,500	8,500
Illinois.....	56,000		90,375	55,390		21,125
Michigan.....	25,000	17,500	0	53,000	50,000	140,000
Wisconsin.....	55,889	39,354		2,904	34,631	18,575
Minnesota.....	12,500	15,000	10,000	5,800	21,600	55,000
Iowa.....	3,000			50,000	50,000	50,000
Missouri.....	6,280	3,000	1,000	1,000	58,050	53,500
North Dakota.....	0	300	2,000			
South Dakota.....	0		25,000	52,500	14,470	21,000
Nebraska.....	20,600	20,000	5,000	5,000	3,000	3,400
Kansas.....	12,000			20,500		3,500
Western Division:						
Montana.....		50,000			20,000	20,000
Wyoming.....		0				25,000
Colorado.....	0					
New Mexico.....	10,000		5,000	19,700		
Arizona.....	35,000	16,000		13,000	6,000	11,000
Utah.....		58,500	23,000			
Nevada.....						
Idaho.....	1,000	50		6,000		21,000
Washington.....	62,825	2,850	6,500		2,500	52,300
Oregon.....	4,000		17,500	13,750	37,000	32,000
California.....	2,500	0	197,812	66,500	46,000	23,500

TABLE 9.—*Number of students pursuing certain subjects in public normal schools in 1901-2.*

State or Territory.	History of education.			Theory of education.			School organization and supervision.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	1,738	9,215	10,953	2,079	10,856	12,935	2,474	10,969	13,443
North Atlantic Division.....	916	5,392	6,308	995	5,931	6,926	1,049	5,534	6,583
South Atlantic Division.....	141	532	673	143	819	967	230	1,251	1,481
South Central Division.....	126	408	534	233	603	836	495	817	1,312
North Central Division.....	415	2,033	2,448	558	2,633	3,191	568	2,483	3,051
Western Division.....	140	850	990	145	870	1,015	132	884	1,016
North Atlantic Division:									
Maine.....	31	246	277	21	246	277	70	334	404
New Hampshire.....	2	40	42	2	52	54	2	49	51
Vermont.....	5	115	120	8	103	111	8	103	111
Massachusetts.....	24	685	709	28	724	752	26	770	796
Rhode Island.....	0	48	48	0	192	192	0	51	51
Connecticut.....	1	287	288	5	629	634	3	448	451
New York.....	245	2,109	2,354	242	2,098	2,340	235	2,016	2,251
New Jersey.....	30	383	413	20	293	313	30	340	370
Pennsylvania.....	578	1,479	2,057	659	1,594	2,253	675	1,423	2,098
South Atlantic Division:									
Delaware.....									
Maryland.....	3	115	118	17	368	385	17	368	385
District of Columbia.....	7	78	85	2	96	98	8	127	135
Virginia.....	31	91	122	17	70	87	31	96	127
West Virginia.....	35	45	80	31	40	71	28	45	73
North Carolina.....	41	116	157	40	100	140	34	109	143
South Carolina.....	0	34	34	0	102	102	0	76	76
Georgia.....	14	38	52	32	27	59	110	424	534
Florida.....	10	15	25	9	16	25	2	6	8
South Central Division:									
Kentucky.....	8	45	53	5	62	67	13	67	80
Tennessee.....									
Alabama.....	33	68	101	94	156	250	137	188	325
Mississippi.....				31	56	87	27	51	78
Louisiana.....	8	129	137	11	208	219	10	73	83
Texas.....	48	108	156	31	44	75	241	389	630
Arkansas.....	4	1	5	44	21	65	44	21	65
Oklahoma.....	25	57	82	17	56	73	23	28	51
Indian Territory.....									
North Central Division:									
Ohio.....	0	227	227	0	247	247	0	182	182
Indiana.....	28	102	140	66	194	260	10	12	22
Illinois.....	66	624	690	52	638	690	83	672	755
Michigan.....	36	259	295	2	75	77	12	63	75
Wisconsin.....	103	287	390	213	814	1,027	197	804	1,001
Minnesota.....	25	228	253	24	227	251	27	256	283
Iowa.....	39	64	103	30	58	88	33	64	97
Missouri.....	41	25	76	77	88	165	107	158	265
North Dakota.....	2	17	19	2	17	19	2	17	19
South Dakota.....	5	20	25	13	32	45	13	33	46
Nebraska.....	17	64	81	36	143	179	15	91	106
Kansas.....	43	106	149	43	100	143	69	131	200
Western Division:									
Montana.....	0	6	6	0	6	6	1	4	5
Wyoming.....	0	2	2	0	20	20	0	20	20
Colorado.....	14	60	74	41	248	289	41	248	289
New Mexico.....	4	17	21	4	17	21	4	17	21
Arizona.....	8	19	27	8	19	27	0	7	7
Utah.....	27	85	112	20	71	91	20	68	88
Nevada.....									
Idaho.....	7	24	31	5	23	28	4	5	9
Washington.....	8	56	64	17	98	115	22	126	148
Oregon.....	12	42	54	17	19	36	15	14	29
California.....	60	539	599	33	349	382	25	375	400

TABLE 10.—Number of students pursuing certain subjects in public normal schools in 1901-2.

State or Territory.	School management and discipline.			School hygiene.			Psychology and child study.		
	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.
United States.....	2,994	12,511	15,505	2,690	10,965	13,655	2,484	12,054	14,538
North Atlantic Division.....	1,368	6,275	7,643	1,052	5,693	6,745	898	5,620	6,513
South Atlantic Division.....	265	1,284	1,549	308	1,158	1,466	125	561	686
South Central Division.....	563	1,165	1,729	409	883	1,092	412	982	1,394
North Central Division.....	628	2,822	3,450	787	2,548	3,335	862	3,931	4,823
Western Division.....	170	964	1,134	134	883	1,017	162	969	1,122
North Atlantic Division:									
Maine.....	70	334	404	55	283	338	37	251	288
New Hampshire.....	2	49	51				2	62	64
Vermont.....	8	103	111	9	103	112	8	139	147
Massachusetts.....	27	785	812	26	773	799	29	819	848
Rhode Island.....	0	48	48	0	60	60	0	150	150
Connecticut.....	3	465	468	4	532	536	5	613	618
New York.....	244	2,059	2,303	189	1,936	2,125	207	1,784	1,991
New Jersey.....	30	383	413	30	353	383	25	411	436
Pennsylvania.....	984	2,049	3,033	739	1,653	2,392	580	1,391	1,971
South Atlantic Division:									
Delaware.....									
Maryland.....	17	368	385	3	115	118	6	105	111
District of Columbia.....	8	127	135	8	130	138	7	81	88
Virginia.....	17	75	92	17	110	127	31	96	127
West Virginia.....	51	67	118	83	95	178	22	28	50
North Carolina.....	47	112	159	87	367	454	29	95	124
South Carolina.....	0	76	76				0	34	34
Georgia.....	110	424	534	110	341	451	14	76	90
Florida.....	15	35	50				16	46	62
South Central Division:									
Kentucky.....	13	67	80	5	62	67	9	45	54
Tennessee.....							82	121	203
Alabama.....	154	209	363	133	171	304	75	111	186
Mississippi.....	36	64	100	54	69	123	9	13	22
Louisiana.....	10	248	258				9	261	270
Texas.....	283	529	812	155	319	474	190	395	585
Arkansas.....	44	21	65	44	21	65	4	1	5
Oklahoma.....	23	28	51	18	41	59	34	35	69
Indian Territory.....									
North Central Division:									
Ohio.....	0	227	227	0	265	265	0	333	333
Indiana.....	19	52	62				149	279	428
Illinois.....	98	689	787	126	751	877	113	844	957
Michigan.....	12	63	75				82	450	532
Wisconsin.....	188	653	841	148	504	652	227	765	992
Minnesota.....	27	498	525	7	272	279	44	630	674
Iowa.....	97	210	307	24	43	67	81	166	247
Missouri.....	93	160	253	340	430	770	43	49	92
North Dakota.....	2	17	19				10	21	31
South Dakota.....	12	31	43	10	24	34	17	64	81
Nebraska.....	15	91	106	63	128	191	19	53	72
Kansas.....	69	131	200	69	131	200	107	277	384
West rn Division:									
Montana.....	1	4	5	1	4	5	1	34	35
Wyoming.....	0	20	20	0	20	20	0	4	4
Colorado.....	41	248	289	41	248	289	11	136	147
New Mexico.....	10	23	33	0	11	11	4	17	21
Arizona.....	4	21	25	4	21	25	9	36	45
Utah.....	20	71	91	20	68	88	27	78	105
Nevada.....									
Idaho.....	18	35	53	14	29	43	5	27	32
Washington.....	29	121	150	25	102	127	18	63	86
Oregon.....	22	46	68	2	7	9	32	63	95
California.....	25	375	400	27	373	400	55	497	552

TABLE 11.—*Number of students pursuing certain subjects in public normal schools in 1901-2.*

State or Territory.	Ethics.			School laws.			Practical pedagogy.		
	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.
United States.....	801	4,015	4,816	1,471	7,221	8,692	2,748	11,720	14,468
North Atlantic Division.....	157	1,962	2,119	443	3,403	3,846	781	5,160	5,941
South Atlantic Division.....	68	187	255	299	960	1,259	341	971	1,312
South Central Division.....	359	447	806	257	563	820	662	1,222	1,884
North Central Division.....	154	1,153	1,307	335	1,599	1,934	772	3,296	4,068
Western Division.....	63	266	329	187	696	883	192	1,071	1,263
North Atlantic Division:									
Maine.....	31	246	277	70	334	404	37	248	285
New Hampshire.....				2	20	22	2	49	51
Vermont.....	6	99	105	3	31	34	6	70	76
Massachusetts.....	18	166	184	20	622	642	27	865	892
Rhode Island.....				0	48	48	0	82	82
Connecticut.....	5	596	601	3	448	451	3	481	484
New York.....	82	663	745	148	1,108	1,256	178	1,689	1,867
New Jersey.....	0	170	170	40	400	440	4	423	427
Pennsylvania.....	15	22	37	157	392	549	524	1,253	1,777
South Atlantic Division:									
Delaware.....									
Maryland.....				6	105	111	6	105	111
District of Columbia.....	2	96	98	0	0	0	8	127	135
Virginia.....	17	35	52	17	70	87	17	80	97
West Virginia.....	26	27	53	11	20	31	36	55	91
North Carolina.....	9	11	20	113	171	284	199	249	448
South Carolina.....				0	48	48	0	235	235
Georgia.....	12	12	24	139	512	651	34	34	68
Florida.....	2	6	8	13	34	47	41	86	127
South Central Division:									
Kentucky.....	9	6	15	9	4	13	9	45	54
Tennessee.....				56	84	140	176	265	441
Alabama.....	51	70	121	55	129	175	138	230	368
Mississippi.....				10	25	35	36	64	100
Louisiana.....				10	73	83	9	184	193
Texas.....	49	92	141	55	195	250	219	355	574
Arkansas.....	4	1	5	44	21	65	4	1	5
Oklahoma.....	246	278	524	18	41	59	71	78	149
Indian Territory.....									
North Central Division:									
Ohio.....	0	202	202	0	67	67	0	270	270
Indiana.....							39	72	111
Illinois.....	13	515	528	51	582	633	131	865	996
Michigan.....							77	413	490
Wisconsin.....				101	293	394	280	827	1,107
Minnesota.....	16	141	157	26	240	366	30	385	415
Iowa.....				18	31	49	7	21	28
Missouri.....	18	18	36	50	80	130	80	164	244
North Dakota.....							11	20	31
South Dakota.....				6	24	30	11	30	41
Nebraska.....				14	51	65	23	74	97
Kansas.....	107	277	384	69	131	200	83	155	238
Western Division:									
Montana.....				1	12	13	1	5	6
Wyoming.....							0	20	20
Colorado.....	14	60	74				41	248	289
New Mexico.....	0	11	11	0	11	11	4	17	21
Arizona.....	5	26	31	6	19	25	5	29	34
Utah.....	20	68	88				20	71	91
Nevada.....									
Idaho.....	1	10	11	21	18	39	21	11	32
Washington.....	3	19	22	29	126	155	16	67	83
Oregon.....	12	13	25	32	64	96	16	28	44
California.....	8	59	67	48	446	494	68	575	643

State or Territory.	Students in normal department.			Students in business courses.			Other students in secondary grades.			Pupils in elementary grades.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	7, 484	8, 181	15, 665	2, 413	933	3, 346	4, 005	3, 112	7, 117	5, 047	5, 856	10, 903
North Atlantic Division ..	307	961	1, 268	.....	.....	.....	45	82	77	69	227	296
South Atlantic Division ..	603	955	1, 558	109	71	180	237	465	702	1, 649	2, 676	4, 325
South Central Division ..	1, 129	1, 148	2, 277	417	205	622	556	341	897	2, 075	1, 804	3, 879
North Central Division ..	5, 431	5, 094	10, 485	1, 872	627	2, 499	3, 160	2, 259	5, 419	1, 245	1, 133	2, 378
Western Division	14	63	77	15	30	45	7	15	22	9	16	25
North Atlantic Division:												
Maine	23	46	69	0	0	0	45	26	71	0	0	0
New Hampshire .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vermont .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	0	210	210	.....	.....	.....	0	6	6	.....	.....	.....
Rhode Island .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New York	164	545	709	.....	.....	.....	.....	.....	.....	69	227	296
New Jersey .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	120	160	280	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Atlantic Division:												
Delaware .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	39	15	54	0	0	0	0	0	0	27	19	46
District of Columbia ..	0	32	32	0	0	0	0	0	0	20	20	40
Virginia	101	172	273	18	10	28	60	57	117	78	202	280
West Virginia	73	105	178	15	8	23	.....	.....	.....	34	32	66
North Carolina	116	314	430	0	6	6	35	33	68	322	595	917
South Carolina	69	65	134	.....	.....	.....	36	120	156	415	575	990
Georgia	154	204	358	66	42	108	73	216	289	631	1, 103	1, 734
Florida	51	48	99	10	5	15	33	39	72	122	130	252
South Central Division:												
Kentucky	370	386	756	219	97	316	142	93	235	375	376	751
Tennessee	342	371	713	107	93	200	80	55	135	479	603	1, 082
Alabama	42	23	65	0	0	0	207	128	335	743	376	1, 119
Mississippi	134	174	308	.....	.....	.....	5	10	15	227	253	480
Louisiana .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Texas	73	58	131	74	8	82	62	32	94	98	78	176
Arkansas	168	136	304	17	7	24	60	23	83	153	118	271
Oklahoma .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:												
Ohio	1, 397	1, 002	2, 399	440	126	566	1, 421	677	2, 098	324	311	635
Indiana	2, 152	1, 642	3, 794	216	76	292	929	985	1, 914	0	0	0
Illinois	579	708	1, 287	384	129	513	365	91	456	420	321	741
Michigan	23	52	75	37	32	69	58	121	179	6	7	13
Wisconsin	47	28	75	47	0	47	.....	.....	.....	.....	.....	.....
Minnesota	30	32	62	7	0	7	.....	.....	.....	96	50	146
Iowa	622	934	1, 556	239	67	306	79	41	120	226	209	435
Missouri	434	364	798	277	103	380	107	97	204	30	152	182
North Dakota .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota	25	55	80	0	0	0	0	0	0	42	30	72
Nebraska	104	218	322	213	84	297	181	226	407	96	47	143
Kansas	18	19	37	12	10	22	20	21	41	5	6	11
Western Division:												
Montana .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	14	63	77	15	30	45	7	15	22	9	16	25
New Mexico .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oregon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
California .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE 14.—*Summary of statistics of private normal schools in 1901-2.*

TOTAL ENROLLMENT OF STUDENTS, ETC.

[illegible]

State or Territory.	Normal graduates.			Graduates in business courses.			Graduates in other courses.		
	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.
United States.....	577	844	1,421	640	343	983	381	184	565
North Atlantic Division.....	54	226	280	...	...	...	8	9	17
South Atlantic Division.....	197	226	423	25	16	42	45	43	88
South Central Division.....	60	53	113	183	68	251	57	32	89
North Central Division.....	266	324	590	415	241	656	270	100	370
Western Division.....	0	15	15	16	18	34	1	0	1
North Atlantic Division:									
Maine.....	6	7	13	...	...	...	8	9	17
New Hampshire.....	...	...	...	...	...	...	...	...	...
Vermont.....	...	...	...	...	...	...	...	...	...
Massachusetts.....	0	66	66	...	...	...	...	...	...
Rhode Island.....	...	...	...	...	...	...	...	...	...
Connecticut.....	...	...	...	...	...	...	...	...	...
New York.....	44	146	190	...	...	...	...	...	...
New Jersey.....	...	...	...	...	...	...	...	...	...
Pennsylvania.....	4	7	11	...	...	...	...	...	...
South Atlantic Division:									
Delaware.....	...	...	...	...	...	...	...	...	...
Maryland.....	13	3	16	...	...	...	...	...	...
District of Columbia.....	0	9	9	...	...	...	...	...	...
Virginia.....	32	22	54	6	2	8	16	11	27
West Virginia.....	7	9	16	...	...	...	0	6	6
North Carolina.....	78	103	181	0	3	3	0	10	10
South Carolina.....	18	22	40	...	...	...	7	1	8
Georgia.....	46	54	100	16	7	23	18	9	27
Florida.....	3	4	7	4	4	8	4	6	10
South Central Division:									
Kentucky.....	23	15	38	106	40	146	9	12	21
Tennessee.....	26	28	54	39	19	58	29	14	43
Alabama.....	3	1	4	...	...	...	...	...	...
Mississippi.....	3	7	10	...	...	...	4	3	7
Louisiana.....	...	...	...	...	...	...	...	...	...
Texas.....	...	...	...	26	6	32	15	3	18
Arkansas.....	5	2	7	12	3	15	...	...	...
Oklahoma.....	...	...	...	...	...	...	...	...	...
Indian Territory.....	...	...	...	...	...	...	...	...	...
North Central Division:									
Ohio.....	83	62	145	182	72	254	217	45	262
Indiana.....	40	77	117	96	63	159	21	12	33
Illinois.....	61	35	96	38	40	78	5	2	7
Michigan.....	12	26	38	18	15	33	6	9	15
Wisconsin.....	4	8	12	2	0	2	...	...	...
Minnesota.....	8	10	18	...	...	...	...	...	...
Iowa.....	29	26	55	50	11	61	11	14	25
Missouri.....	2	4	6	28	15	43	1	3	4
North Dakota.....	...	...	...	...	...	...	...	...	...
South Dakota.....	2	14	16	...	...	...	...	...	...
Nebraska.....	25	62	87	47	22	69	9	15	24
Kansas.....	...	...	...	4	3	7	...	...	...
Western Division:									
Montana.....	...	...	...	...	...	...	...	...	...
Wyoming.....	...	...	...	...	...	...	...	...	...
Colorado.....	0	15	15	16	18	34	1	0	1
New Mexico.....	...	...	...	...	...	...	...	...	...
Arizona.....	...	...	...	...	...	...	...	...	...
Utah.....	...	...	...	...	...	...	...	...	...
Nevada.....	...	...	...	...	...	...	...	...	...
Idaho.....	...	...	...	...	...	...	...	...	...
Washington.....	...	...	...	...	...	...	...	...	...
Oregon.....	...	...	...	...	...	...	...	...	...
California.....	...	...	...	...	...	...	...	...	...

TABLE 18.—Percentage of male and female students and percentage of graduates to total number in normal course in public and private normal schools in 1901-2.

State or Territory.	In public normal schools.			In private normal schools.		
	Male.	Female.	Graduates.	Male.	Female.	Graduates.
United States	24.71	75.29	17.38	47.78	52.22	9.07
North Atlantic Division	18.88	81.12	26.97	24.21	75.79	22.08
South Atlantic Division	24.81	75.19	13.59	38.70	61.30	27.15
South Central Division	35.51	64.49	7.68	49.58	50.42	4.96
North Central Division	28.25	71.75	13.21	51.80	48.20	5.63
Western Division	18.72	81.28	12.17	18.18	81.82	19.48
North Atlantic Division:						
Maine	19.50	80.50	25.59	33.33	66.67	18.84
New Hampshire	2.14	97.86	0			
Vermont	12.13	87.87	39.02			
Massachusetts	6.50	93.50	28.11	0	100.00	31.42
Rhode Island	0	100.00	0			
Connecticut .....	.79	99.21	28.08			
New York	13.96	86.04	27.67	23.13	76.87	26.80
New Jersey	5.51	94.49	33.74			
Pennsylvania	31.81	68.19	26.19	42.86	57.14	3.93
South Atlantic Division:						
Delaware	0	0	0			
Maryland	4.42	95.58	22.08	72.22	27.78	23.62
District of Columbia	7.87	92.13	71.91	0	100.00	28.13
Virginia	15.80	84.20	15.99	37.00	63.00	19.78
West Virginia	50.78	49.22	5.46	41.01	58.99	8.99
North Carolina	29.39	70.61	8.78	26.98	73.02	42.09
South Carolina	0	100.00	9.80	51.50	48.50	29.85
Georgia	18.64	81.36	10.43	43.02	56.98	27.93
Florida	33.33	66.67	13.02	51.52	48.48	7.07
South Central Division:						
Kentucky	27.92	72.08	29.22	48.94	51.06	5.03
Tennessee	40.00	60.00	0	47.97	52.03	7.57
Alabama	35.50	64.50	5.27	64.62	35.38	6.15
Mississippi	42.23	57.77	6.81	43.51	56.49	3.25
Louisiana	11.13	88.87	19.26			
Texas	35.96	64.04	4.44	55.73	44.27	
Arkansas	67.69	32.31	7.69	55.26	44.74	2.30
Oklahoma	43.30	56.70	9.97			
Indian Territory	0	0	0			
North Central Division:						
Ohio	0	100.00	39.10	58.23	41.77	6.04
Indiana	44.27	55.73	5.31	56.72	53.28	3.08
Illinois	25.85	74.15	15.59	44.99	55.01	7.46
Michigan	18.70	81.30	15.61	30.67	69.33	50.67
Wisconsin	26.18	73.82	20.08	62.67	37.33	16.00
Minnesota	13.30	86.70	28.84	48.39	51.61	29.03
Iowa	23.25	76.75	6.81	39.97	60.03	3.53
Missouri	41.86	58.14	5.77	54.39	45.61	.75
North Dakota	33.24	66.76	5.05			
South Dakota	26.90	73.10	12.06	31.25	68.75	20.00
Nebraska	26.67	73.33	16.83	32.30	67.70	27.02
Kansas	33.33	66.67	7.80	48.65	51.35	
Western Division:						
Montana	8.06	91.94	3.23			
Wyoming	2.22	97.78	0			
Colorado	14.19	85.81	25.61	18.18	81.82	19.48
New Mexico	46.72	53.28	10.92			
Arizona	22.22	77.78	39.68			
Utah	48.00	52.00	0			
Nevada	0	0	0			
Idaho	22.75	77.25	0			
Washington	20.06	79.94	10.98			
Oregon	38.06	61.94	10.49			
California	9.27	90.73	15.57			

TABLE 19.—*Normal students in universities and colleges and public and private high schools in 1901-2.*

State or Territory.	In universities and colleges.				In public high schools.				In private high schools.				Grand total.
	Institutions.	Male.	Female.	Total.	Schools.	Male.	Female.	Total.	Schools.	Male.	Female.	Total.	
United States.....	234	4,519	6,171	10,690	368	1,913	8,570	10,483	357	3,395	4,497	7,892	29,065
N. Atlantic Division.....	36	1,495	712	2,207	132	595	6,414	7,009	59	514	730	1,244	10,460
S. Atlantic Division.....	36	475	601	1,076	41	122	496	618	68	642	799	1,441	3,135
S. Central Division.....	42	912	1,520	2,432	78	548	571	1,119	118	1,322	1,461	2,783	6,334
N. Central Division.....	100	1,491	2,824	4,315	113	642	1,056	1,698	86	731	1,197	1,928	7,941
Western Division.....	20	146	514	660	4	6	33	39	26	186	310	496	1,195
N. Atlantic Division:													
Maine.....	3	10	16	26	8	37	87	124	4	9	47	56	206
New Hampshire.....	1	7	0	7	1	0	2	2	2	160	12	172	181
Vermont.....	1	14	5	19	12	11	89	100	10	8	49	57	176
Massachusetts.....	3	39	95	134	7	7	277	284	2	5	16	21	439
Rhode Island.....	1	33	42	75	0								75
Connecticut.....	0			0									0
New York.....	11	978	310	1,288	76	485	4,452	4,937	11	25	83	108	6,333
New Jersey.....	1	12	0	12	1	0	18	18	5	0	26	26	56
Pennsylvania.....	15	402	244	646	27	55	1,489	1,544	25	307	497	804	2,994
S. Atlantic Division:													
Delaware.....	1	0	2	2	2	1	9	10					12
Maryland.....	4	8	76	84	4	12	191	203	4	24	9	33	320
Dist. of Columbia.....	2	12	95	107	0								107
Virginia.....	3	113	63	176	3	14	78	92	9	38	122	160	423
West Virginia.....	2	31	20	51	0				4	150	156	306	357
North Carolina.....	4	84	120	204	1	0	2	2	34	354	334	688	894
South Carolina.....	8	78	98	176	1	1	4	5	6	10	45	55	236
Georgia.....	11	59	67	126	13	57	73	130	8	36	76	112	368
Florida.....	1	90	60	150	17	37	139	176	3	30	57	87	413
S. Central Division:													
Kentucky.....	9	260	244	504	11	127	115	242	30	354	300	654	1,400
Tennessee.....	9	388	453	841	9	46	66	112	22	386	250	666	1,619
Alabama.....	3	10	32	42	12	110	55	165	15	170	213	383	590
Mississippi.....	7	140	488	628	13	65	116	181	12	85	136	221	1,030
Louisiana.....	4	17	79	96	7	21	53	74	5	13	45	58	228
Texas.....	6	79	180	259	15	78	76	154	20	175	351	526	939
Arkansas.....	3	18	41	59	11	101	90	191	10	132	110	242	492
Oklahoma.....	1			0					2	3	21	24	24
Indian Territory.....	1	0	3	3	0				2	4	5	9	12
N. Central Division:													
Ohio.....	15	235	323	558	31	117	196	313	7	37	59	96	967
Indiana.....	5	170	152	322	13	48	59	107	5	51	59	110	539
Illinois.....	13	202	804	1,006	5	8	45	53	11	135	279	414	1,473
Michigan.....	5	42	46	88	6	6	13	19	4	82	140	222	329
Wisconsin.....	4	131	107	238	7	16	41	57	2	12	8	20	315
Minnesota.....	6	57	15	182	6	127	72	199	7	61	66	127	508
Iowa.....	14	244	480	724	15	46	145	191	18	127	235	362	1,277
Missouri.....	10	140	146	286	15	83	204	292	19	143	211	354	932
North Dakota.....	1	20	100	120	0								120
South Dakota.....	5	33	111	144	1	11	23	34	4	43	73	121	299
Nebraska.....	7	64	169	233	5	17	29	46	5	11	30	41	320
Kansas.....	15	153	261	414	9	158	229	387	4	24	37	61	862
Western Division:													
Montana.....	2	3	12	15	0								15
Wyoming.....	1	1	31	32	0								32
Colorado.....	2	21	30	51	0				1	0	16	16	67
New Mexico.....	1	4	6	10	0								10
Arizona.....	1	0	3	3	0				0				3
Utah.....	2	85	268	353	0				7	143	196	339	692
Nevada.....	1	2	49	51	2	2	22	24					75
Idaho.....	1	1	2	3	0				2	11	16	27	30
Washington.....	1	2	6	8	1	0	8	8	3	24	21	45	61
Oregon.....	5	15	66	81	0				7	6	36	42	123
California.....	3	12	41	53	1	4	3	7	6	2	25	27	87

TABLE 20.—*Distribution of students pursuing teachers' training courses in various institutions in 1901-2.*

State or Territory.	In public normal schools.	In private normal schools.	In universities and colleges.	In public high schools.	In private high schools.	Total normal students.
United States	49,403	15,655	10,690	10,483	7,892	94,133
North Atlantic Division.....	17,242	1,268	2,207	7,009	1,244	28,970
South Atlantic Division.....	4,083	1,558	1,076	618	1,441	8,776
South Central Division	5,261	2,277	2,432	1,119	2,783	13,872
North Central Division	18,907	10,485	4,315	1,698	1,928	37,333
Western Division	3,910	77	660	39	496	5,182
North Atlantic Division:						
Maine.....	641	69	26	124	56	916
New Hampshire.....	140	.....	7	2	172	321
Vermont.....	305	.....	19	100	57	481
Massachusetts.....	1,800	210	134	254	21	2,449
Rhode Island.....	209	.....	75	.....	.....	284
Connecticut.....	634	.....	.....	.....	.....	634
New York.....	6,119	709	1,288	4,937	108	13,161
New Jersey.....	907	.....	12	18	26	963
Pennsylvania.....	6,487	280	646	1,544	804	9,761
South Atlantic Division:						
Delaware.....	.....	.....	2	10	.....	12
Maryland.....	385	54	84	203	33	759
District of Columbia.....	178	32	107	.....	.....	317
Virginia.....	519	273	176	92	160	1,220
West Virginia.....	898	178	51	.....	306	1,433
North Carolina.....	752	430	204	2	688	2,076
South Carolina.....	306	134	176	5	55	676
Georgia.....	853	353	126	130	112	1,579
Florida.....	192	93	150	176	87	704
South Central Division:						
Kentucky.....	154	756	504	242	654	2,310
Tennessee.....	575	713	841	112	666	2,907
Alabama.....	1,386	65	42	165	383	2,041
Mississippi.....	367	308	628	181	221	1,705
Louisiana.....	566	.....	96	74	58	794
Texas.....	1,215	131	259	154	526	2,285
Arkansas.....	65	304	59	191	242	861
Oklahoma.....	983	.....	.....	.....	24	957
Indian Territory.....	.....	.....	3	.....	9	12
North Central Division:						
Ohio.....	463	2,399	558	313	96	3,834
Indiana.....	2,259	3,794	322	107	110	6,592
Illinois.....	2,700	1,287	1,006	53	414	6,460
Michigan.....	2,165	75	88	19	222	2,569
Wisconsin.....	2,540	75	238	57	20	2,930
Minnesota.....	1,120	62	182	199	127	1,690
Iowa.....	2,232	1,556	724	191	362	5,065
Missouri.....	2,045	798	286	292	354	3,775
North Dakota.....	376	.....	120	.....	.....	496
South Dakota.....	539	80	144	34	121	918
Nebraska.....	630	322	233	46	41	1,272
Kansas.....	1,833	37	414	357	61	2,732
Western Division:						
Montana.....	124	.....	15	.....	.....	139
Wyoming.....	45	.....	32	.....	.....	77
Colorado.....	289	77	51	.....	16	433
New Mexico.....	229	.....	10	.....	.....	239
Arizona.....	63	.....	3	.....	.....	66
Utah.....	200	.....	353	.....	339	892
Nevada.....	.....	.....	51	21	.....	75
Idaho.....	255	.....	3	.....	27	285
Washington.....	658	.....	8	8	45	719
Oregon.....	289	.....	81	.....	42	412
California.....	1,758	.....	53	.....	27	1,845

TABLE 21.—Colleges and universities reporting students in teachers' training courses.

Location.	Institution.	Normal students.							
		1897.	1898.	1899.	1900.	1901.	1902.		
							Male.	Fe- male.	Total.
ALABAMA.									
Athens	Athens Female College	10	12	.....	5	5	0	20	20
Cullman	St. Bernard College	14	.....	.....	.....	.....	.....	.....	.....
East Lake	Howard College .....	.....	.....	.....	34	18	.....	.....	.....
Eufaula	Union Female College .....	.....	.....	2	.....	.....	.....	.....	.....
Lafayette	Lafayette College .....	.....	.....	11	15	35	.....	.....	.....
Lineville	Lineville College .....	.....	.....	.....	.....	7	.....	.....	.....
Selma	Alabama Baptist Colored University.	.....	.....	.....	124	.....	.....	.....	.....
Talladega	Isbell College	15	3	.....	.....	.....	0	10	10
University	University of Alabama (pub- lic).	.....	.....	.....	24	20	10	2	12
ARIZONA.									
Tucson	University of Arizona (public) .....	.....	4	.....	.....	1	0	3	3
ARKANSAS.									
Arkadelphia.....	Arkadelphia Methodist Col- lege.	.....	19	.....	.....	.....	5	15	20
Conway	Central Baptist College .....	.....	.....	.....	.....	.....	0	18	18
Do	Hendrix College .....	.....	.....	.....	16	.....	.....	.....	.....
Fayetteville	University of Arkansas (pub- lic). ^a	16	6	14	32	18	13	8	21
Little Rock	Philander Smith College .....	.....	45	17	17	26	.....	.....	.....
CALIFORNIA.									
Berkeley	University of California (pub- lic). ^a	262	717	598	.....	689	.....	.....	.....
Claremont.....	Pomona College.....	.....	.....	14	7	12	12	0	12
Los Angeles	University of Southern Cali- fornia.	18	.....	9	3	.....	.....	.....	.....
Mills College	Mills College .....	.....	.....	4	2	.....	.....	.....	.....
Pasadena	Throop Polytechnic Institutē.	19	13	12	24	13	0	16	16
San Jose	College of Notre Dame	10	20	30	21	35	0	25	25
Santa Rosa	Pacific Methodist College	1	.....	.....	.....	.....	.....	.....	.....
Stanford Univer- sity.	Leland Stanford Junior Uni- versity. ^a	50	211	295	264	269	.....	.....	.....
COLORADO.									
Boulder	University of Colorado (pub- lic). ^a	65	42	.....	47	.....	9	14	23
Colorado Springs	Colorado College .....	.....	15	17	.....	21	12	16	28
University Park	University of Denver .....	.....	.....	14	.....	.....	.....	.....	.....
DELAWARE.									
Dover	State College for Colored Stu- dents (public).	.....	.....	.....	3	3	0	2	2
DISTRICT OF CO- LUMBIA.									
Washington	Gallaudet College (public) .....	.....	5	.....	5	5	3	2	5
Do	Howard University (public)	124	21	9	81	108	9	93	102
FLORIDA.									
De Land	John B. Stetson University	29	.....	48	35	56	.....	.....	.....
Lake City	Florida Agricultural College (public).	.....	19	40	36	23	.....	.....	.....
Leesburg	Florida Conference College .....	.....	8	8	.....	.....	.....	.....	.....
St. Leo	St. Leo Military College	4	3	5	6	.....	3	0	3
Tallahassee	Florida State College (public) .....	.....	.....	.....	40	80	87	60	147
Winter Park	Rollins College	18	8	9	.....	.....	.....	.....	.....
GEORGIA.									
Athens	University of Georgia (public) .....	.....	.....	20	.....	.....	14	0	14
Atlanta	Atlanta Baptist College	2	3	.....	2	1	.....	.....	.....
Do	Atlanta University	127	139	13	20	9	13	4	17
Do	Morris Brown College	16	45	42	43	32	1	32	33
Bowdon	Bowdon College .....	.....	27	30	30	40	.....	.....	.....
College Park	Southern Female College	225	.....	.....	.....	.....	.....	.....	.....
Cuthbert	Andrew Female College .....	.....	8	4	6	4	.....	.....	.....

^a Has a pedagogical department.

TABLE 21.—Colleges and universities reporting students in teachers' training courses—Con.

		Normal students.							
Location.	Institution.	1897.	1898.	1899.	1900.	1901.	1902.		
							Male.	Fe-male.	Total.
GEORGIA—cont'd.									
Dahlonega	North Georgia Agriculture College (public).....		44	68	67	17	10	5	15
Dalton	Dalton Female Seminary.....		3	4	5	7	0	10	10
Forsyth	Monroe College			10	6	8	0	6	6
Gainesville	Brenau College			35	20				
Lagrange	Lagrange Female College	23				7	0	3	3
Do	Southern Female College.....				20	50			
Macon	Mereer University.....	10	11	10	30		12	0	12
Oxford	Emory College.....				15	4	4	0	4
South Atlanta	Clark University	31	47	55	45	62	0	4	4
Thomasville	Young Female College		4		2				
Wrightsville	Nannie Lou Warthen College.....				11	11	5	3	8
Young Harris.....	Young L. G. Harris College	25	29			30			
IDAHO.									
Moscow	University of Idaho (public)						1	2	3
ILLINOIS.									
Abingdon	Hedding College	4	4	1					
Bourbonnais	St. Viateur's College					30			
Carthage	Carthage College					8	9	11	20
Chicago	University of Chicago ^a			300			57	597	654
Do	St. Ignatius College				16				
Effingham	Austin College	110	90	175	150	145	80	100	180
Elmhurst	Evangelical Proseminary		20	17	10	6	7	0	7
Eureka	Eureka College			6		6	3	3	6
Evanston	Northwestern University ^a	20	20	11	20	49	12	36	48
Ewing	Ewing College	9			50				
Fulton	Northern Illinois College	46	35	35					
Greenville	Greenville College				11		4	3	7
Jacksonville	Illinois College	5	8	14	20	8			
Do	Illinois Woman's College.....	15	15	18	10	12	0	10	10
Lincoln	Lincoln University				55	2	1	2	3
Naperville	Northwestern College	12		15	12	10			
Rock Island	Augustana College	5	7	16	77	29			
Upper Alton	Shurtleff College						5	5	10
Urbana	University of Illinois.....			55	18		19	20	39
Westfield	Westfield College	17	14	18	21	17	3	9	12
Wheaton	Wheaton College	17			18		2	8	10
INDIANA.									
Bloomington	Indiana University (public) ^a		128	94		161	84	72	156
Crawfordsville	Wabash College		4	6		20			
Greencastle	De Pauw University						29	32	61
Hanover	Hanover College					5			
Irvington	Butler College			20					
Merom	Union Christian College.....	23	65	50	54	77	29	31	60
Moore's Hill	Moore's Hill College	20	20	20	22	58	20	15	35
Upland	Taylor University	52	32	41	16	14	8	2	10
INDIAN TERRITORY.									
Bacone	Indian University				6				
Museogee.....	Henry Kendall College.....				6		0	3	3
IOWA.									
Cedar Rapids.....	Coe College.....				10	22	7	21	28
Charles City	Charles City College.....	22	29	27	32	29	4	25	29
College Springs	Amity College	18	37	13	31	9	2	22	24
Des Moines	Des Moines College.....					14			
Do	Drake University		173	219	249	221	100	175	275
Fairfield	Parsons College					9	8	12	20
Fayette	Upper Iowa University.....		33	16	25	47	18	36	54
Grinnell	Iowa College		15	6	5		2	3	5
Hopkinton	Lenox College			11			0	4	4
Indianola	Simpson College.....	114	121	67			3	14	17
Iowa City	State University of Iowa (public). ^a	54		70	81	63	11	41	52
Lamoni	Graceland College				4				
Le Grand	Palmer College				8				
Mount Pleasant	German College	2							

^a Has a pedagogical department.

TABLE 21.—Colleges and universities reporting students in teachers' training courses—Con.

Location.	Institution.	Normal students.							
		1897.	1898.	1899.	1900.	1901.	1902.		
							Male.	Fe- male.	Total.
IOWA—continued.									
Mount Pleasant	Iowa Wesleyan College	19	12				67	62	129
Mount Vernon	Cornell College	72	72	188	64			8	22
Pella	Central University of Iowa	30	26	24	46	14	14	8	56
Sioux City	Morningside College	55	42	15	43	30	8	48	22
Storm Lake	Buena Vista College	47	48	45		47	0	9	9
Toledo	Western College		32			47			
KANSAS.									
Atchison	Midland College						2	2	4
Baldwin	Baker University		92	80	111	117	17	10	27
Emporia	College of Emporia				11	13	5	5	10
Highland	Highland University	3							
Holton	Campbell University	18	67	85	85		10	5	15
Lawrence	University of Kansas (public) ^a	39			51		21	46	67
Lecompton	Lane University	20	44	32	25	18	9	8	17
Lincoln	Kansas Christian College			30	49	2	20	25	45
Lindsborg	Bethany College		23	26	33	52	21	34	55
Ottawa	Ottawa University	8	26	9	11	20	5	10	15
Salina	Kansas Wesleyan University	60	66	71	71	59	15	46	61
Sterling	Cooper Memorial College	5		3	40	12	20	10	30
Topeka	Washburn College		4			2	0	6	6
Wichita	Fairmount College			12	17	10	3	10	13
Do	Friends University						2	18	20
Winfield	St. John's Lutheran College					14			
Do	Southwest Kansas College	34	34	42	28	28	3	26	29
KENTUCKY.									
Berea	Berea College		41	54	81	162	123	76	204
Georgetown	Georgetown College			46	30	30	13	10	23
Glasgow	Liberty College	40		16	25	56			
Harrodsburg	Beaumont College			12			0	20	20
Hopkinsville	Bethel Female College					2	0	2	2
Do	South Kentucky College	15		10	10				
Lexington	A. and M. College of Kentucky (public).	79	89	111	138	133	65	37	102
Do	Kentucky University				57	56	40	16	56
Millersburg	Millersburg Female College			15	25	20	0	15	15
Nicholasville	Jessamine Female College	2	6		6				
Owensboro	Owensboro Female College				50		0	45	45
Russellville	Logan Female College					5			
Winchester	Kentucky Wesleyan College	10		17	17	36	14	23	37
LOUISIANA.									
New Orleans	College of the Immaculate Conception.	142							
Do	Leland University						9	13	22
Do	New Orleans University	38	23	25	24	29	1	19	20
Do	Straight University	12	10	12	28	16	5	7	12
Do	Tulane University						2	40	42
MAINE.									
Kents Hill	Maine Wesleyan Female College.		25	8	10	14	0	6	6
Orono	University of Maine (public).				10	12	10	4	14
Woodfords	Westbrook Seminary				12	12	0	6	6
MARYLAND.									
Baltimore	Morgan College					19	5	10	15
Baltimore (Station L).	Notre Dame of Maryland	15	16		14	15	0	15	15
Chestertown	Washington College	20	32	44	44	31	3	37	40
Hagerstown	Kee Mar College				20	9	0	14	14
MASSACHUSETTS.									
Cambridge	Harvard University	88	62	113					
Do	Radcliffe College	13		63	56	47	0	63	63
South Hadley	Mount Holyoke College	28			130	75			
Tufts College	Tufts College					38			

^a Has a pedagogical department.

TABLE 21.—Colleges and universities reporting students in teachers' training courses—Con.

Location.	Institution.	Normal students.							
		1897.	1898.	1899.	1900.	1901.	1902.		
							Male.	Female.	Total.
MASSACHUSETTS—continued.									
Wellesley.....	Wellesley College.....	55	73	64	42	42	0	32	32
Worcester.....	Clark University.....					6			
Do.....	College of the Holy Cross.....						39	0	39
MICHIGAN.									
Adrian.....	Adrian College.....		9		6	6	4	2	6
Albion.....	Albion College.....	30	38	30	34	34	11	6	17
Alma.....	Alma College.....	19	10	7	30	12	7	9	16
Ann Arbor.....	University of Michigan (public). ^a								
Hillsdale.....	Hillsdale College.....	13	8	40	13		13	21	34
Holland.....	Hope College.....				19				
Kalamazoo.....	Kalamazoo College.....		9	17	14	14			
Olivet.....	Olivet College.....	14	12	17	17	14	7	8	15
MINNESOTA.									
Albert Lea.....	Albert Lea College.....					5	0	21	21
Minneapolis.....	University of Minnesota (public). ^a	28	130	110	36	109	25	65	90
Northfield.....	Carleton College.....			12	7	36	9	16	25
St. Paul.....	Macalester College.....			11					
Do.....	Hamline University.....				31		8	10	18
St. Peter.....	Gustavus Adolphus College.....	50	20	17	33	17	8	19	18
Winnebago City.....	Parker College.....	8	13	10		5	7	3	10
MISSISSIPPI.									
Blue Mountain.....	Blue Mountain Female College.....			50	40	40	0	50	50
Brookhaven.....	Whitworth Female College.....		15	20		12	0	12	12
Columbus.....	Mississippi Industrial Institute and College (public).	15	78	78	85	129	0	244	244
French Camp.....	Central Mississippi Institute.....	23	45		6	3	0	3	3
Holly Springs.....	Rust University.....	20	40	25	10	91	100	110	210
Meridian.....	East Mississippi Female College.....	10	12	6	35	55	0	60	60
Oxford.....	Woman's College.....	10							
Pontotoc.....	Chickasaw Female College.....	15			12	12			
Port Gibson.....	Port Gibson Female College.....	2	2	2	2				
University.....	University of Mississippi (public). ^a	31		24	28	29	40	9	49
MISSOURI.									
Albany.....	Central Christian College.....	5	9	13	15	8			
Bolivar.....	Southwest Baptist College.....	16	31						
Bowling Green.....	Pike County College.....				6	9	0	10	10
Cameron.....	Missouri Wesleyan College.....	28	18	13	10	18	0	8	8
Canton.....	Christian University.....	7							
Clarksburg.....	Clarksburg College.....			14	16	26	5	8	13
Columbia.....	University of the State of Missouri (public). ^a	57	63	116	71	53	62	61	123
Glasgow.....	Pritchett College.....				2	4			
Lagrange.....	Lagrange College.....	19	15	18	44	36	30	25	55
Lexington.....	Baptist Female College.....		5	5					
Liberty.....	Liberty Ladies' College.....			20					
Morrisville.....	Morrisville College.....		33						
Nevada.....	Cotter College for Young Ladies.....	20				20			
Odessa.....	Odessa College.....				10	13	3	3	6
St. Louis.....	St. Louis University.....			8	51		20	0	20
Springfield.....	Drury College.....	14	15	8		2	4	1	5
Trenton.....	Ruskin College.....			102		12	1	13	14
Warrenton.....	Central Wesleyan College.....	30	26	30	37	36	15	17	32
MONTANA.									
Bozeman.....	College of Agriculture and Mechanic Arts (public).		4	15	12		0	5	5
Helena.....	Montana Wesleyan University.....			9	9	10			
Missoula.....	University of Montana (public). ^a			3			3	7	10

^a Has a pedagogical department.

TABLE 21.—Colleges and universities reporting students in teachers' training courses—Con.

Location.	Institution.	Normal students.							
		1897.	1898.	1899.	1900.	1901.	1902.		
							Male.	Fe- male.	Total.
NEBRASKA.									
Bellevue	Bellevue College	13	11	12		20	3	19	22
Bethany	Cotner University	12				6	0	6	6
College View	Union College		46		50	21	2	24	26
Crete	Doane College						3	7	10
Grand Island	Grand Island College		28	12	25	4	2	6	8
Hastings	Hastings College			12			0	4	4
Lincoln	University of Nebraska (pub- lic).	80	140	157	130	153			
University Place	Nebraska Wesleyan Univer- sity.			80	6	114	54	103	157
York	York College	25		48	40	22			
NEVADA.									
Reno	State University of Nevada (public).	75	48	65			2	49	51
NEW HAMPSHIRE.									
Hanover	Dartmouth					7	7	0	7
NEW JERSEY.									
New Brunswick	Rutgers College			8	13	15	12	0	12
NEW MEXICO.									
Albuquerque	University of New Mexico (public).			9	19	13	4	6	10
Mesilla	New Mexico College of Agri- culture and Mechanic Arts (public).			12					
NEW YORK.									
Alfred	Alfred University	17	24	14	12	30			
Allegany	St. Bonaventure's College ..	10							
Brooklyn	Adelphi College	24	22	22	30	40	0	27	27
Canton	St. Lawrence University						2	6	8
Clinton	Hamilton College	20	20	20	25	50	30	0	30
Elmira	Elmira College				3	3	0	17	17
Hamilton	Colgate University					9	12	0	12
Ithaca	Cornell University ^a								
New York	Barnard College	15		14	71	93			
Do	College of St. Francis Xavier.		28	20	26	28	12	0	12
Do	College of the City of New York (public).		173	186	235	110	710	0	710
Do	Columbia University ^a		55	116	74				
Do	Manhattan College	4		26	28	31	25	0	25
Do	New York University	138	182	346	226	206	118	171	289
Potsdam	Clarkson School of Technology					5			
Rochester	University of Rochester		21	26	18	20	18	2	20
Syracuse	Syracuse University		72	35	108	128	51	87	138
NORTH CAROLINA.									
Chapel Hill	University of North Carolina (public).	21			61				
Charlotte	Biddle University	41	37	37	49	52			
Do	Elizabeth College						0	1	1
Hickory	Claremont College	8	8	18	20	6	0	22	22
Louisburg	Louisburg Female College ..	35	20	10					
Murfreesboro	Chowan Baptist Female Col- lege.	3	3	44	44				
Raleigh	Baptist Female College					9			
Do	Shaw University		190	173	171				
Salisbury	Livingstone College		38	113	75	79	67	97	164
Wake Forest	Wake Forest College					27	17	0	17
NORTH DAKOTA.									
University	University of North Dakota (public).	12	80	25	23	25	20	100	120
OHIO.									
Akron	Buchtel College	7	11	7		12	0	1	1
Alliance	Mount Union College			53	85	65	32	17	49

^a Has a pedagogical department.

TABLE 21.—Colleges and universities reporting students in teachers' training courses—Con.

Location.	Institution.	Normal students.							
		1897.	1898.	1899.	1900.	1901.	1902.		
							Male.	Fe- male.	Total.
OHIO—continued.									
Athens	Ohio University (public) ^a	50					18	14	32
Berea	Baldwin University	20	20	4	9	27	3	11	14
Cincinnati	University of Cincinnati						40	100	140
Cleveland	Western Reserve University		22						
Columbus	Ohio State University (public)		44	53		57	15	21	36
Defiance	Defiance College	128		119	146	45	19	26	45
Delaware	Ohio Wesleyan University			19		12			
Findlay	Findlay College	43	38	36	23	34	4	7	11
Hiram	Hiram College	2		6	8				
Lima	Lima College	45	86	75	56	48	20	18	38
Marietta	Marietta College				2				
New Concord	Muskingum College		3						
Oberlin	Oberlin College		24	18	17		2	10	12
Oxford	Western College for Women				2	2			
Richmond	Richmond College		35						
Scio	Scio College			10	14	17	9	4	13
Tiffin	Heidelberg University	73	84	38	27	20	3	6	9
Westerville	Otterbein University	24	25	21	16	15	34	27	61
Wilberforce	Wilberforce University	83	84	83	83	78	28	51	79
Wooster	University of Wooster		38	22		37	8	10	18
Yellow Springs	Antioch College	26							
OKLAHOMA.									
Stillwater	Oklahoma Agricultural and Mechanical College (public).		9						
OREGON.									
Albany	Albany College			29	22	20	3	12	15
Dallas	Dallas College					4	2	5	7
Eugene	University of Oregon						4	6	10
Forest Grove	Pacific College					20			
McMinnville	McMinnville College	4				3			
Philomath	Philomath College	9	60	30	12	6	2	3	5
Salem	Willamette University	34	29	24	33	34	4	40	44
PENNSYLVANIA.									
Allentown	Allentown College for Women			25					
Do	Muhlenberg College	15	20		25	50	56	0	56
Annville	Lebanon Valley College	10				114	61	59	120
Beatty	St. Vincent College			19	23	19			
Bryn Mawr	Bryn Mawr College	21		2	5	5	0	15	15
Carlisle	Dickinson College					261	70	10	80
Collegeville	Ursinus College	7		2	23	18	8	1	9
Easton	Lafayette College	7	7			7	6	0	6
Gettysburg	Pennsylvania College	20	21		17		4	14	18
Greenville	Thiel College	11	7	8	8		12	7	19
Huntingdon	Juniata College			25	60	77	67	60	127
Lancaster	Franklin and Marshall College.			15	12	11	18	0	18
Lewisburg	Bucknell University					107			
Myerstown	Albright College				15				
New Berlin	Central Pennsylvania College	9	19	8	11	16	9	2	11
Philadelphia	Central High School (public)	18	32	32	22	16	16	0	16
Do	University of Pennsylvania ^a		78	44	55	23	20	10	30
Selinsgrove	Susquehanna University	22	14	12		16	15	6	21
State College	Pennsylvania State College (public).					1			
Swarthmore	Swarthmore College		11		9				
Volant	Volant College	25	35	8	30	80	40	60	100
Waynesburg	Waynesburg College					21			
RHODE ISLAND.									
Providence	Brown University ^a	55	50	52	42	34	33	42	75
SOUTH CAROLINA.									
Columbia	Allen University	20	20	27	29	19	10	18	28
Do	South Carolina College (public). ^a	26	32	39	45	40	16	7	23
Duwest	Erskine College				25	18	14	2	16
Do	Duwest Female College	12	7	6	15	15	0	13	15

^a Has a pedagogical department.

TABLE 21.—Colleges and universities reporting students in teachers' training courses—Con.

		Normal students.							
Location.	Institution.	1897.	1898.	1899.	1900.	1901.	1902.		
							Male.	Fe- male.	Total.
SOUTH CAROLINA— continued.									
Greenville.....	Furman University			30	22		22	0	22
Do.....	Greenville College for Women				5	8	0	3	3
Do.....	Greenville Female College						0	15	15
Orangeburg.....	Clafin University	73	89	84	44	60	16	40	56
Spartanburg.....	Converse College		50						
SOUTH DAKOTA.									
Brookings.....	South Dakota Agricultural College (public).....					18	9	4	13
Hot Springs.....	Black Hills College	2	7	7					
Huron.....	Huron College	12	14	20	29	17	3	32	35
Mitchell.....	Dakota University		60	65	73	49	10	60	70
Redfield.....	Redfield College		16	16	3	16	3	11	14
Vermilion.....	University of South Dakota (public).....	7	6	8	14	43	8	4	12
Yankton.....	Yankton College				16				
TENNESSEE.									
Bristol.....	King College					12	12	0	12
Brownsville.....	Brownsville Female College	4			5	10	0	15	15
Chattanooga.....	U. S. Grant University			8					
Greeneville.....	Greeneville and Tusculum College.....			12	12				
Harriman.....	American University of Har- riman.....		15	9		10			
Hiwassee College..	Hiwassee College		27	14	32		20	15	35
Jackson.....	Memphis Conference Female Institute.....			3	3	3			
Jefferson City.....	Carson and Newman College.....			20	25				
Knoxville.....	Knoxville College	43		53	37	60	44	51	95
Do.....	University of Tennessee (pub- lic). ^a	17	16	9					
Lebanon.....	Cumberland University		13						
McKenzie.....	Bethel College	25	14						
Maryville.....	Maryville College	20	17	51	51				
Milligan.....	Milligan College	35	50	80	40	20	22		42
Murfreesboro.....	Soule College		50						
Nashville.....	Fisk University			14			0	17	17
Do.....	Roger Williams University.....	81	39	42	26	16	5	39	44
Do.....	University of Nashville				603	550	270	280	550
Do.....	Walden University	15	38	48	45	51			
Do.....	Ward Seminary					38			
Pulaski.....	Martin College	20	20						
Rogersville.....	Rogersville Synodical College	12	16	15	8	15			
Spencer.....	Burritt College	32	28	46	38	60	17	14	31
TEXAS.									
Austin.....	University of Texas (public) ^a		91	97		129	33	90	123
Belton.....	Baylor Female College.....			20			0	40	40
Bonham.....	Carlton College		5	5					
Brownwood.....	Howard Payne College.....	22	22	40	44	27	20	15	35
Campbell.....	Henry College	50		19	8	8			
Chapel Hill.....	Chapel Hill Female College.....			6	4				
Greenville.....	Burleson College			10	10	11			
Hermoson.....	Add-Ran Christian Univer- sity.....		17	15					
Marshall.....	Wiley University.....		17	37			8	21	29
Sherman.....	Austin College			4					
Waco.....	Baylor University				38	28	18	9	27
Do.....	Paul Quinn College	12	7	7	8	6	0	5	5
UTAH.									
Logan.....	Brigham Young College.....		24	26	17	36	6	18	24
Salt Lake City.....	University of Utah (public) ^a	379	414	441	387	386	79	250	329
VERMONT.									
Middlebury.....	Middlebury College.....	2	10		30	30	14	5	19

^a Has a pedagogical department.

TABLE 21.—Colleges and universities reporting students in teachers' training courses—Con.

Location.	Institution.	Normal students.							
		1897.	1898.	1899.	1900.	1901.	1902.		
							Male.	Fe- male.	Total.
VIRGINIA.									
Bridgewater.....	Bridgewater College.....	8	17	19	14	26	10	17	27
Fredericksburg.....	Fredericksburg College.....	10							
Lynchburg.....	Randolph-Macon Woman's College. ^a	20	20	35	22	47	0	46	46
Richmond.....	Virginia Union University.....				2				
Williamsburg.....	William and Mary College.....	106	116	143	100	103	103	0	103
Winchester.....	Valley Female College.....	2	2	4	6				
WASHINGTON.									
Burton.....	Vashon College.....	18	6	8	8	4			
Pullman.....	Washington Agricultural Col- lege and School of Science (public).					13			
Seattle.....	University of Washington (public).			65	49	25			
Tacoma.....	Whitworth College.....		2	4					
Do.....	Puget Sound University.....	26	12	12					
Vancouver.....	St. James College.....		3						
Walla Walla.....	Whitman College.....					3	2	6	8
WEST VIRGINIA.									
Bethany.....	Bethany College.....						14	10	24
Barboursville.....	Barboursville College.....	18	15	25	7	59			
Lewisburg.....	Lewisburg Female Institute..					14			
Morgantown.....	West Virginia University (public). ^a	23	23		36		17	10	27
WISCONSIN.									
Appleton.....	Lawrence University.....	21	25	29	29	38	14	13	27
Beloit.....	Beloit College.....	7	23	32	25	26	6	12	18
Galesville.....	Gale College.....			15	15				
Madison.....	University of Wisconsin (pub- lic). ^a		31	59	210	242	110	79	189
Milton.....	Milton College.....				3	1			
Ripon.....	Ripon College.....				3	40	1	3	4
Watertown.....	Northwestern University.....	7							
WYOMING.									
Laramie.....	University of Wyoming (pub- lic).	24	29	26	14	27	1	31	32

^a Has a pedagogical department.

DISTRICT OF COLUMBIA.									
	Washington Normal School, No. 1.....	1	47	2	96	2	96	2	96
	Washington Normal School, No. 2.....	6	31	0	6	31	6	31	6
FLORIDA.									
22	Florida State Normal School, De Funiak Springs.....	8	9	6	4	-----	-----	-----	-----
23	State Normal and Industrial College for Colored Students, Tallahassee.....	2	6	3	12	2	6	-----	-----
GEORGIA.									
24	State Normal School, Athens.....	2	7	-----	78	314	78	314	-----
25	Georgia State Industrial College, College.....	12	12	12	12	12	12	12	12
26	Southern Normal Institute, Douglas.....	-----	20	15	20	15	20	15	-----
27	Georgia Normal and Industrial College, Milledgeville.....	0	19	-----	0	83	0	83	-----
IDAHO.									
28	State Normal School, Albion.....	3	7	1	6	4	5	4	-----
29	State Normal School, Lewiston.....	4	17	4	17	-----	14	30	10
ILLINOIS.									
30	Southern Illinois State Normal College, Carbondale.....	25	30	26	20	40	43	55	60
31	Eastern Illinois State Normal School, Charleston.....	4	18	7	70	6	21	6	24
32	Chicago Normal School.....	9	491	9	491	9	491	9	491
33	Northern Illinois State Normal School, De Kalb.....	6	17	10	48	10	48	11	43
34	Illinois State Normal University, Normal.....	22	68	-----	18	66	18	66	18
INDIANA.									
35	Indianapolis Normal School.....	0	40	0	40	-----	0	40	-----
36	Indiana State Normal School, Terre Haute.....	38	62	66	154	10	12	149	239
IOWA.									
37	Iowa State Normal School, Cedar Falls.....	26	40	17	34	20	40	78	158
38	Dexter Normal School *.....	10	16	10	16	10	16	10	16
39	Woodbine Normal School *.....	3	8	3	8	3	8	3	8
KANSAS.									
40	State Normal School, Emporia.....	43	106	43	100	69	131	69	131
KENTUCKY.									
41	Kentucky Normal and Industrial Institute for Colored Persons, Frankfort.....	8	5	5	22	13	27	5	22
42	Normal School, Louisville.....	0	0	0	40	0	40	0	40

TABLE 22.—Number of students pursuing certain subjects in public normal schools in 1901-2.—Continued.

Name of institution.	History of education.		Theory of education.		School organization and supervision.		School management and discipline.		Psychology and child study.		Ethics.		School laws.		Practical pedagogy.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
LOUISIANA.																
43 Louisiana State Normal School, Natchitoches	8	73	11	79	10	73	10	73			9	86			10	73
44 New Orleans Normal and Training School.	0	56	0	129			0	175			0	175				
MAINE.																
45 Eastern State Normal School, Castine.	7	43	7	43	40	126	40	126	25	75	7	43	7	43	40	40
46 Farmington State Normal School.	4	31	4	31	4	31	4	31	4	31	4	31	4	31	4	31
47 Madawaska Training School, Fort Kent.					6	5	6	5	6	5	6	5	6	5	6	5
48 Western Normal School, Gorham.	8	162	8	162	8	162	8	162	8	162	8	162	8	162	8	162
49 Springfield Normal School.	12	10	12	10	12	10	12	10	12	10	12	10	12	10	12	10
MARYLAND.																
50 Maryland State Normal School, Baltimore.	3	115	17	368	17	368	17	368	3	115	6	105			6	105
MASSACHUSETTS.																
51 Boston Normal School*.	0	85	0	125	0	85	0	85	0	85	0	101			0	187
52 Massachusetts Normal Art School, Back Bay.	0	15	0	15	0	15	0	15	0	15	0	15			0	15
53 State Normal School, Bridgewater.	13	27	16	81	16	81	16	81	16	81	16	81	16	81	16	81
54 Wellington School, Cambridgeport.					0	35	0	35							0	35
55 State Normal School, Fitchburg.	2	127	2	127	2	127	2	127	2	127	2	127	2	127	2	127
56 State Normal School, Framingham.	0	49	0	64	0	64	0	64							0	64
57 State Normal School, Hyannis.	1	15	2	27			1	15	2	27	2	27			0	64
58 Training School for Teachers, Lowell.	0	25	0	25	0	25	0	25	0	25	0	25			0	25
59 State Normal School, Salem.	2	85	2	85	2	85	2	85	2	85	2	85	2	85	2	85
60 Massachusetts State Normal School, Westfield.	0	62			0	78	0	78	0	78	1	119			0	78
61 Massachusetts State Normal School, Worcester.	6	175	6	175	6	175	6	175	6	175	6	175			6	175
MICHIGAN.																
62 Washington Normal School, Detroit.	0	45	0	45	0	25	0	25	0	0		0			0	45
63 Northern State Normal School, Marquette.	1	37	0	22							2	33			2	33
64 Central State Normal School, Mount Pleasant.			2	8	12	38	12	38			40	61			40	61
65 Michigan State Normal School, Ypsilanti.	35	177										312			35	270

MINNESOTA.														
66	State Normal School, Mankato.....	4	33	4	33	0	0	55	0	55	0	0	0	55
67	State Normal School, Moorhead*.....	12	60	12	60	20	178	20	178	20	178	12	60	178
68	State Normal School, St. Cloud.....	5	15	4	14	0	48	0	48	10	80	8	80	80
69	St. Paul Teachers' Training School.....	0	39	0	39	7	178	0	39	0	39	4	81	160
70	State Normal School, Winona.....	4	81	4	81	7	178	7	178	9	243	7	178	5
MISSISSIPPI.														
71	Abbeville Normal School.....			10	25	10	25	10	25			10	25	10
72	Blue Springs Normal College.....			4	15	7	11	4	5	4	5			5
73	Mississippi State Normal School, Holly Springs*.....			7	11	7	11	7	11					7
74	Louisville Normal School.....			10	15	10	15	10	15	20	25	10	15	10
75	Mississippi Central Normal School, Walnutgrove.....			10	15	5		8	20	14	5			5
MISSOURI.														
76	State Normal School (third district), Cape Girardeau.....	21	15	17	18	17	18	20	0	13	9	18	0	15
77	State Normal School (first district), Kirksville.....	20	20	60	70	30	40	240	330	50	80	50	80	70
78	State Normal School (second district), Warrensburg.....					60	100	60	100	30	40			15
MONTANA.														
79	Montana State Normal School, Dillon.....	0	6	0	6	1	4	1	4	1	34	1	12	1
NEBRASKA.														
80	Nebraska State Normal School, Peru.....	17	64	36	143	15	91	63	128	19	53	11	51	23
NEW HAMPSHIRE.														
81	New Hampshire State Normal School, Plymouth.....	2	40	2	52	2	49			2	62	2	20	2
NEW JERSEY.														
82	Training School for Teachers, Jersey City.....	0	30	0	30					0	30			0
83	Newark Normal and Training School.....	0	170	0	170	0	170	0	170	0	170	0	170	0
84	Paterson Normal Training School.....	0	13	0	33			0	13	0	36			0
85	New Jersey State Normal School, Trenton.....	30	170	20	160	30	170	30	170	25	175	40	230	4
NEW MEXICO.														
86	New Mexico Normal University, Las Vegas.....	4	6	4	6	4	6			4	6			4
87	Normal School of New Mexico, Silver City.....	0	11	0	11	0	11	0	11	0	11	0	11	0
NEW YORK.														
88	New York State Normal School, Albany.....	41	361	41	361	41	361	41	361					
89	State Normal and Training School, Brockport.....	12	47	10	14	6	41	6	41	12	58	6	41	17
90	Training School for Teachers, Brooklyn.....	15	327	15	327	15	327	15	327	15	327	15	327	15

* Statistics of 1900-1901.

TABLE 22.—Number of students pursuing certain subjects in public normal schools in 1901-2.—Continued.

	Name of institution.	History of education.		Theory of education.		School organization and supervision.		School management and discipline.		School hygiene.		Psychology and child study.		Ethics.		School laws.		Practical pedagogy.	
		Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.
	I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	NEW YORK—continued.																		
91	Buffalo Training School for Teachers.....	0	49	0	49	0	49	0	49	0	20	0	44	0	0	0	42	0	49
92	Buffalo State Normal School.....	9	132	9	132	5	117	5	117	5	117	11	139	34	149	5	122	9	132
93	State Normal and Training School, Cortland.....	30	108	41	171	18	83	18	83	18	83	1	40	1	40	1	40	16	82
94	State Normal and Training School, Fredonia.....	5	57	5	57	1	40	1	40	1	40	1	40	28	147	27	103	4	101
95	Geneseo State Normal School.....	25	130	25	130	32	143	32	143	32	143	28	147	28	147	27	103	28	147
96	Jameica State Normal School.....	20	125	18	122	20	118	20	118	20	118	22	123	14	35	9	46	18	127
97	State Normal and Training School, Newpeltz.....	2	5																
98	New York Training School for Teachers*.....	39	157	39	157	9	46	9	46	9	46	39	157			9	46	9	46
99	Normal College of the City of New York.....	0	322	0	322	0	322	0	322	0	550	0	322	0	322	0	322	0	322
100	State Normal School, Oneonta.....	17	75			79	294	79	294			28	136			17	68	47	151
101	State Normal and Training School, Oswego.....	9	50	11	119	5	40	5	40	5	40	10	99	5	40	8	40	12	80
102	Plattsburg State Normal and Training School.....	1	23	1	23	4	35	4	35			0	56			4	35	3	27
103	Potsdam State Normal and Training School.....	20	120	27	114			9	25	37	50	27	114			11	28		
104	Syracuse High School (normal department).....	0	21					0	18			0	22						
	NORTH CAROLINA.																		
105	Elizabeth City State Normal School.....	21	43	21	43	21	43	21	43	21	43					21	43	21	43
106	State Colored Normal School, Fayetteville*.....	0	9	0	9	0	9	0	9	0	9	0	9	0	9	0	9	0	9
107	Albion Academy—State Normal School, Franklinton.....	13	3	13	3			13	3	50	67	10	18	9	2	63	79	149	112
108	State Normal and Industrial School, Greensboro.....	0	56	0	40	0	40	0	40	0	225	0	56					0	45
109	Plymouth State Normal School.....	6	5	6	5	13	17	13	17	16	23	19	22			29	40	29	40
	NORTH DAKOTA.																		
110	State Normal School, Mayville.....																		
111	State Normal School, Valley City.....	2	17	2	17	2	17	2	17			10	21					11	20
	OHIO.																		
112	Cleveland Normal Training School.....	0	115	0	115	0	115	0	115	0	178	0	178	0	115			0	115
113	Columbus Normal School.....	0	67	0	67	0	67	0	67	0	87	0	87	0	87	0	67	0	67
114	Dayton Normal and Training School.....	0	45	0	45			0	45			0	88					0	88

115	Northwestern Territorial Normal School, Alva.....	8	8	8	8	8	8	8	8	14	22	226	265	8	8	54	57
116	The Territorial Normal School, Edmond.....	15	48	9	48	15	20	10	33	18	12	18	12	10	33	15	20
117	Colored Agricultural and Normal University, Langston.....	2	1							2	1	2	1			2	1
OREGON.																	
118	Southern Oregon State Normal School, Ashland.....	2	5	2	5					4	9			2	5	4	11
119	Central Oregon State Normal School, Drain.....	3	1	3	1					3	1			11	9	0	4
120	State Normal School, Monmouth.....	5	29							13	40			17	43		
121	Eastern Oregon State Normal School, Weston.....	2	7	12	13	12	13	12	13	12	13	12	13	2	7	12	13
PENNSYLVANIA.																	
122	State Normal School, Bloomsburg.....	23	97							50	98						
123	Southwestern State Normal School, California.....	28	80	123	290	50	150	84	94	123	290					28	80
124	Clarion State Normal School.....	30	64			35	75	35	75	30	30	1	2			30	64
125	East Stroudsburg State Normal School.....	51	104	54	104	37	68	37	68	54	104			37	68	36	57
126	Edinboro State Normal School.....	36	57	37	68	37	68	37	68	36	57			81	211	24	76
127	Indiana Normal School of Pennsylvania.....	54	130	54	140	81	211	81	211	34	145			87	211	82	70
128	Keystone State Normal School, Kutztown.....	82	70			82	70	82	70	82	70	5	4			40	80
129	Central State Normal School, Lockhaven.....	37	71							140	260					85	143
130	Mansfield State Normal School.....	36	74	82	100	86	143	86	143	36	74	3	5			60	88
131	First Pennsylvania State Normal School, Millersville.....	60	88	60	88	168	276	168	276	60	88					202	202
132	Philadelphia Normal School for Girls.....	0	171	0	171	0	171	0	171	0	31					0	53
133	Normal Department—Pittsburg High School.....	0	123	0	53	0	53	0	53	0	53					0	53
134	Cumberland Valley State Normal School, Shippensburg.....	60	65	60	65	46	51	46	51	60	65					60	65
135	Slippery Rock State Normal School.....	39	113	39	113	40	80	40	80	39	113	3	6	39	113	39	113
136	West Chester State Normal School.....	39	162	150	402	50	75	50	75	39	162	3	5			39	162
RHODE ISLAND.																	
137	Rhode Island Normal School, Providence*.....	0	48	0	192	0	51	0	48	0	150			0	48	0	82
SOUTH CAROLINA.																	
138	Winthrop Normal and Industrial College, Rockhill.....	0	34	0	102	0	76	0	76	0	34					0	153
SOUTH DAKOTA.																	
139	State Normal School, Madison.....																
140	State Normal School, Spearfish*.....	5	20	5	20	5	21	4	19	6	43			6	21	3	20
141	State Normal School, Springfield.....			8	12	8	12	8	12		8					8	10
TENNESSEE.																	
142	Peabody College for Teachers, Nashville.....										121			56	84	176	265

TABLE 22.—*Number of students pursuing certain subjects in public normal schools in 1901-2—Continued.*

Name of institution.	History of education.		Theory of education.		School organization and supervision.		School management and discipline.		School hygiene.		Psychology and child study.		Ethics.		School laws.		Practical pedagogy.	
	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.	Male.	Fe- male.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
TEXAS.																		
143 North Texas Normal College, Denton.....	5	22	5	22	200	306	200	306	100	124	100	124	8	10	8	10	146	230
144 Detroit Normal School.....	2	4	2	4	8	6	8	6	8	10	2	4	8	10	8	10	0	0
145 Sam Houston Normal Institute, Huntsville.....	33	77	33	77	33	77	47	185	47	185	80	262	33	77	47	185	33	77
146 Prairie View State Normal and Industrial College.....	8	5	24	18	.....	.....	28	32	.....	.....	8	5	8	5	.....	.....	40	48
UTAH.																		
147 Southern Branch of the State Normal School, Cedar City *.....	7	14	.....	.....	.....	.....	.....	.....	.....	.....	7	7	.....	.....	.....	.....	.....	71
148 State Normal School of Utah, Salt Lake City *.....	20	71	20	71	20	68	20	71	20	68	20	71	20	68	.....	.....	20	71
VERMONT.																		
149 State Normal School, Castleton.....	3	47	3	40	3	40	3	40	3	47	3	54	3	47	.....	.....	3	39
150 State Normal School, Johnson.....	0	30	3	31	3	31	3	31	3	31	0	50	0	27	3	31	3	31
151 Randolph State Normal School.....	2	38	2	32	2	32	2	32	3	25	5	35	3	25	.....	.....	.....	.....
VIRGINIA.																		
152 State Female Normal School, Farmville.....	0	35	0	35	0	40	0	40	0	75	0	40	.....	.....	0	35	0	45
153 Hampton Normal and Agricultural Institute.....	14	21	.....	.....	14	21	.....	.....	.....	.....	14	21	.....	.....	.....	.....	.....	.....
154 Virginia Normal and Industrial Institute, Petersburg.....	17	35	17	35	17	35	17	35	17	35	17	35	17	35	17	35	17	35
WASHINGTON.																		
155 State Normal School, Cheney.....	3	7	.....	.....	12	38	12	38	12	38	11	30	.....	.....	12	43	9	29
156 Washington State Normal School, Ellensburg.....	3	19	7	38	7	38	7	38	3	19	7	38	3	19	7	38	7	38
157 State Normal School, Whatcom.....	2	30	10	60	3	50	10	45	10	45	.....	.....	.....	.....	10	45	.....	.....
WEST VIRGINIA.																		
158 State Normal School, Athens *.....	1	0	4	4	.....	.....	9	9	.....	.....	.....	.....	1	0	.....	.....	.....	.....
159 Fairmont State Normal School.....	8	9	10	11	10	11	10	11	10	10	3	4	6	9	.....	.....	.....	.....
160 State Normal School, Glenville.....	6	2	4	3	.....	.....	4	3	10	8	8	4	4	2	3	8	3	1
161 Marshall College, State Normal School, Huntington.....	3	8	5	10	5	10	15	20	40	36	3	8	3	6	3	8	20	30

162	West Virginia Colored Institute, Institute town	7	12	6	10	8	12	8	12	12	12	15	8	12	10	10	8	12	8	12
163	Shepherd College, State Normal School, Shepherdstown	2	0	2	2	5	12	5	12	6	14	12	14	2	0	2	0	5	5	12
164	West Liberty State Normal School*	8	14																	
WISCONSIN.																				
165	State Normal School, Milwaukee*	29	128	58	331	19	196	19	196	19	196	19	196	58	331	19	196	39	138	138
166	State Normal School, Oshkosh	25	70	82	288	59	124	59	124	59	124	59	124	43	176	59	124	118	313	313
167	State Normal School, Platteville	9	17	13	24	42	135	26	77	26	77	26	77	41	101	26	77	22	64	64
168	State Normal School, River Falls	8	15	8	15			30	50					8	15			50	170	170
169	State Normal School, Stevens Point	12	21	32	100	21	90	9	46	20	21	21	21	16	20			50	170	170
170	Marathon County Training School for Teachers, Wausau					14	55	14	55	14	55	14	55	14	55			14	55	55
171	Superior State Normal School, West Superior	11	4	10	25	21	130	10	53	10	53	10	53	11	40			10	53	25
172	State Normal School, Whitewater	9	22	10	28	18	71	21	52					36	124			27	62	62
WYOMING.																				
173	Wyoming State Normal School, Laramie	0	2	0	20	0	20	0	20	0	20	0	20	0	4			0	20	20

* Statistics of 1900-1901.

TABLE 23.—*Statistics of public*

Location.	Name of institution.	Teachers.				Students.					
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12
ALABAMA.											
1 Florence	State Normal College.....	5	6	5	6	135	166	33	33	84	110
2 Jacksonville.....	State Normal School	4	6	2	3	190	164	83	61	107	103
3 Livingston	Alabama Normal College.....	4	9	2	9	4	129	0	0	1	123
4 Montgomery	State Normal School for Colored Students.	7	19	7	11	424	647	191	174	181	375
5 Normal.....	Agricultural and Mechanical College.	13	13	8	5	211	244	111	116	68	90
6 Troy.....	State Normal College.....	6	9	5	1	144	332	65	78	51	93
ARIZONA.											
7 Flagstaff.....	Territorial Normal School...	1	3	1	3	20	55	11	19	9	36
8 Tempe	Normal School of Arizona...	4	4	4	4	41	96	.....	.....	5	13
ARKANSAS.											
9 Pine Bluff	Branch Normal College	5	2	3	2	123	97	79	75	44	21
CALIFORNIA.											
10 Chico.....	State Normal School	6	14	6	14	186	480	119	178	67	302
11 Los Angeles	do	10	22	10	16	195	625	161	154	34	471
12 San Diego	do	6	9	6	9	70	301	48	56	22	245
13 San Francisco	do	5	8	5	8	0	129	0	0	0	129
14 San Jose	do	10	21	10	15	40	448	.....	.....	40	448
COLORADO.											
15 Greeley.....	Colorado State Normal School.	14	13	14	13	225	462	134	138	41	248
CONNECTICUT.											
16 Bridgeport	Bridgeport Training School for Teachers.	2	10	2	6	292	326	292	293	0	33
17 New Britain.....	State Normal Training School.	5	30	5	30	1	272	.....	.....	1	272
18 New Haven	do	5	33	5	33	3	220	0	0	3	220
19 Willimantic	do	3	14	2	6	1	104	.....	.....	1	104
DISTRICT OF COLUMBIA.											
20 Washington	Washington Normal School, No. 1.	0	10	0	10	2	96	0	0	2	96
21 .....do	Washington Normal School, No. 2.	0	7	0	7	12	68	0	0	12	68
FLORIDA.											
22 De Funiak Springs.....	Florida State Normal School.	3	3	3	3	39	80	.....	.....	39	80
23 Tallahassee.....	State Normal and Industrial College for Colored Students.	9	7	9	7	59	94	34	46	25	48
GEORGIA.											
24 Athens	State Normal School	6	9	6	9	127	500	0	0	127	500
25 College	Georgia State Industrial College.	12	1	7	1	500	80	164	56	12	12
26 Douglas	Southern Normal Institute..	5	4	4	1	176	174	128	148	20	15
27 Milledgeville.....	Georgia Normal and Industrial College.	3	22	3	8	0	443	0	143	0	167
IDAHO.											
28 Albion.....	State Normal School.....	4	1	4	1	34	66	20	25	14	41
29 Lewiston	do	4	3	4	3	63	172	.....	.....	44	156

normal schools, 1901-2.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1901-2.	Amount received from State, county, or city for buildings and improvements.	
In business course.	In high school grades.			Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
.....	.....	18	23	33	33	0	0	4	15	4	36	1,200	\$30,000	\$7,500	\$12,000	\$10,000	1
.....	.....	.....	.....	83	61	0	0	4	0	4	36	1,000	78,000	8,000	10,400	.....	2
2	0	1	6	8	24	0	0	0	7	4	36	.....	10,000	7,500	8,229	.....	3
0	0	52	98	191	174	181	375	9	8	6	36	300	40,000	8,500	15,400	0	4
.....	.....	32	38	32	27	68	90	5	7	4	36	3,735	63,196	4,000	15,150	.....	5
.....	.....	28	161	65	78	.....	.....	7	7	1	36	2,290	12,000	7,500	26,700	.....	6
0	0	0	0	11	19	1	0	0	7	3	40	500	50,000	13,000	13,500	4,000	7
.....	.....	36	83	21	32	.....	.....	5	13	4	40	4,000	60,000	17,000	18,000	7,000	8
.....	.....	0	1	.....	.....	44	21	4	1	4	40	4,300	28,500	3,789	11,037	5,800	9
0	0	.....	.....	119	178	0	0	6	35	4	40	9,658	147,000	31,780	21,780	.....	10
.....	.....	.....	.....	161	154	0	1	9	93	4	40	9,785	207,500	53,000	53,000	23,500	11
0	0	0	0	48	56	0	1	2	28	4	40	2,919	84,044	29,500	29,520	0	12
0	0	0	0	217	156	0	0	0	33	2	40	.....	18,750	19,250	.....	0	13
.....	.....	.....	.....	190	130	.....	.....	.....	.....	2	40	7,500	.....	56,000	56,000	.....	14
0	0	50	76	134	138	0	0	14	60	2	38	18,000	200,000	60,000	63,000	25,000	15
.....	.....	.....	.....	231	210	.....	.....	0	16	2	40	1,010	78,485	.....	.....	.....	16
.....	.....	.....	.....	700	700	.....	.....	1	88	2	40	8,000	.....	.....	.....	.....	17
0	0	0	0	600	600	0	1	1	72	2	40	3,000	125,000	16,000	16,000	.....	18
0	0	.....	.....	151	304	0	0	.....	.....	2	40	5,000	150,000	.....	.....	.....	19
0	0	0	0	237	226	0	0	1	47	2	36	300	.....	.....	.....	0	20
0	0	0	0	148	118	12	68	12	68	2	36	735	.....	.....	.....	.....	21
0	0	0	0	12	12	.....	.....	8	9	4	33	1,000	15,000	7,000	7,056	4,910	22
.....	.....	.....	.....	12	14	25	48	2	6	4	32	778	35,000	4,500	17,000	43,000	23
0	0	0	0	25	29	0	0	2	7	3	40	5,000	50,000	17,145	23,945	5,355	24
.....	.....	324	12	30	43	12	12	30	24	.....	.....	.....	.....	.....	.....	.....	25
20	6	8	5	20	25	0	0	9	11	2	40	2,000	7,500	1,750	5,326	.....	26
0	133	.....	0	0	64	.....	.....	0	6	4	38	2,000	208,000	22,900	29,063	0	27
0	0	0	0	0	0	0	0	4	3	4	40	150	40,000	8,000	8,000	13,000	28
.....	.....	19	16	12	15	0	0	4	17	4	40	500	50,000	9,000	9,175	8,000	29

TABLE 23.—Statistics of public

	Location.	Name of institution.	Teachers.				Students.					
			Entire num- employed.		In- struct- ing normal stu- dents.		Entire number enrolled.		Below normal and high school grades.		In nor- mal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female. ^a
	1	2	3	4	5	6	7	8	9	10	11	12
	ILLINOIS.											
30	Carbondale.....	Southern Illinois State Nor- mal College.	12	7	11	4	375	393	72	84	248	231
31	Charleston.....	Eastern Illinois State Nor- mal School.	10	9	10	4	271	375	98	103	173	272
32	Chicago	Chicago Normal School.....	15	50	8	17	9	491			9	491
33	De Kalb	Northern Illinois State Nor- mal School.	10	19	7	10	605	788	562	579	43	209
34	Normal.....	Illinois State Normal Uni- versity.	12	16	11	9	228	808			225	799
	INDIANA.											
35	Indianapolis.....	Indianapolis Normal School.	3	3	3	3	0	60			0	60
36	Terre Haute.....	Indiana State Normal School	25	13	25	13	1,000	1,199	0	0	1,000	1,199
	IOWA.											
37	Cedar Falls.....	Iowa State Normal School ..	25	26	25	26	613	1,851	167	231	446	1,620
38	Dexter	Dexter Normal School*.....	4	1	4	1	50	75			10	16
39	Woodbine	Woodbine Normal School*..	4	6	4	1	286	253	160	136	63	77
	KANSAS.											
40	Emporia.....	State Normal School	19	25	19	23	678	1,356	67	134	611	1,222
	KENTUCKY.											
41	Frankfort	Kentucky Normal and In- dustrial Institute for Col- ored Persons.	7	3	5	2	100	118	57	82	43	36
42	Louisville	Normal School	1	10	1	1	209	207	209	232	0	75
	LOUISIANA.											
43	Natchitoches.....	Louisiana State Normal School.	8	14	8	6	184	481	121	153	63	328
44	New Orleans	New Orleans Normal and Training School.	0	13	0	13	129	199	129	24	0	175
	MAINE.											
45	Castine.....	Eastern State Normal School.	3	7	2	6	40	126			40	126
46	Farmington.....	Farmington State Normal School.	2	11	2	11	16	153			16	153
47	Fort Kent	Madawaska Training School.	0	4	0	4	45	85	22	50	23	35
48	Gorham	Western Normal School.....	2	8	2	8	68	262	60	100	8	162
49	Springfield	Springfield Normal School ..	0	4	0	4	48	42	10	2	38	40
	MARYLAND.											
50	Baltimore.....	Maryland State Normal School.	4	12	4	8	23	402	6	34	17	368
	MASSACHUSETTS.											
51	Boston	Boston Normal School.....	2	11	2	11	0	235	0	0	0	235
52	Boston (Back Bay)	Massachusetts Normal Art School.	12	4	12	4	64	261	0	0	64	261
53	Bridgewater.....	State Normal School	8	19	7	8	231	459	196	233	35	226
54	Cambridgeport...	Wellington School	1	35	1	3	468	513	468	473	0	35
55	Fitchburg	State Normal School	5	19	5	11	2	127			2	127
56	Framingham.....	.....do.....	5	17	5	17	0	194			0	194
57	Hyannis.....	.....do.....	3	4	3	4	7	44	0	0	7	44
58	Lowell	Training School for teachers.	2	10	2	10	0	25			0	25
59	Salem	State Normal School	4	20	4	12	2	236			2	236
60	Westfield.....	Massachusetts State Normal School.	4	19	3	4	1	125			1	125
61	Worcester.....	.....do.....	6	9	6	7	6	175	0	0	6	175

*Statistics of 1900-1901.

normal schools, 1901-2—Continued.

Students.				Children in model schools.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1901-2.	Amount received from State, county, or city for buildings and improvements.	
In business course.	In high school grades.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
		55	78	75	85	12	16	9	11	4	39	16,800	\$320,000	\$37,493	\$40,796		30
0	0			98	103	0	0	3	11	4	38	4,618			2,192		31
				819	779	0	1	9	241	3	40	15,000	600,000	62,500	62,500		32
				562	579			10	48	3	37	7,904	270,000	44,000	48,311	\$12,075	33
		3	9	239	248	1	3	17	62	3	36	12,000	340,000	47,720	55,372	9,120	34
						0	4	0	20	2	20						35
0	0	0	0	117	123			54	46	4	39	35,000	300,000	67,730	72,128	8,500	36
0	0	0	0	167	231	0	0	57	92	4	36	13,000	250,000	71,400	91,400	50,000	37
40	23	40	59	160	136	0	0	0	3	2	40	300	12,000	2,500	3,000		38
						0	0	0		4	40	500	10,000	7,000	9,265		39
				67	134	10	15	40	103	4	40	15,400	212,000	46,500	65,134	5,560	40
				0	0	43	36	2	3	3	36	1,108	48,450	3,000	9,383	0	41
0	0	0	0	209	232	0	0	0	40	2	40	500		5,000	5,000		42
0	0	0	0	121	153	0	0	11	46	4	32	4,000	100,000	18,000	22,322	750	43
				129	24			0	52	2	38	1,047					44
				7	18	0	0	7	43	2	38	1,200	75,000	9,000	9,675		45
								4	42	2	38						46
0	0	0	0	0	0	0	0	0		4	38			2,650	2,650	0	47
0	0			60	100	0	0	3	60	3	39	3,695	75,000	10,000	10,600	5,600	48
				10	8			2	3	3	30	85	4,800	1,250	1,449	0	49
0	0	0	0	6	31	0	0	6	79	3	38	4,600	160,000	20,000	26,496	3,770	50
0	0	0	0	0	0	0	3	0	78	2	40	5,000					51
0	0					0	3	6	31	4	41	240		26,306	29,306		52
0	0	0	0	196	233	0	0	16	81	4	38	8,153		43,123	43,523		53
0	0	0	0	468	488	0	0			1	40	100	62,000				54
0	0	0	0	395	354	0	0	1	58	2	40	3,500	200,000	38,855	38,945	0	55
0	0	0	0	63	41	0	0	0	78	2	38	3,256	190,350	31,026	31,342		56
0	0	0	0					2	12	2	40		150,000	22,595	22,595		57
				300	332												58
0	0	0	0	100	175	0	0	0	93	2	40	4,000	300,000	29,600	29,650		59
				290	357	0	2			2	39	3,800		27,130	27,130	2,000	60
0	0	0	0	29	31	0	0	3	52	3	38	13,074	203,000	22,375	22,425	0	61

TABLE 23.—Statistics of public

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	MICHIGAN.											
62	Detroit	Washington Normal School.	2	25	1	4	696	851	696	726	0	125
63	Marquette.....	Northern State Normal School.	7	7	7	7	60	257	45	62	15	195
64	Mount Pleasant ..	Central State Normal School	11	16	11	16	130	410	.....	.....	130	410
65	Ypsilanti.....	Michigan State Normal School.	21	33	20	22	435	1,226	175	196	260	1,030
	MINNESOTA.											
66	Mankato	State Normal School	7	15	7	15	197	446	151	175	46	271
67	Moorhead .....	.....do	6	11	6	11	59	195	50	100	9	95
68	St. Cloud.....	.....do	9	11	9	6	168	296	114	96	54	200
69	St. Paul	St. Paul Teacher's Training School.	1	12	1	5	243	280	243	241	0	39
70	Winona	State Normal School	6	16	6	16	139	486	99	120	40	366
	MISSISSIPPI.											
71	Abbeville	Abbeville Normal School ...	2	2	2	2	70	65	60	40	10	25
72	Blue Springs	Blue Springs Normal College	1	2	1	2	75	83	71	78	4	5
73	Holly Springs	Mississippi State Normal School.	7	2	7	2	82	121	.....	.....	82	121
74	Louisville	Louisville Normal School*..	2	2	2	0	60	65	35	40	25	25
75	Walnut Grove.....	Mississippi Central Normal School.	2	2	2	2	64	76	30	40	34	36
	MISSOURI.											
76	Cape Girardeau ..	State Normal School (third district).	7	5	7	5	200	163	0	0	200	163
77	Kirksville.....	State Normal School (first district).	9	9	9	9	280	330	.....	.....	280	330
78	Warrensburg.....	State Normal School (second district).	13	9	13	5	444	816	68	120	376	696
	MONTANA.											
79	Dillon	Montana State Normal School.	5	3	5	3	11	123	0	0	10	114
	NEBRASKA.											
80	Peru.....	Nebraska State Normal School.	9	11	9	11	168	462	.....	.....	168	462
	NEW HAMPSHIRE.											
81	Plymouth	New Hampshire State Normal School.	5	15	3	7	123	303	90	107	3	137
	NEW JERSEY.											
82	Jersey City	Training School for Teachers	5	39	5	18	550	626	550	559	0	67
83	Newark	Newark Normal and Training School.	2	18	2	8	0	170	.....	.....	0	170
84	Paterson.....	Paterson Normal Training School.	3	21	3	3	535	577	525	527	0	50
85	Trenton	New Jersey State Normal School.	14	33	12	15	241	877	132	185	50	570
	NEW MEXICO.											
86	Las Vegas	New Mexico Normal University.	8	6	8	6	150	157	58	55	92	102
87	Silver City.....	Normal School of New Mexico.	3	4	3	3	60	75	39	50	15	20
	NEW YORK.											
88	Albany.....	New York State Normal School.	11	11	11	11	196	709	155	348	41	361
89	Brockport	State Normal and Training School.	5	14	5	14	241	381	163	173	52	173

* Statistics of 1900-1901.

normal schools, 1901-2—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.		Weeks in school year.		Volumes in library.		Value of grounds, buildings, furniture, and scientific apparatus.		Amount of State, county, or city aid.		Total income for the year 1901-2.		Amount received from State, county, or city for buildings and improvements.			
In business course.	In high school grades.																								
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.																
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29									
0	0	0	0	696	726	0	0	0	25	2	40	8300	\$55,000										62		
0	0	0	0	45	62	0	1	0	12	2	36	5,000	90,000	\$27,630	\$30,628	\$35,000							63		
				140	160			20	60	3	36	6,000	150,000	35,000	37,000	50,000							64		
				175	196	0	2	41	180	2	36	23,000	336,813	74,491	88,191	55,000							65		
0	0			151	175	0	0	5	63	5	38	4,939	153,116	32,500	35,000	15,000							66		
								1	36	5	36	2,739	64,253	29,500	30,300	40,000							67		
				114	96			5	64	5	38	5,323	187,000	32,500	34,649								68		
				243	241			0	20	2	38	3,000											69		
				99	120			4	125	5	40	6,250	234,000	32,500	37,403								70		
0	0	0	0	20	18	0	0	0	0	4	36	500	1,500	600	1,200	0							71		
										3	36		1,500	800	1,025								72		
						82	121	10	10	2	36	1,400	12,000	2,250	2,250								73		
				10	15			3	2	1	36	100	1,000	400	1,200								74		
												50	2,000	432	1,007								75		
0	0	0	0	30	25	0	0	12	10	4	40	3,000	100,000	26,225	28,625	21,000							76		
				45	45			14	24	4	38	3,000	200,000	16,500	23,800	34,500							77		
				68	120			18	40	5	40	6,000	300,000	20,000	29,000	0							78		
0	0	1	9	147	162	0	0	1	3	3	38	3,225	90,000	18,440	19,611	20,000							79		
				54	73	0	1	24	82	3	40	16,000	110,000	30,000	30,000	3,400							80		
		30	59	120	166					2	38	5,000	40,000	18,300	20,900								81		
0	0	0	0	550	559	0	0	0	30	2	36												82		
				292	288	0	3	0	45	2	40												83		
				535	527			0	13	2	40	200	72,500										84		
		59	122	132	185	2	4	24	194	3	38	4,000	450,000	48,000	48,000	4,000							85		
0	0	0	0	58	55	0	0	5	9	3	36	5,000	75,000	13,000	15,000								86		
3	1	3	4	15	16			0	11	4	40	3,000	20,000	10,000	11,100								87		
0	0	0	0	155	348	0	1	20	114	2	39	3,550	238,910	29,951	40,766	8,000							88		
		26	35	163	173			11	45	4	40	5,500	275,000	26,500	31,837	47,651							89		

TABLE 23.—*Statistics of public*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	NEW YORK—con.											
90	Brooklyn	Training School for Teachers	4	44	4	27	271	583	256	256	15	327
91	Buffalo	Buffalo City Training School for Teachers.	0	14	0	3	0	49	0	0	0	49
92	.....do	Buffalo State Normal School.	6	21	6	10	231	657	200	240	30	413
93	Cortland	State Normal and Training School.	5	15	5	15	160	422	.....	.....	140	403
94	Fredonia .....	.....do	6	15	6	13	225	420	152	181	31	187
95	Geneseo	Geneseo State Normal School	5	16	5	10	388	615	175	225	150	350
96	Jamaica	Jamaica State Normal School	5	11	5	11	126	610	68	140	58	470
97	New Paltz	State Normal and Training School.	6	16	5	9	150	283	110	113	40	170
98	New York	New York Training School for Teachers.*	5	8	5	8	39	157	0	0	39	157
99	.....do	Normal College of the City of New York.	7	87	7	52	155	3,527	155	861	0	1,112
100	Oneonta	State Normal School	6	13	6	7	234	505	143	168	91	337
101	Oswego	State Normal and Training School.	8	11	8	11	289	555	251	268	38	287
102	Plattsburg	Plattsburg State Normal and Training School.	6	11	6	11	84	287	62	120	22	167
103	Potsdam	Potsdam State Normal and Training School.	8	11	8	11	316	545	174	219	107	250
104	Syracuse	Syracuse High School (Normal Department).	8	36	2	8	0	52	0	0	0	52
	NORTH CAROLINA.											
105	Elizabeth City....	Elizabeth City State Normal School.	2	2	2	2	61	151	8	26	21	43
106	Fayetteville	State Colored Normal School.*	2	1	2	1	30	63	.....	.....	30	63
107	Franklinton	Albion Academy—State Normal School.	6	4	3	1	167	142	16	29	149	112
108	Greensboro	State Normal and Industrial School.	9	20	9	20	0	419	.....	.....	0	225
109	Plymouth	Plymouth State Normal School.	2	1	2	1	35	171	14	83	21	68
	NORTH DAKOTA.											
110	Mayville	State Normal School*.....	4	6	4	3	39	107	.....	.....	39	107
111	Valley City .....	.....do	5	6	5	6	109	166	23	22	86	144
	OHIO.											
112	Cleveland	Cleveland Normal Training School.	5	20	3	6	0	293	.....	.....	0	293
113	Columbus	Columbus Normal School ...	2	8	2	8	0	87	0	0	0	87
114	Dayton	Dayton Normal and Training School.	2	7	0	3	0	88	.....	.....	0	88
	OKLAHOMA.											
115	Alva	Northwestern Territorial Normal School.	15	3	14	3	271	321	45	56	226	265
116	Edmond	The Territorial Normal School.	11	6	11	5	189	294	15	30	165	242
117	Langston	Colored Agricultural and Normal University.	7	2	7	2	83	128	67	101	13	22
	OREGON.											
118	Ashland	Southern Oregon State Normal School.	4	4	4	4	94	116	28	10	20	40
119	Drain	Central Oregon State Normal School.	4	4	3	2	119	107	74	64	3	1
120	Monmouth	State Normal School	9	5	2	3	75	125	.....	.....	75	125
121	Weston	Eastern Oregon State Normal School.	5	5	5	5	26	66	14	53	12	13

* Statistics of 1900-1901.

normal schools, 1901-2—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.		Weeks in school year.		Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1901-2.	Amount received from State, county, or city for buildings and improvements.	
In business course.	In high school grades.																		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	23	24	25	26	27	28	29			
0	0	0	0	256	256	0	1	18	324	1	40	1,500	170,000					90	
0	0	0	0	249	271	0	0	0	0	1	40	1,000		1,800	1,800	0	91		
0	0	1	4			0	0	8	106	4	39	7,000	263,500	29,552	30,190	3,857	92		
20	19			239	246			18	90	4	39	8,000	262,639	28,400	28,699	187	93		
0	0	42	52	152	181			4	49	4	39						94		
58	40	0	0	175	225	1	2	21	129	4	39	5,000	235,000	30,000	31,900	0	95		
0	0			68	140	0	2	8	101	4	39	2,700		25,000	28,000		96		
										4	39	4,000	138,716	25,000	25,991	5,300	97		
0	0	0	0			0	0	9	46	2	38	1,500					98		
0	0	0	1,554	155	861	0	12	0	320	5	38	7,160		197,000	197,000		99		
				143	168			21	76	4	40	2,700	264,333	27,000	27,344		100		
				251	268	1	0	11	68	4	39	14,453	130,000	27,000	28,321	3,572	101		
0	0			62	118	1	0			4	40	3,340	157,000	25,000	25,820	1,000	102		
		35	76	174	219			20	56	4	39	5,750	300,000	26,500	29,202		103		
0	0			400	500					2	40	300					104		
		32	82	8	26	21	43	4	3	4	38	463	1,200	2,000	2,000		105		
						30	63	0	9	3	40	130	2,500	2,000	2,200		106		
2	1			6	11	149	112	13	3	4	32	300	15,000	2,150	9,650	400	107		
0	48	0	146	127	137			0	34	4	35	3,000	150,000	40,000	56,639	15,000	108		
						21	88			4	40	21	1,800	1,857	1,857	12	109		
0	0	0	0	23	22	0	0	2	17	4	36	2,000	35,000				110		
										4	36	5,000	38,000	13,895	14,923		111		
				500	750	0	5	0	115	2	39	2,000	20,000	24,000	24,150	2,500	112		
0	0	0	0	236	250	0	1	0	32	2	38	560			440		113		
								0	36	2	38	250					114		
0	0	0	0	45	56	0	0	6	10	4	38	1,337	120,000	30,000	37,000		115		
7	14	2	8	15	30	0	0	27	50	6	40						116		
		3	5			13	22			4	36	700	33,994	21,000	23,719		117		
0	0	46	66			0	0	2	5	3	39	211	25,000	6,750	8,710		118		
		42	42	74	64			3	1	3	40	500	25,000	5,000	6,250	1,000	119		
		0	0	100	120	0	0	5	20	3	40	1,700	40,000	12,000	16,000		120		
				45	51	0	0	2	7	4	39	900	65,000	11,000	11,752	35,000	121		

TABLE 23.—Statistics of public

Location,	Name of institution.	Teachers.				Students.					
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA.											
122 Bloomsburg	State Normal School	11	13	5	6	280	485	129	153	98	280
123 California	Southwestern State Normal School.	11	12	11	12	329	535	181	195	148	340
124 Clarion	Clarion State Normal School.	7	11	7	7	202	339	20	12	182	327
125 East Stroudsburg.	East Stroudsburg State Normal School.	7	7	7	7	152	328	55	95	97	233
126 Edinboro	Edinboro State Normal School.	12	9	12	9	225	451	56	59	169	392
127 Indiana	Indiana Normal School of Pennsylvania.	11	16	11	12	287	535	101	105	141	396
128 Kutztown	Keystone State Normal School.	19	7	7	3	439	326	285	229	82	70
129 Lockhaven	Central State Normal School.	10	7	10	7	223	330	78	65	145	265
130 Mansfield	Mansfield State Normal School.	10	9	10	8	204	308	0	0	180	224
131 Millersville	First Pennsylvania State Normal School.	23	20	12	7	461	558	100	105	228	336
132 Philadelphia	Philadelphia Normal School for Girls.	2	46	2	28	152	614	152	412	0	202
133 Pittsburg	Normal Department—Pittsburg High School.	2	12	2	11	0	313	.....	.....	0	313
134 Shippensburg	Cumberland Valley State Normal School.	9	8	9	8	195	209	36	42	159	167
135 Slippery Rock	Slippery Rock State Normal School.	8	8	7	6	339	466	123	115	216	351
136 West Chester	West Chester State Normal School.	15	15	15	15	314	632	95	105	219	527
RHODE ISLAND.											
137 Providence	Rhode Island Normal School*	4	32	4	21	0	245	.....	.....	0	209
SOUTH CAROLINA.											
138 Rockhill	Winthrop Normal and Industrial College.	6	28	6	28	0	456	0	0	0	306
SOUTH DAKOTA.											
139 Madison	State Normal School	3	9	3	9	102	275	59	84	43	191
140 Spearfish	do.*	1	12	1	12	132	208	64	72	68	136
141 Springfield	do	2	8	2	6	76	112	42	45	34	67
TENNESSEE.											
142 Nashville	Peabody College for Teachers.	17	10	17	10	230	345	.....	.....	230	345
TEXAS.											
143 Denton	North Texas Normal College.	6	8	6	8	286	446	0	0	286	446
144 Detroit	Detroit Normal School	2	4	2	1	175	165	87	83	8	10
145 Huntsville	Sam Houston Normal Institute.	6	11	6	11	127	315	0	0	127	315
146 Prairie View	Prairie View State Normal and Industrial College.	18	3	7	3	148	162	38	33	16	7
UTAH.											
147 Cedar City	Southern Branch of the State Normal School.*	6	2	6	2	96	104	.....	.....	96	104
148 Salt Lake City	State Normal School of Utah. ^a	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
VERMONT.											
149 Castleton	State Normal School	1	8	1	5	14	113	.....	.....	14	113
150 Johnson	do	2	8	2	5	6	80	.....	.....	6	80
151 Randolph Center.	Randolph State Normal School.	2	3	2	3	17	75	0	0	17	75

* Statistics of 1900-1901.

^a See table "Colleges and Universities."

normal schools, 1901-2—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1901-2.	Amount received from State, county, or city for buildings, and improvements.	
In business course.	In high school grades.																
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
.....		53	52	69	58	1	0	22	94	3	40	3,182	\$347,633	\$17,920	\$17,920	.....	122
.....				181	195	0	0	28	80	3	40	5,604	254,500	14,826	24,278	.....	123
0	0	.....		29	12	0	0	31	64	2	42	8,100	265,000	16,815	16,815	\$7,867	124
0	0	.....		55	95	0	2	50	100	3	42	780	89,306	16,387	17,796	27,500	125
.....		0	0	59	56	1	0	36	57	3	41	10,000	175,000	15,642	18,632	40,000	126
24	21	21	13	101	105	0	0	20	73	3	40	4,650	264,500	18,823	22,901	.....	127
32	4	40	23	98	110	.....	.....	82	70	3	42	7,443	366,960	15,849	17,763	.....	128
.....				78	65	0	0	37	71	3	40	4,675	264,000	13,641	37,908	0	129
14	6	10	78	50	88	0	0	34	66	2	40	5,164	299,267	15,541	30,541	0	130
.....		133	117	100	105	.....	.....	60	88	3	40	10,650	530,767	23,404	69,917	.....	131
0	0	0	0	152	412	0	5	.....	.....	2	41	7,810	400,000	70,000	70,000	.....	132
0	0	.....		.....	.....	0	8	0	52	4	40	.....	300,000	22,000	22,000	.....	133
.....				36	42	0	1	60	65	3	40	4,306	242,000	12,800	26,943	10,000	134
.....				123	115	0	0	39	113	3	42	2,000	225,000	20,725	32,725	10,000	135
.....				95	105	1	0	42	165	3	40	10,000	525,000	22,747	22,747	.....	136
0	0	0	36	309	336	0	0	.....	.....	2	39	5,000	800,000	58,500	58,500	.....	137
0	91	0	59	17	39	0	0	0	30	4	36	5,267	325,000	49,468	58,996	.....	138
0	0	0	0	59	84	0	0	3	30	4	40	5,000	100,000	16,900	21,300	0	139
.....		0	0	64	72	0	0	2	14	5	38	13,000	100,000	16,500	19,960	3,000	140
0	0	0	0	42	45	0	0	8	8	3	36	1,000	40,000	10,050	14,050	18,000	141
.....				68	138	0	0	.....	.....	2	32	15,000	200,000	20,000	68,800	.....	142
0	0	0	0	0	0	0	0	5	22	3	36	6,000	32,600	20,000	24,000	4,000	143
4	2	76	70	0	0	0	0	0	5	4	36	250	2,500	2,000	2,800	0	144
0	0	0	0	0	0	0	0	0	.....	3	36	21,694	110,000	37,500	43,500	12,500	145
4	2	90	120	0	0	16	7	8	5	4	39	700	100,000	18,000	18,000	2,000	146
.....				.....	.....	.....	.....	.....	.....	1	36	1,500	38,000	10,000	11,000	.....	147
.....				.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	148
0	0	.....		57	75	0	0	5	42	2	40	5,000	20,000	5,500	5,500	0	149
0	0	.....		75	75	0	0	3	34	2	40	5,000	.....	5,500	5,700	.....	150
0	0	0	0	23	28	0	0	4	31	2	40	3,500	1,200	5,750	5,950	0	151

TABLE 23.—Statistics of public

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
VIRGINIA.												
152	Farmville	State Female Normal School.	2	11	2	11	0	309	.....	.....	0	309
153	Hampton	Hampton Normal and Agricultural Institute.	26	47	26	47	559	520	167	231	14	21
154	Petersburg	Virginia Normal and Industrial Institute.	6	6	6	4	112	204	44	97	68	107
WASHINGTON.												
155	Cheney	State Normal School	6	4	6	2	55	125	0	0	55	125
156	Ellensburg	Washington State Normal School.	4	7	4	7	95	224	70	106	25	118
157	Whatecom	State Normal School	6	9	6	5	122	367	70	84	52	283
WEST VIRGINIA.												
158	Athens	State Normal School*	6	5	6	5	130	73	5	1	124	72
159	Fairmount	Fairmount State Normal School.	5	5	5	5	151	207	0	0	108	103
160	Glenville	State Normal School	4	3	3	3	88	58	0	0	9	2
161	Huntington	Marshall College State Normal School.	7	11	4	6	300	339	0	0	100	125
162	Institute	West Virginia Colored Institute.	9	4	5	2	62	88	20	22	15	25
163	Shepherdstown ..	Shepherd College State Normal School.	3	5	3	5	69	82	.....	.....	22	38
164	West Liberty	West Liberty State Normal School.*	4	2	4	2	80	80	0	0	78	77
WISCONSIN.												
165	Milwaukee	State Normal School*	11	14	9	11	58	334	.....	.....	58	334
166	Oshkosh	do	12	22	12	15	320	602	134	180	173	415
167	Platteville	do	10	11	10	7	164	255	63	61	101	194
168	River Falls	do	6	11	6	6	160	356	82	121	78	235
169	Stevens Point	do	9	13	9	9	237	389	127	121	110	268
170	Wausau	Marathon County Training School for Teachers.	1	1	1	1	14	55	0	0	14	55
171	West Superior	Superior State Normal School.	7	12	7	12	135	279	88	112	47	167
172	Whitewater	State Normal School	8	13	8	9	159	288	75	81	84	207
WYOMING.												
173	Laramie	Wyoming State Normal School.	12	1	12	1	8	52	7	8	1	44

* Statistics of 1900-1901.

normal schools, 1901-2—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1901-2.	Amount received from State, county, or city for buildings and improvements.	
In business course.	In high-school grades.																
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
				26	87	0	0	0	35	3	39	5,000	\$120,000	\$15,000	\$16,800	\$20,000	152
		378	268	167	231	8	20					11,000	777,500	a 8,333	185,881		153
0	0			23	16	68	107	16	32	3	35	2,500	157,000	15,000	18,810	0	154
0	0	0	0	48	41	0	0	3	7	5	40	2,890	150,000	17,500	18,540	4,000	155
0	0			70	106			3	19	5	38	4,000	75,000	20,000	20,520	0	156
				70	84	0	0	3	34	5	40	4,500	130,000	21,750	23,425	48,300	157
1	0	0	0	0	0	0	0	3	1	4	40	1,200	30,000	10,100	10,740	2,800	158
0	0	43	104	0	0	0	0	2	3	4	38	3,000	175,000	10,000	10,750	1,500	159
0	0	74	51	0	0	0	0	4	1	4	38	2,000	35,000	10,000	10,298		160
100	64	100	150	0	0	0	0	3	7	4	40	5,000	305,000	19,000	20,680	10,000	161
0	0	27	36	7	12	1	4	8	10	4	36	1,560	104,200	12,000	21,464	16,000	162
		47	44					2	0	4	40	2,000	40,000				163
0	0	2	3	0	0	0	0	1	4	4	40	3,000	30,000	10,000	10,400	0	164
0	0	13	7	82	162					2	40	3,000	100,000				165
				134	180	0	0	28	71	4	40	9,800	168,000	52,567	58,495	18,575	166
				63	61			11	23	4	40	6,500	86,000	33,079	51,109		167
				82	121			73	99	4	40	4,007	58,400	19,000	30,954		168
0	0	0	0	127	121	0	0	25	44	4	40	7,500	125,000	37,091	37,091		169
0	0	0	0					8	19	1	40			2,000	4,000		170
		0	0	88	112	0	0	8	30	4	40	4,600	103,000	37,000	39,967		171
				75	81	0	0	24	47	4	40	7,715	180,000	34,592	36,685		172
				8	7					5	33	500		3,000	3,112		173

a From United States.

TABLE 24.—Statistics of

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	ALABAMA.											
1	Mobile	Emerson Normal Institute ..	1	6	1	3	110	156	103	143	7	13
2	Tuskegee	Tuskegee Normal and Industrial Institute.*	55	30	12	16	882	371	640	233	35	10
	ARKANSAS.											
3	Jamestown	Arkansas Normal College ...	3	1	3	1	38	47	20	23	18	24
4	Mount Ida	Mount Ida Normal Academy.	2	1	2	1	90	70	65	57	15	7
5	Pearidge	Pearidge Normal College....	7	5	5	2	190	127	68	38	85	65
6	Sulphur Rock	Arkansas Normal School....	2	1	2	1	80	40	.....	.....	50	40
	COLORADO.											
7	Denver	Denver Normal and Preparatory School.	4	8	4	7	45	124	9	16	14	63
	DISTRICT OF COLUMBIA.											
8	Washington	National Kindergarten Training School.	0	4	0	4	0	12	.....	.....	0	12
9	.....do	Pollock Washington City Normal Kindergarten Institute.	0	4	0	3	20	40	20	20	0	20
	FLORIDA.											
10	Jasper	Jasper Normal Institute.....	3	4	2	2	148	151	81	87	24	20
11	Orange Park	Normal and Manual Training School.	2	7	1	2	68	71	41	43	27	28
	GEORGIA.											
12	Augusta	Haines Normal and Industrial Institute.	4	15	0	2	164	343	123	251	1	4
13	Cornelia	Cornelia Normal Institute...	3	6	3	5	231	320	70	73	121	139
14	Douglas	Southern Normal School*...	5	5	4	2	103	77	40	41	15	16
15	Macon	Ballard Normal School.....	2	11	1	3	130	393	116	344	3	4
16	Thomasville.....	Allen Normal and Industrial School.	0	8	0	6	50	190	47	157	3	33
17	Waynesboro	Haven Normal Academy....	1	2	1	2	246	245	235	237	11	8
	ILLINOIS.											
18	Addison	German Evangelical Lutheran Teachers' Seminary.	8	0	8	0	184	0	107	0	77	0
19	Bushnell	Western Normal College	4	2	4	2	100	50	.....	.....	75	45
20	Dixon	Northern Illinois Normal School.	25	9	15	5	767	293	76	30	148	178
21	Galesburg	Kindergarten Normal School	10	7	2	7	43	208	42	101	1	107
22	Hoopeston	Greer College.....	4	6	4	3	240	300	120	150	60	90
23	Macomb	Western Illinois Normal School.	6	2	5	0	240	160	.....	.....	140	130
24	Oregon	Wells School for Teachers...	1	0	1	0	38	83	.....	.....	38	88
25	Rushville	Rushville Normal and Business College.	6	2	3	1	136	150	75	40	40	70
	INDIANA.											
26	Corydon	Ohio Valley Normal College.	6	3	6	3	139	141	0	0	139	141
27	Covington	Covington Normal School...	1	1	1	1	6	11	.....	.....	3	7
28	Danville	Central Normal College	15	5	12	4	456	356	.....	.....	456	356
29	Indianapolis	Indiana Kindergarten and Primary Normal Training School.	1	14	1	14	0	135	0	0	0	135
30	Marion	Marion Normal College	16	5	6	4	1,450	1,275	.....	.....	308	218
31	Valparaiso	Northern Indiana Normal School.	27	9	27	9	1,246	785	.....	.....	1,246	785

*Statistics of 1900-1901.

private normal schools, 1901-2.

Students.				Child- ren in model school.	Colored stu- dents in normal course.	Grad- uates from normal course.	Years in normal course.	Weeks in school year.	Volum- es in library.	Value of grounds, buildings, furniture, and scientific ap- paratus.	Total income for the year 1901-2.	Total money value of bene- factions or bequests for per- manent endowment re- ceived during the year.				
In busi- ness course.	In high- school grades.	Male.	Female.													
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Total income for the year 1901-2.	Total money value of benefactions or bequests for permanent endowment received during the year.	
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
						7	13	3	1	4	32	500	\$18,000	\$4,196	0	1
		207	128	74	88	35	10			3	36	5,000	356,866	191,403	\$253,772	2
								4	2	3	40		2,500			3
0	0	10	6							3	36		2,000	1,000		4
17	7	20	17	15	11	0	0			4	36	500	10,000	2,000		5
0	0	30	0	0	0	0	0	1	0	1		2,000	2,000	3,000		6
15	30	7	15			0	1	0	15	2	36	600	600			7
				0	40	0	12			2	32			525		8
								0	9	1	40					9
10	5	33	39	10	12	0	0	2	4	1	40	1,500	6,000	4,300	0	10
				21	27	27	28	1	0	4	32	500	20,000	2,850		11
		40	88	10	25	1	4			2	24	2,640	25,000			12
26	39	4	69	15	16			39	42	3	36	1,570	1,500	4,775	1,000	13
30	3	18	17	31	32	0	0	3	3	2	40	1,000	6,000	4,000		14
0	0	11	42	0	0	3	4	3	4	4	34	2,000	40,000	6,330	6	15
				35	39	3	33	1	5	4	32	300		3,121	0	16
						11	8			4	36			862		17
				24	27			32	0	2	40					18
25	5			0	0	0	0	9	3	2	40	500	30,000	1,550		19
198	34	345	51							3	40	4,200	200,000			20
				28	37					2	36	800	12,000			21
40	20	20	40	105	5	0	1	4	8	2	48	1,000	90,000	5,500	6	22
100	30							8	12	2	40	80	20,000	10,000		23
21	40							8	12	2	45	100		4,000		24
																25
		0	0	32	25	0	0	5	4	2	48	4,160	11,000	2,910	0	26
		3	4	0	0	0	0	0			35	100		100	0	27
				5	5	0	0	12	13	3	48	2,000	40,000		0	28
0	0	0	0	0	0	0	4	0	34	3	38	1,486	15,000			29
216	76	926	981			4	2	23	26	2	50	2,200	75,000			30
										3	50	12,000	350,000	75,000		31

TABLE 24.—Statistics of private

Location.	Name of institution.	Teachers.				Students.					
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12
IOWA.											
32	Bloomfield	6	2	5	1	148	112	74	50	54	62
33	Denison	8	2	5	1	110	157	.....	.....	74	149
34	Humboldt	18	6	5	3	156	229	.....	.....	156	229
35	Humeston	3	4	3	3	40	60	.....	.....	20	58
36	Lemars	12	4	7	4	108	94	55	44	12	26
37	Newton	3	2	3	2	60	53	.....	.....	53	40
38	Perry	3	3	3	3	152	127	72	75	16	35
39	Shenandoah	15	3	15	3	346	382	25	40	200	300
40	Waukon	2	0	1	0	46	37	.....	.....	37	35
KANSAS.											
41	Conway Springs ..	2	2	2	2	35	30	.....	.....	10	10
42	Marysville	1	3	1	3	20	26	5	6	8	9
KENTUCKY.											
43	Blaine	2	0	1	0	25	20	10	10	15	10
44	Bowling Green ..	10	6	4	1	450	350	14	12	184	216
45	Hardinsburg	1	3	1	0	85	75	75	69	10	6
46	Hazard	4	2	2	1	104	89	48	63	32	26
47	Hindman	1	1	1	0	101	79	70	50	31	29
48	Madisonville	0	2	0	1	14	36	12	26	2	10
49	Middleburg	2	3	2	1	102	95	64	67	25	20
50	Morehead	2	3	2	1	150	133	62	59	31	29
51	Waddy	4	3	4	3	75	75	20	20	40	40
MAINE.											
52	Lee	1	3	1	3	68	72	.....	.....	23	46
MARYLAND.											
53	Ammendale	7	0	5	0	55	0	19	0	36	0
54	Baltimore	1	1	1	0	11	34	8	19	3	15
MASSACHUSETTS.											
55	Boston	0	8	0	8	0	110	.....	.....	0	110
56	.....do	0	2	0	2	0	31	.....	.....	0	25
57	Waltham	0	10	0	10	0	75	.....	.....	0	75
MICHIGAN.											
58	Owosso	0	2	0	2	14	19	6	7	0	10
59	Petoskey	2	1	1	0	110	193	.....	.....	23	42
MINNESOTA.											
60	Madison	4	2	4	0	82	80	66	48	16	32
61	New Ulm	6	0	4	0	51	2	30	2	14	0
MISSISSIPPI.											
62	Iuka	2	2	2	1	56	70	22	28	34	42
63	Shelby	1	3	1	3	75	100	.....	.....	75	100
64	Tougaloo	7	16	7	8	235	267	205	225	25	32

* Statistics of 1900-1901.

normal schools, 1901-2—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Total income for the year 1901-2.	Total money value of benefactions of bequests for permanent endowment received during the year.	
In business course.		In high-school grades.														
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
20	0					1	0	11	7	3	50	825	\$25,000			32
36	8								0	2	4	500	50,000			33
											3	48	5,000	65,000		34
20	2													\$1,700		35
23	15	18	9	7	14	0	0	1	0	4	38	520	47,000	8,162	\$32,000	36
7	13							7	5	2	29	750	3,700	2,500		37
64	17									2		1,200	6,000			38
60	10	61	32					10	12	2	48	3,000	65,000			39
9	2									2	39	40	650	400		40
5	0	20	20							2	32	100	8,000	1,000		41
7	10	0	1							4	40	3,000	10,000	1,400	0	42
0	0															43
208	92	44	30	0	0	0	0	20	12							44
0	0									2	40					45
0	0	24	0	0	0	0	0	3	3	3	40	421	6,000	4,600	0	46
												40	2,800	1,120		47
				12	26						2	36	500	300		48
3	3	10	5							3	40		10,500	1,850		49
8	2	49	43	0	0	0	0	0	0	4	38	400	28,000	4,500		50
		15	15			0	0			3	40	1,000	5,000		0	51
		45	26	23	19	0	0	6	7	4	33	200	2,500	1,650		52
								10	0	4		5,340	60,000			53
				0	0	3	15	3	3	1		2,000		2,000		54
								0	50	2	38	200		8,000	0	55
		0	6					0	16	2	36	100				56
										3	40	4,800				57
2	0	6	2	0	0	0	0	0	0	38		500	3,500	650	0	58
35	32	52	119					12	26	3	36					59
				12	14			3	10	2	36	500	40,000	4,264		60
7	0			75	80	1	0	5	0	2	40	1,100	25,000	5,050		61
				0	0					4	40	800	60,000			62
0	0	5	10	116	100	25	32	3	7	4	32	4,000	100,000	875		63
														15,500		64

TABLE 24.—Statistics of private

Location.	Name of institution.	Teachers.				Students.					
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12
MISSOURI.											
65	Chillicothe	19	5	12	2	543	279	.....	.....	345	236
66	Mill Spring	4	4	4	0	119	297	30	152	24	47
67	Stanberry	13	7	5	2	186	140	.....	.....	65	81
NEBRASKA.											
68	Santee	2	4	1	2	102	48	96	47	6	1
69	Wayne	6	6	5	5	492	527	.....	.....	98	217
NEW YORK.											
70	New York	52	57	52	57	233	772	69	227	164	545
NORTH CAROLINA.											
71	Asheville	1	13	1	13	0	272	0	86	0	180
72	Liberty	3	2	3	1	95	105	50	60	10	12
73	Raleigh	10	9	3	2	155	170	132	147	23	23
74	Wilmington	1	10	1	2	100	250	95	226	5	24
75	Winton	4	3	4	3	123	151	45	76	78	75
OHIO.											
76	Ada	25	7	6	2	2,054	1,032	0	0	544	416
77	Canfield	6	1	6	1	80	80	.....	.....	40	46
78	Dayton	14	0	14	0	90	0	25	0	65	0
79	Ewington	1	0	1	0	27	11	5	2	16	5
80	Fostoria	4	1	1	1	64	52	42	22	4	6
81	Lebanon	17	10	17	10	1,200	906	213	275	700	500
82	New Philadelphia	1	0	1	0	36	32	19	12	17	20
83	Tremont City	3	1	3	1	4	9	0	0	4	9
84	Woodville	4	0	4	0	27	0	20	0	7	0
PENNSYLVANIA.											
85	Ebensburg	2	7	2	7	30	66	.....	.....	30	66
86	Muncy	5	1	5	1	90	94	0	0	90	94
SOUTH CAROLINA.											
87	Charleston	1	7	1	0	113	239	77	103	0	16
88	do	1	3	1	1	57	83	42	56	15	27
89	Frogmore	5	10	0	2	160	110	128	100	32	10
90	Greenwood	1	8	1	1	95	161	90	154	5	7
91	Lancaster	1	3	1	1	95	167	78	162	17	5
SOUTH DAKOTA.											
92	Sioux Falls	4	2	4	1	67	85	42	30	25	55
TENNESSEE.											
93	Chattanooga	4	7	2	0	83	70	40	24	8	10
94	Dickson	7	7	4	3	325	280	175	160	110	93
95	Fountain City	6	6	6	3	114	138	25	64	18	22

*Statistics of 1900-1901.

normal schools, 1901-2—Continued.

Students.				Children in model school.	Colored students in normal course.	Graduates from normal course.	Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Total income for the year 1901-2.	Total money value of benefactions or bequests for permanent endowment received during the year.			
In business course.	In high-school grades.														
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
198	43							0	0			900	\$50,000		65
15	27	50	71	41	62	0	0	0	0		10	120	2,000	\$2,170	0
64	33	57	26					2	4	2	48	1,500	60,000		66
0	0			21	18	6	1	6	8	3	32	2,000	50,500	13,250	0
213	84	181	226					19	54	2	50	2,650	65,000		68
				69	227	3	2	44	146	4	34	20,025	1,810,000	268,464	\$243,444
0	6			0	26			0	21	4	36	1,650	130,210	20,000	
0	0	35	33	0	0	0	0	0	3	4	40	500	3,000	1,500	
				64	62	23	23	0	4	3	34			4,597	6,600
						5	24			4	32	350	24,000	5,000	0
				34	44			78	75	4	32	600	12,000	3,350	
259	42	1,251	574	0	0	0	0	10	7	2	50	7,600	50,000	33,993	3,000
9	7	31	27					4	2	3	40	1,500	50,000	3,400	0
0	0			0	0	0	0	0			40				
4	3	2	1	0	0	0	0	0	0	2	36	100	2,500	240	0
18	24			11	16			0	3	3	46	128	25,000	4,264	
150	50	137	75	0	0	0	0	50	30	1	48	10,000	25,000		
								17	20	4	40			500	
0	0	0	0	34	68	0	0	2	0	3	50	300			
											40	500	28,000	5,000	0
											10				
								4	7	2	20	400		1,000	
		36	120	20	32	0	16	0	16	2	36	650	18,500	5,900	0
		0	0	38	40	15	27			3	32		2,500	224	
		0	0	20	32	32	10	9	3	30		300	7,000	3,570	100
		0	0	0	0	0	5	7	3	1	2	350	12,000	895	
						24	32	6	2	3	32	400	8,000	1,400	
0	0	0	0	0	0	0	0	2	14	3	36	1,420	40,000	5,800	0
20	23	15	13	7	12			3	2	2	40	2,000	20,000	6,000	
25	15	15	12			0	0	10	5	4	40	2,000	50,000	4,990	
21	22	50	30	0	0	0	0	3	7	2	40	800	50,000	5,000	

TABLE 24.—Statistics of private

Location.	Name of institution.	Teachers.				Students.					
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12
TENNESSEE—CON.											
96	Hornbeak	2	1	2	1	75	110	.....	.....	69	102
97	Huntingdon.....	4	5	4	5	110	80	20	15	55	40
98	Jonesboro	1	2	1	0	51	69	49	65	2	4
99	Memphis	3	14	3	5	250	375	170	275	80	100
TEXAS.											
100	Commerce.....	8	2	8	1	277	156	98	78	61	52
101	Cumby	1	2	1	2	30	20	.....	.....	12	6
VIRGINIA.											
102	Lawrenceville....	22	11	3	4	155	168	60	68	35	55
103	Reliance	9	5	9	5	78	50	0	0	60	40
104	Richmond.....	1	9	1	6	0	145	0	80	0	53
105	Stuart	2	1	2	1	24	78	18	54	6	24
WEST VIRGINIA.											
106	Harpers Ferry	2	6	2	6	47	80	24	20	23	60
107	Summersville	2	2	2	0	75	65	10	12	50	45
WISCONSIN.											
108	Milwaukee.....	7	0	7	0	10	28	.....	.....	10	28
109	St. Francis.....	7	0	7	0	24	0	.....	.....	27	0

*Statistics of 1900-1901.

normal schools, 1901-2—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Total income for the year 1901-2.	Total money value of benefactions or bequests for permanent endowment received during the year.	
In business course.	In high-school grades.															
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
6	8													\$1,000		96
35	25					0	0	7	5	3	40		\$10,000			97
0	0	0	0	0	0	2	4	0	0	4	32	24	5,000	812		98
				25	30	80	100	3	9	4	34	2,700	45,000	8,550	\$4,000	99
70	8	48	18							2	48	5,000	30,000			100
4	0	14	14							3	40	75	4,000	1,090		101
		60	45			35	55	11	5	4	36			35,149		102
18	10	0	0					21	8	3	36	1,080	30,000	6,000		103
		0	12			0	53	0	9	4	33		50,000	5,905		104
0	0	0	0							2	10					105
						23	60	7	9	4	34	5,200	50,000	7,400	7,000	106
15	8									3	40	500	4,000			107
0	0	0	0	81	71	0	0	0	8	3	42	1,850		10,130	0	108
47	0							4	0	4	40	3,150				109

CHAPTER XXXIX.

STATISTICS OF SECONDARY SCHOOLS.

The school enrollment of the United States is divided into three distinct classes, designated as elementary, secondary, and higher. The elementary includes all pupils in the first eight grades of the common school course, or those pursuing the studies of these eight grades whether in public or private schools. The secondary includes all in the four grades of the high school or academy, or all above the elementary and below the college grades. The higher includes all in college classes proper, in professional courses, and in university courses. The aggregate school enrollment for the year ending June, 1902, was 17,460,000. Of this number 16,479,177 pupils were in the elementary grades of public and private schools; 734,760 were secondary students in public high schools, in private high schools, academies, and seminaries, in the preparatory departments of universities and colleges, and those pursuing nonprofessional courses in public and private normal schools; 246,063 were students of higher education in universities and colleges, professional, and normal schools. This classification will be better understood after an examination of Table II in the Commissioner's statement at the beginning of the first volume of this Annual Report.

The 734,760 secondary students, comprising 4.2 per cent of the entire school enrollment, were distributed among eight classes of institutions as follows:

Institutions.	Male.	Female.	Total.
Public high schools	226,914	323,697	550,611
Public normal schools	2,118	4,177	6,295
Public universities and colleges	6,732	2,486	9,218
Private high schools	51,536	53,154	104,690
Private normal schools	4,005	3,112	7,117
Private universities and colleges	28,420	12,695	41,115
Private colleges for women		5,705	5,705
Manual training schools	5,119	4,890	10,009
Total	324,844	409,916	734,760

For the first time in a dozen years there was a small decrease in the number of secondary students from the preceding year, the falling off being mostly due to the decreased attendance in private institutions. The number in public high schools increased from 541,730 in 1900-1901 to 550,611 in 1901-2; the number in public normal schools decreased from 7,153 to 6,295; the number in public universities and colleges decreased from 9,857 to 9,218; the number in private high schools decreased from 103,221 to 104,690; the number in private normal schools decreased from 7,217 to 7,117; the number in private universities and colleges decreased from 44,801 to 41,115; the number in colleges for women increased from 5,614 to 5,705; the number

in manual training schools decreased from 11,407 to 10,009. The net decrease in the number of secondary students in the United States was 1,240. The percentage of increase of public secondary students was 1.32 and the percentage of decrease of private secondary students was 4.87. The net percentage of decrease of all secondary students was 0.17. A comparison of the numbers of secondary students for the two years is given by geographical divisions in the table which follows:

Students receiving secondary instruction in public and private high schools and academies and in preparatory departments of colleges and other institutions.

	1900-1901.			1901-2.			Per cent of increase or decrease.		
	Public.	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.
United States.....	558,740	177,260	736,000	566,124	168,636	734,760	1.32	α 4.87	α 0.17
North Atlantic Division....	178,322	55,930	234,252	184,800	53,279	238,079	3.63	α 4.74	1.63
South Atlantic Division....	30,569	28,346	58,915	30,953	25,589	56,542	1.26	α 9.73	α 4.03
South Central Division....	44,886	32,643	77,529	43,060	30,567	73,627	α 4.07	α 6.36	α 5.03
North Central Division....	263,830	49,640	319,470	263,467	48,719	318,186	α .13	α 1.86	α .40
Western Division.....	35,133	10,701	45,834	37,844	10,482	48,326	7.72	α 2.05	5.44

α Decrease.

For ten years ending with 1901 the rate of increase of secondary students had been more rapid than the rate of increase in population. In 1891 the total number of secondary students to the million population was about 5,800, while in 1901 it was 9,500. The rapid increase has been in the attendance in public institutions. In 1891 the enrollment in these was equal to about 3,500 to the million population, while in 1901 and in 1902 it was about 7,200 to the million. The enrollment of secondary students in private institutions has not constantly increased at the rate of increase in the general population. These statements are verified by the following table:

Secondary students and per cent of population.

Year.	In public institutions.		In private institutions.		In both classes.	
	Secondary students.	Per cent of population.	Secondary students.	Per cent of population.	Secondary students.	Per cent of population.
1889-90	221,522	0.36	145,481	0.23	367,003	0.59
1890-91	222,868	.35	147,567	.23	370,435	.58
1891-92	247,660	.38	154,429	.24	402,089	.62
1892-93	256,628	.39	153,792	.23	410,420	.62
1893-94	302,006	.45	178,552	.26	480,558	.71
1894-95	361,370	.53	173,342	.26	539,712	.79
1895-96	392,729	.56	166,274	.23	559,003	.79
1896-97	420,459	.59	164,445	.23	584,904	.82
1897-98	459,813	.63	166,302	.23	626,115	.86
1898-99	488,549	.66	166,678	.23	655,227	.89
1899-1900	530,425	.70	188,816	.25	719,241	.95
1900-1901	558,740	.72	177,260	.23	736,000	.95
1901-2	566,124	.72	168,636	.22	734,760	.94

It has been found impracticable to collect complete statistics of secondary students in the preparatory departments of colleges and other institutions. The work of securing information from more than 8,000 public and private high schools presents many difficulties, but upon the whole the results are measurably satisfactory. This chapter is devoted to an exhibition of the statistics of the 6,292 public high schools and the 1,835 private high schools and academies reporting directly to this Bureau for the scholastic year 1901-2. The following table shows the progress of public and private high schools since 1889-90:

Public and private high schools since 1889-90.

Year reported.	Public.			Private.			Total.		
	Schools.	Teachers.	Students.	Schools.	Teachers.	Students.	Schools.	Teachers.	Students.
1889-90.....	2,526	9,120	202,963	1,632	7,209	94,931	4,158	16,329	297,894
1890-91.....	2,771	8,270	211,596	1,714	6,231	98,400	4,485	14,501	309,996
1891-92.....	3,035	9,564	239,556	1,550	7,093	100,739	4,585	16,657	340,295
1892-93.....	3,218	10,141	254,023	1,575	7,199	102,375	4,793	17,340	356,398
1893-94.....	3,964	12,120	289,274	1,982	8,009	118,645	5,946	20,129	407,919
1894-95.....	4,712	14,122	350,099	2,180	8,559	118,247	6,892	22,681	468,446
1895-96.....	4,974	15,700	380,493	2,106	8,752	106,654	7,080	24,452	487,147
1896-97.....	5,109	16,809	409,433	2,100	9,574	107,633	7,209	26,383	517,066
1897-98.....	5,315	17,941	449,600	1,990	9,357	105,225	7,305	27,298	554,825
1898-99.....	5,495	18,718	476,227	1,957	9,410	103,838	7,452	28,128	580,065
1899-1900.....	6,005	20,372	519,251	1,978	10,117	110,797	7,983	30,489	630,043
1900-1901.....	6,318	21,778	541,730	1,892	9,775	108,221	8,210	31,563	649,951
1901-2.....	6,292	22,415	550,611	1,835	9,903	104,690	8,127	32,318	655,801

In 1889-90 there were 2,526 public high schools, with 202,963 students, reporting to this Bureau. In 1901-2 the number of schools reporting was 6,292, with 550,611 students, an increase of nearly 150 per cent in the number of schools and 171 per cent in the number of students. The number of private high schools increased from 1,632 in 1889-90 to 2,180 in 1894-95. Since that year the number has decreased to 1,835 for the year 1901-2. The fluctuations in attendance at these institutions are shown in the above table. The relative progress of public and private high schools since 1890 may be learned from the following table:

Relative progress of public and private high schools in twelve years.

Year reported.	Per cent of number of schools.		Per cent of number of teachers.		Per cent of number of students.	
	Public.	Private.	Public.	Private.	Public.	Private.
1889-90.....	60.75	39.25	55.85	44.15	68.13	31.87
1890-91.....	61.78	38.22	57.03	42.97	68.26	31.74
1891-92.....	66.19	33.81	57.42	42.58	70.40	29.60
1892-93.....	66.23	33.77	60.25	39.75	70.78	29.22
1893-94.....	66.67	33.33	60.21	39.79	70.91	29.09
1894-95.....	68.37	31.63	62.26	37.74	74.74	25.26
1895-96.....	70.25	29.75	64.21	35.79	78.11	21.89
1896-97.....	70.87	29.13	63.71	36.29	79.18	20.82
1897-98.....	72.76	27.24	65.72	34.28	81.03	18.97
1898-99.....	73.74	26.26	66.55	33.45	82.10	17.90
1899-1900.....	75.22	24.78	66.82	33.18	82.41	17.59
1900-1901.....	76.95	23.05	69.02	30.98	83.35	16.65
1901-2.....	77.42	22.58	69.36	30.64	84.02	15.98

In 1890 nearly 32 per cent of the secondary students were in private high schools and academies, while in 1902 these private institutions had less than 16 per cent of the secondary students.

PUBLIC HIGH SCHOOLS.

The list of the 6,292 public high schools, with their statistics in detail, will be found in Table 43 of this chapter, the important items being summarized in Tables 1 to 15.

As shown in Table 1, these schools had 22,415 teachers instructing secondary students—10,958 men and 11,457 women. There was a total of 550,611 secondary students—226,914 boys and 323,697 girls. In elementary grades connected with these schools there were 117,862 pupils.

Table 2 shows that there were 30,797 public high school students preparing for the college classical course, and 27,894 preparing for college scientific courses. The number of graduates for the year ending June, 1903, was 66,262, and 21,018 of these were

reported as college preparatory students. Of the total number of high school students 8,850 were in military drill, a decrease of 782 from the preceding year.

Tables 3 to 11, inclusive, show the number of students in each State in each of the leading high school studies. A synopsis from these tables is given below, preceded by items relating to the number of students preparing for college and the number of graduates.

Students in certain courses and studies in public high schools.

Courses, studies, etc.	Number of students.	Per cent of total number.	Male students.	Per cent of total number of male students.	Female students.	Per cent of total number of female students.
Students preparing for college:						
Classical course.....	30,797	5.59	14,298	6.30	16,499	5.10
Scientific courses.....	27,894	5.07	16,406	7.23	11,488	3.55
Total preparing for college.....	58,691	10.66	30,704	13.53	27,987	8.65
Graduating in 1902.....	66,262	12.03	23,786	10.48	42,476	13.12
College preparatory students in graduating class.....	21,018	α 31.72	9,988	α 41.99	11,030	α 25.97
Students in—						
Latin.....	275,674	50.07	105,371	46.44	170,303	52.61
Greek.....	13,780	2.50	7,057	3.11	6,723	2.08
French.....	47,409	8.61	16,665	7.34	30,744	9.50
German.....	89,486	16.25	34,848	15.36	54,638	16.88
Algebra.....	309,164	56.15	131,116	57.78	178,048	55.00
Geometry.....	153,731	27.92	64,205	28.29	89,526	27.66
Trigonometry.....	10,446	1.90	5,755	2.54	4,691	1.45
Astronomy.....	11,271	2.05	4,861	1.92	6,910	2.13
Physics.....	96,154	17.48	40,835	18.00	55,319	17.09
Chemistry.....	40,602	7.37	18,474	8.14	22,128	6.84
Physical geography.....	124,261	22.57	52,264	23.03	71,997	22.24
Geology.....	17,129	3.11	7,175	3.16	9,954	3.08
Physiology.....	137,116	24.90	57,857	25.28	79,759	24.64
Psychology.....	10,130	1.84	3,880	1.49	6,750	2.09
Rhetoric.....	236,037	42.87	93,738	41.31	142,299	43.96
English literature.....	259,147	47.07	103,893	45.79	155,254	47.96
History (other than United States).....	216,403	39.30	86,825	38.26	129,578	40.03
Civics.....	110,921	20.15	46,843	20.64	64,078	19.80

α Per cent of total number of graduates.

The total number of students preparing for college was 58,691, or 10.66 per cent of the total number of secondary students. The total number of graduates was 66,262, or a little more than 12 per cent of the enrollment for that year. Of these, 21,018, or nearly 32 per cent, had been preparing for college.

The synopsis shows that 275,674, or more than half, of the public high school students were studying Latin; only 13,780 were studying Greek; while 89,486 were studying German, and 47,409 were studying French. The greatest number in any study was 309,164—in algebra. This was more than 56 per cent of the public high school enrollment.

The progress made by public high schools since 1889-90 is indicated in the increased percentage of students in the distinctive high school studies, quite as strongly as in the increased number of schools and rapidly growing enrollment. The studies of the elementary grades have gradually dropped out of the high schools, leaving the secondary studies their full share of time. In 1889-90 only 34.69 per cent of the public high school students studied Latin. Since that time there has been each year a marked increase in the percentage, and for the last four years more than 50 per cent of the students enrolled have studied Latin. As compared with Latin, Greek has not held its own. While the actual number of students in this language has greatly increased, the percentage fell from 3.05 in 1889-90 to 2.50 in 1901-2. There were fluctuations from year to year, as with most of the high school studies, the highest point for Greek having been reached in 1892-93, when the percentage was 3.40. The per cent studying French increased from 5.84 in 1889-90 to 8.61 in 1901-2,

and German shows an increase from 10.51 per cent in 1889-90 to 16.25 the last year. In 1889-90 the per cent of students in algebra was 45.40 and the last year 56.15, the high-water mark having been reached in 1898-99 when the percentage was 57.09. The per cent in geometry was 21.33 in 1889-90 and 27.92 the last year. Physics shows a decrease from 22.21 per cent in 1889-90 to 17.48 in 1901-2. The percentage in chemistry fell from 10.10 to 7.37 in the same period.

The per cent of students in each of the leading high school studies reported annually for the past eleven years is given in the table which follows:

Per cent of total number of secondary students in public high schools in certain courses and studies, etc.

Students and studies.	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97	1897-98	1898-99	1899-1900	1900-1901	1901-2
Males.....	40.59	40.10	40.45	41.15	41.51	42.36	42.08	41.39	41.64	41.46	41.21
Females.....	59.41	59.90	59.55	58.85	58.49	57.64	57.92	58.61	58.36	58.54	58.79
Preparing for college, classical course.....	6.33	7.50	7.87	7.53	7.68	6.62	6.21	6.10	6.02	6.12	5.59
Preparing for college, scientific courses....	6.90	7.10	6.43	6.22	6.14	5.55	5.15	5.41	4.80	5.03	5.07
Total preparing for college.....	13.23	14.60	14.30	13.75	13.82	12.17	11.36	11.51	10.82	11.15	10.66
Graduates.....	11.43	12.60	12.90	12.11	12.05	12.22	11.79	11.86	11.89	12.13	12.03
Graduates prepared for college <i>a</i>	32.44	29.97	26.70	28.08	29.28	29.26	27.45	28.85	30.28	31.27	31.72
Studying—											
Latin.....	38.88	43.06	44.78	43.97	46.18	48.36	49.67	50.39	50.61	50.45	50.07
Greek.....	3.08	3.40	3.33	3.10	3.11	3.13	3.12	3.12	2.85	2.63	2.50
French.....	5.18	6.42	6.81	6.52	6.99	6.86	7.54	7.94	7.78	8.29	8.61
German.....	10.43	11.92	11.77	11.40	12.00	12.42	13.25	14.01	14.33	15.45	16.25
Algebra.....	48.93	52.88	56.14	54.27	54.64	55.46	56.13	57.09	56.29	56.96	56.15
Geometry.....	23.71	26.00	27.20	25.34	26.23	26.71	27.09	27.94	27.39	27.83	27.92
Trigonometry.....	2.37	2.73	2.93	2.53	2.48	2.45	2.27	2.05	1.91	2.04	1.90
Astronomy.....				4.79	4.40	4.21	3.82	3.33	2.78	2.34	2.05
Physics.....	22.82	23.27	25.29	22.77	22.08	21.09	20.69	20.20	19.04	18.40	17.48
Chemistry.....	10.17	10.00	10.31	9.15	8.95	8.83	8.30	8.39	7.72	7.56	7.37
Physicalgeography.....				23.89	25.54	25.38	24.94	24.29	23.37	22.83	22.57
Geology.....				5.00	4.80	4.62	4.37	4.04	3.61	3.44	3.11
Physiology.....				29.95	31.94	30.84	29.98	29.21	27.42	26.60	24.90
Psychology.....				2.74	3.00	2.90	2.74	2.39	2.38	2.19	1.84
Rhetoric.....				32.05	32.34	34.24	35.97	37.55	38.48	40.71	42.87
English literature.....							40.07	41.75	42.10	45.08	47.07
History (other than U. S.).....	30.97	33.88	36.48	34.33	35.28	35.76	37.70	38.32	38.16	38.91	39.30
Civics.....							22.74	21.97	21.66	20.97	20.15

a Per cent of total number of graduates.

A comparison of the statistics of public high schools in cities of 8,000 population and over with schools outside of such cities, will be found in Tables 12, 13, and 14. In the 580 cities of the size indicated, there were 726 public high schools with 8,930 instructors and 255,708 students. Outside of these cities there were 5,566 public high schools with 13,485 instructors and 294,903 secondary students. In the cities the high schools had an average of 352 students to a school, while the average outside of the cities was 53 students to a school.

In response to an inquiry, 3,161 public high schools reported date of establishment. Of these 1,845 had been established prior to the year 1891, as shown in Table 14.

Table 15 shows the equipment and income of the public high schools of each State, so far as the items could be obtained by this Bureau. Of the 6,292 schools, 5,726 reported libraries aggregating 3,710,098 volumes, and 5,447 had grounds, buildings, scientific apparatus, etc., valued at \$120,057,606.

No satisfactory aggregate can be obtained or estimated as to the income of public high schools. In most cases the accounts of high schools are not separated from the accounts of public school systems, and for this reason only 1,885 of the 6,292 schools were able to report the amounts of State or municipal funds received. The aggre-

gate of these amounts was \$5,989,157. Tuition fees to the amount of \$465,494 were received by 1,460 schools; 212 received \$242,504 from productive funds, and 613 schools received \$886,485 from other sources. It is believed that the greater part of the latter item should be credited to public funds. The aggregate income of 2,019 schools reporting total receipts was \$7,583,640. Benefactions amounting to \$142,936 were received by 84 schools. Endowments aggregating \$1,255,931 are owned by 52 public high schools.

PRIVATE HIGH SCHOOLS AND ACADEMIES.

Summaries of the statistics of private high schools, academies, and seminaries are given in Tables 16 to 29. Tables 16 to 26, inclusive, are similar to Tables 1 to 11 relating to public high schools, and the two series may be compared. Tables 27 and 15 may also be compared. Table 30 is a comparison of certain averages computed for public and private high schools.

It is shown in Tables 16 and 17 that there were 1,835 private secondary schools, with 9,903 instructors of secondary students, and 104,690 secondary students, 51,536 males and 53,154 females. There were 14,362 preparing for the college classical course and 11,425 for college scientific courses. There were 11,425 graduates, 5,141 of whom had prepared for college. There were 9,186 students in military drill, an increase of 148 over the preceding year. In the elementary departments of these schools there were 130,908 pupils below the secondary grades.

Tables 18 to 23 show the number of students in each of the 18 leading high school studies in each State, while the percentages of students in each study are given in Tables 24 to 26. The following table is a synopsis of the number and per cent of students, by sex, in college preparatory courses, the number and per cent of graduates, and the number and per cent in each of the high school studies in private secondary schools for the scholastic year ending June, 1902:

Students in certain courses and studies in private high schools and academies.

Courses, studies, etc.	Number of students.	Per cent of total number.	Male students.	Per cent of total number of male students.	Female students.	Per cent of total number of female students.
Students preparing for college:						
Classical course	14,362	13.72	9,016	17.49	5,346	10.06
Scientific courses	11,425	10.91	8,421	16.32	2,791	5.26
Total preparing for college	25,787	24.63	17,437	33.81	8,187	15.32
Graduating in 1902	11,425	10.92	5,608	10.86	5,817	10.94
College preparatory students in graduating class	5,141	a 44.50	3,470	a 67.50	1,671	a 32.50
Students in—						
Latin	48,828	46.64	24,512	48.15	24,011	45.17
Greek	8,218	7.89	6,410	12.44	1,808	3.39
French	25,534	24.39	9,059	17.38	16,475	30.99
German	21,494	20.53	11,045	21.43	10,449	19.66
Algebra	21,497	50.63	28,056	55.60	24,351	45.81
Geometry	53,007	23.64	15,811	30.08	11,038	20.77
Trigonometry	26,849	5.73	3,606	7.00	1,775	3.34
Physics	5,381	3.18	1,787	3.47	4,213	7.93
Astronomy	6,000	17.01	8,938	17.34	8,867	16.68
Chemistry	17,805	9.42	4,909	9.64	4,898	9.22
Physical geography	9,867	20.04	9,768	18.95	11,005	21.83
Geology	21,373	5.42	2,152	4.18	3,520	6.62
Physiology	5,672	24.46	11,061	21.46	14,548	27.37
Psychology	23,609	6.17	2,167	4.20	4,296	8.08
Rhetoric	6,463	36.80	16,509	32.03	22,010	41.40
English literature	38,519	37.89	16,958	32.91	22,713	42.73
History (other than U. S.)	39,671	36.85	16,644	32.50	21,834	41.08
Civics	58,478	18.41	9,144	17.74	10,133	19.18
	19,277					

a Per cent of total number of graduates.

A comparison of this table with a similar table on a preceding page relating to public high schools will show that nearly 25 per cent of the private high school students were preparing for college, and less than 11 per cent of the public high school students were making such preparation.

The following table indicates the progress made by the private high schools and academies in the past ten years, as indicated in the increased percentages of students in certain courses and studies:

Per cent of total number secondary students in private high schools and academies in certain courses and studies.

Students and studies.	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97	1897-98	1898-99	1899-1900	1900-1901	1901-2
Males.....	52.14	52.10	50.39	48.46	50.15	49.44	49.58	49.98	50.30	49.73	40.23
Females.....	47.86	47.90	49.61	51.54	49.85	50.56	50.42	50.02	49.70	50.27	50.77
Preparing for college:											
Classical course...	15.87	15.60	16.36	17.30	18.50	17.72	15.54	16.00	19.07	19.19	13.72
Scientific courses...	9.22	10.90	9.55	9.73	10.78	10.45	9.82	9.74	12.89	14.11	10.91
Total preparing for college....	25.09	26.50	25.91	27.08	29.28	28.17	25.36	25.74	31.87	33.30	24.63
Graduates.....	8.41	8.70	9.40	10.11	10.58	10.93	11.54	11.42	11.02	11.05	10.92
Graduates prepared for college ^a	61.68	60.10	50.39	47.93	46.55	46.81	44.35	44.75	46.52	45.67	44.50
Studying—											
Latin.....	38.60	39.23	40.77	43.14	46.36	46.67	48.45	49.80	46.92	47.29	46.64
Greek.....	8.48	8.61	9.04	9.55	9.83	10.22	10.43	9.55	9.77	8.37	7.89
French.....	16.69	18.47	18.85	19.38	21.31	21.83	23.04	23.15	22.83	23.05	24.39
German.....	14.45	15.63	15.25	16.07	17.46	18.84	18.45	19.04	18.47	19.31	20.33
Algebra.....	44.57	42.75	44.37	46.88	49.22	49.50	51.70	52.17	49.40	49.14	50.63
Geometry.....	19.66	20.37	20.34	22.06	23.84	24.43	24.43	24.71	23.72	24.38	25.04
Trigonometry.....	4.37	5.76	5.93	5.39	5.51	5.45	5.25	5.02	4.83	5.07	5.13
Astronomy.....	.....	.....	.....	6.69	7.99	7.46	6.91	6.75	6.46	6.04	5.73
Physics.....	20.16	19.76	20.91	20.32	21.02	20.14	19.59	18.89	18.87	17.45	17.01
Chemistry.....	9.83	9.94	10.32	9.79	9.89	10.49	9.62	9.78	9.34	9.35	9.42
Physical geogra- phy.....	.....	.....	.....	18.15	22.77	21.81	21.79	21.25	20.57	20.33	20.04
Geology.....	.....	.....	.....	7.08	6.61	6.11	5.90	6.11	5.91	6.10	5.42
Physiology.....	.....	.....	.....	22.34	28.01	26.71	25.80	25.95	24.77	24.60	24.48
Psychology.....	.....	.....	.....	5.13	6.74	7.35	7.48	7.07	7.00	6.93	6.17
Rhetoric.....	.....	.....	.....	29.12	32.01	32.00	32.43	32.78	34.02	34.53	36.81
English literature.....	.....	.....	.....	.....	.....	.....	33.88	35.30	36.90	27.95	37.99
History (other than U.S.).....	32.22	32.46	34.07	35.60	37.35	37.31	37.59	38.82	36.11	35.87	36.55
Civics.....	.....	.....	.....	.....	.....	.....	15.74	15.95	18.41	18.73	18.41

^a Per cent of number of graduates.

Table 27 exhibits the value of equipment, income, benefactions, endowments, etc., of private high schools, academies, and seminaries. The number of volumes in the libraries of 1,422 schools was 1,961,494. The value of grounds, buildings, scientific apparatus, etc., owned by 1,328 schools was \$63,276,279. Tuition fees aggregating \$6,554,345 were received by 1,689 schools, and 266 schools received \$1,600,151 from productive funds. From public funds 206 schools received \$135,478. Income from other sources and unclassified received by 410 schools amounted to \$1,293,702. The aggregate income of 1,142 schools was \$9,583,676. During the year 174 schools received benefactions amounting to \$980,635. The money value of endowment reported by 214 schools was \$31,463,453.

Religious denominations control 923 of the 1,835 private secondary schools. In Table 44, which gives in detail the statistics of these schools, the name of the denomination controlling each is given in column 4. Tables 28 and 29 show the number of schools in each State controlled by each leading religious denomination. The following synopsis is made from these tables:

Religious denomination and nonsectarian.	Schools.	Instruct- ors.	Students.
Non-sectarian.....	912	4,867	50,574
Roman Catholic.....	369	1,946	16,786
Baptist.....	93	466	7,039
Methodist.....	78	469	5,856
Episcopal.....	89	653	4,747
Presbyterian.....	82	351	4,076
Friends.....	51	268	3,146
Congregational.....	45	215	2,787
Methodist Episcopal South.....	31	143	2,710
Lutheran.....	30	140	2,077
Other denominations.....	55	385	4,892
Total.....	1,835	9,903	104,690

COMBINED STATISTICS.

The combined statistics of public and private secondary schools are given in Tables 31 to 38. A comparison of certain statistics is made in Table 30. In the public high schools there were about 87 students to a school and 25 students to a teacher, while in the private schools there were 54 secondary students to a school and about 11 to a teacher, indicating that teachers gave much of their time to the instruction of elementary students in the private high schools.

Table 31 shows that the 8,127 public and private secondary schools had 32,318 secondary teachers and 655,301 secondary students. The girls comprised 376,851, or over 57 per cent of the enrollment. The number of students preparing for college was 84,265, or nearly 13 per cent of the total number of secondary students. The graduates for 1902 numbered 77,687, or nearly 12 per cent of the enrollment for the year. The number of graduates who had prepared for college was 26,159, or more than one-third of the total number of graduates.

The number and per cent of students in each of the leading high school studies in each State are given in Tables 33 to 38. The following synopsis shows the number of male and female students in certain courses and studies for the United States for the year 1901-2:

Students in certain courses and studies in public and private high schools and academies.

Courses, studies, etc.	Number of students.	Per cent of total number of sec- ondary students.	Male stu- dents.	Per cent of total number of male students.	Female students.	Per cent of total number of female students.
Students preparing for college:						
Classical course.....	45,159	6.89	23,314	8.37	21,845	5.80
Scientific courses.....	39,106	5.97	24,827	8.92	14,279	3.79
Total preparing for college.....	84,265	12.86	48,141	17.29	36,124	9.59
Graduating in 1902.....	77,687	11.86	29,394	10.56	48,293	12.81
College preparatory students in grad- uating class.....	26,159	a 33.67	13,458	a 45.78	12,701	a 26.30
Students in—						
Latin.....	324,497	49.52	130,183	46.75	194,314	51.56
Greek.....	21,998	3.36	13,467	4.84	8,531	2.26
French.....	72,943	11.13	25,724	9.24	47,219	12.53
German.....	110,980	16.94	45,893	16.48	65,087	17.27
Algebra.....	362,171	55.27	159,772	57.38	202,399	53.71
Geometry.....	180,580	27.56	80,016	28.74	100,564	26.69
Trigonometry.....	15,827	2.42	9,361	3.36	6,466	1.72
Astronomy.....	17,271	2.64	6,148	2.21	11,123	2.95
Physics.....	113,959	17.39	49,773	17.88	64,186	17.03
Chemistry.....	50,469	7.70	23,443	8.42	27,026	7.17
Physical geography.....	145,634	22.22	62,032	22.28	83,602	22.18
Geology.....	22,801	3.48	9,327	3.35	13,474	3.58
Physiology.....	162,725	24.83	68,418	24.57	94,307	25.03
Psychology.....	16,593	2.53	5,547	1.99	11,046	2.93
Rhetoric.....	274,556	41.90	110,247	39.59	164,309	43.60
English literature.....	298,818	45.60	120,851	43.40	177,967	47.22
History (other than United States).....	254,881	38.90	103,469	37.16	151,412	40.18
Civics.....	130,198	19.87	55,987	20.11	74,211	19.69

a Per cent of total number of graduates.

The synopsis which follows is an interesting review of the progress made in ten years by the secondary schools of the country in the increased enrollment year by year in certain studies. In 1889-90 there were 100,152 students in public and private secondary schools studying Latin. This was 33.62 per cent of the total secondary enrollment. In 1901-2 the number had increased to 324,497, or about 50 per cent of the enrollment for that year. Since 1890 the number of secondary students in algebra has increased from 42.77 per cent to 55.27 per cent in 1901-2. Increased enrollment in other studies will be indicated by increased percentages in the following table:

Per cent of the total number of secondary students in public and private high schools and academies in certain courses and studies, etc.

Students and studies.	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97	1897-98	1898-99	1899-1900	1900-1901	1901-2
Males.....	44.61	43.62	43.39	43.00	43.40	43.84	43.50	42.93	43.16	42.83	42.49
Females.....	55.99	56.38	56.61	57.00	56.60	56.16	56.50	57.07	56.84	57.17	57.51
Preparing for college, classical course.....	9.18	9.90	10.34	10.00	10.05	8.94	7.99	7.87	8.32	8.30	6.89
Preparing for college, scientific courses....	7.59	8.22	7.33	7.11	7.16	6.57	6.03	6.18	6.21	6.54	5.97
Total preparing for college.....	16.77	18.12	17.67	17.11	17.21	15.51	14.02	14.05	14.53	14.84	12.86
Graduates.....	10.87	11.46	11.88	11.60	11.73	11.95	11.75	11.78	11.74	11.95	11.86
Graduates prepared for college ^a	39.15	36.62	30.92	32.44	32.69	32.60	30.60	31.61	32.95	33.48	33.67
Studying—											
Latin.....	38.80	41.94	43.59	43.76	46.22	48.01	49.44	50.29	49.97	49.93	49.52
Greek.....	4.68	4.92	4.99	4.73	4.58	4.60	4.50	4.27	3.95	3.58	3.36
French.....	8.59	9.94	10.31	9.77	10.13	9.98	10.48	10.68	10.43	10.75	11.13
German.....	11.61	13.00	12.78	12.58	13.20	13.76	14.24	14.91	15.06	16.09	16.94
Algebra.....	47.65	49.92	52.71	52.40	53.46	54.22	55.29	56.21	55.08	55.66	55.27
Geometry.....	22.52	24.36	25.25	24.51	25.71	26.24	26.59	27.36	26.75	27.26	27.56
Trigonometry.....	2.96	3.61	3.80	3.25	3.15	3.08	2.83	2.58	2.42	2.54	2.42
Astronomy.....				5.27	5.19	4.89	4.40	3.94	3.43	2.96	2.64
Physics.....	22.04	22.25	24.02	22.15	21.85	20.89	20.48	19.97	18.88	18.24	17.39
Chemistry.....	10.08	9.98	10.31	9.31	9.15	9.18	8.55	8.64	8.00	7.86	7.70
Physical geography.....				22.44	24.93	24.61	24.33	23.75	22.88	22.42	22.22
Geology.....				5.52	5.20	4.93	4.66	4.41	4.02	3.88	3.48
Physiology.....				28.03	31.08	29.98	29.88	28.62	26.96	26.27	24.83
Psychology.....				3.35	3.82	3.82	3.64	3.23	3.19	2.98	2.53
Rhetoric.....				31.31	32.27	33.78	35.30	36.70	37.70	39.69	41.90
English literature.....							38.90	40.60	41.19	43.90	45.60
History (other than United States).....	31.35	33.46	35.78	34.65	35.73	36.08	37.68	38.32	37.80	38.41	38.90
Civics.....							21.41	20.89	21.09	20.60	19.87

^a Per cent of total number of graduates.

DISTRIBUTION OF SECONDARY STUDENTS.

The distribution of the 734,760 secondary students mentioned on the first page of this chapter is shown by States in Tables 39 and 40.

It is shown in Table 41 that the number of secondary students to each 1,000 of population in 1902 was 9.35. The same table shows that the number in higher education was 246,063, or 3.13 to the 1,000 population. This number includes all students who in 1901-2 were receiving higher instruction in universities and colleges, all professional students, including those in theology, law, medicine, dentistry, pharmacy, and veterinary medicine, and all in training courses for teachers in normal schools. Students in nurse-training schools, business schools, and in schools for the defective classes are not here included as in either secondary or higher education.

Table 42 shows the number of public and private high schools for boys only, for girls only, and the number of coeducational secondary schools in each State.

TABLE 1.—*Public high schools—Number of schools, secondary instructors, secondary students, and elementary pupils in 1901-2.*

State or Territory.	Number of schools.	Number of secondary teachers.			Number of secondary students.			Colored students (included in preceding column.)			Elementary pupils (including all below secondary grade).		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.	6,292	10,958	11,457	22,415	226,914	323,697	550,611	2,767	5,901	8,668	59,962	57,900	117,862
N. Atlantic Division	1,476	2,960	4,333	7,293	75,888	105,148	181,031	326	600	926	14,120	11,093	25,213
S. Atlantic Division	436	691	568	1,259	11,024	16,937	27,961	589	1,284	1,873	7,098	7,153	14,251
S. Central Division	702	1,037	755	1,792	16,450	24,004	40,454	723	1,090	1,813	10,167	10,096	20,263
N. Central Division	3,333	5,585	5,084	10,619	109,736	156,714	266,450	1,071	2,183	3,254	25,737	26,685	52,422
Western Division	345	735	717	1,452	13,816	20,899	34,715	58	109	167	2,840	2,873	5,713
N. Atlantic Division:													
Maine	145	171	133	354	3,776	5,092	8,868	2	6	8	504	551	1,055
New Hampshire	58	74	121	195	1,622	2,173	3,795	2	0	2	168	174	342
Vermont	58	70	89	159	1,561	2,136	3,697	4	7	11	275	355	630
Massachusetts	244	653	1,037	1,690	17,193	22,058	39,251	69	114	183	3,173	2,671	5,844
Rhode Island	22	78	93	171	1,524	2,160	3,684	7	20	27	72	90	162
Connecticut	75	143	250	393	3,788	4,891	8,679	22	36	58	318	320	638
New York	393	844	1,597	2,441	28,459	38,276	66,735	82	160	242	8,109	5,245	13,354
New Jersey	93	212	364	576	4,877	7,198	12,075	44	99	143	364	422	786
Pennsylvania	388	715	599	1,314	13,088	21,159	34,247	94	158	252	1,137	1,265	2,402
S. Atlantic Division:													
Delaware	12	19	25	44	427	660	1,087	0	0	0	50	50	100
Maryland	49	111	86	197	1,949	2,559	4,508	120	128	248	1,082	1,090	2,172
District of Columbia	7	76	96	172	1,264	2,075	3,339	233	582	815	0	0	0
Virginia	64	79	93	172	1,561	2,561	4,122	126	345	471	846	889	1,735
West Virginia	28	48	32	80	627	1,100	1,727	38	48	86	147	136	283
North Carolina	30	36	26	62	588	751	1,339	27	52	79	468	496	964
South Carolina	92	120	68	188	1,594	2,386	3,980	17	64	81	1,587	1,607	3,194
Georgia	114	147	102	249	2,291	3,667	5,958	17	42	59	2,217	2,238	4,555
Florida	40	55	40	95	723	1,178	1,901	11	23	34	601	647	1,248
S. Central Division:													
Kentucky	80	127	109	236	2,252	3,138	5,390	148	404	552	686	743	1,429
Tennessee	100	125	91	216	1,996	3,237	5,233	156	386	542	2,052	1,876	3,928
Alabama	73	100	92	192	1,495	2,285	3,780	28	71	99	2,003	1,628	3,631
Mississippi	89	96	95	191	1,509	2,182	3,691	96	364	460	1,652	1,777	3,429
Louisiana	41	77	79	156	1,249	1,759	3,008	29	50	79	679	668	1,347
Texas	236	391	213	604	6,161	8,919	15,080	215	487	702	2,469	2,728	5,197
Arkansas	60	86	44	130	1,248	1,685	2,933	27	74	101	260	287	547
Oklahoma	16	27	24	51	390	613	1,003	24	54	78	28	24	47
Indian Territory	7	8	8	16	150	186	336	0	0	0	348	365	708
N. Central Division:													
Ohio	720	1,152	694	1,846	20,557	26,409	46,966	227	363	590	8,561	8,581	17,142
Indiana	382	764	403	1,167	11,456	15,825	27,281	163	302	465	2,436	2,532	4,968
Illinois	355	781	800	1,581	16,199	25,478	41,677	139	284	423	1,227	1,422	2,649
Michigan	297	480	687	1,167	12,282	16,876	29,158	44	62	106	2,269	2,374	4,643
Wisconsin	215	361	452	813	8,202	11,521	19,723	3	14	17	633	739	1,372
Minnesota	128	222	404	626	5,965	8,837	14,822	17	23	40	345	404	749
Iowa	346	495	665	1,160	12,030	16,988	29,018	43	47	90	1,556	1,603	3,159
Missouri	263	461	348	809	8,250	12,936	21,186	263	588	851	1,745	1,848	3,593
North Dakota	33	41	41	82	642	861	1,503	0	2	2	236	266	502
South Dakota	71	86	57	143	1,253	1,837	3,090	5	2	7	991	1,133	2,124
Nebraska	303	368	280	648	6,609	9,534	16,143	20	57	77	4,164	4,191	8,355
Kansas	220	324	253	577	6,271	9,612	15,883	147	274	421	1,571	1,592	3,166
Western Division:													
Montana	22	37	52	89	735	1,312	2,047	4	4	8	28	28	56
Wyoming	10	15	8	23	159	275	434	0	1	1	125	130	255
Colorado	47	141	128	269	2,452	3,683	6,135	18	33	51	214	255	469
New Mexico	8	24	8	32	193	176	369	1	2	3	23	0	23
Arizona	2	5	5	10	86	102	188	1	1	2	0	0	0
Utah	6	25	26	51	516	778	1,294	0	0	0	0	0	0
Nevada	10	13	10	23	198	289	487	2	1	3	169	176	345
Idaho	7	14	7	21	228	256	484	0	1	1	20	35	55
Washington	76	117	96	213	1,860	2,956	4,816	4	7	11	1,411	1,394	2,805
Oregon	39	52	46	98	1,083	1,617	2,700	1	1	2	804	810	1,614
California	118	292	331	623	6,306	9,455	15,761	27	58	85	46	45	91

TABLE 2.—*Public high schools—Number of secondary students in college preparatory courses; number of graduates and college preparatory students in graduating class in 1901-2.*

State or Territory.	Secondary students preparing for college.						Graduates in class of 1902.			College preparatory students in graduating class of 1902.			Students in military tactics.
	Classical course.			Scientific courses.									
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
United States.....	14,298	16,499	30,797	16,406	11,488	27,894	23,786	42,476	66,262	9,988	11,030	21,018	8,850
N. Atlantic Division..	6,823	6,370	13,193	6,190	2,946	9,136	8,070	13,779	21,849	3,408	2,725	6,133	5,581
S. Atlantic Division..	795	989	1,784	519	213	732	958	2,181	3,139	435	589	1,024	807
S. Central Division...	1,007	1,262	2,269	899	588	1,487	1,217	2,633	3,850	524	748	1,272	197
N. Central Division...	4,951	6,730	11,681	7,278	6,340	13,618	12,181	21,466	33,647	4,863	6,005	10,868	1,306
Western Division.....	722	1,148	1,870	1,520	1,401	2,921	1,360	2,417	3,777	758	963	1,721	959
N. Atlantic Division:													
Maine.....	462	353	815	208	131	339	481	731	1,212	172	139	311	251
New Hampshire.....	141	172	313	180	129	309	200	353	553	89	116	205	360
Vermont.....	132	93	225	233	97	330	207	320	527	102	84	186	108
Massachusetts.....	2,232	2,447	4,679	1,775	426	2,201	2,191	3,488	5,679	901	782	1,683	4,195
Rhode Island.....	350	284	634	81	61	142	156	229	385	85	78	163	.....
Connecticut.....	389	326	715	416	134	550	425	772	1,197	192	133	325	21
New York.....	2,104	1,530	3,634	2,149	1,360	3,509	2,137	3,677	5,814	1,074	782	1,856	426
New Jersey.....	271	278	549	423	287	710	498	931	1,429	188	134	322	181
Pennsylvania.....	742	887	1,629	725	321	1,046	1,775	3,278	5,053	605	477	1,082	89
S. Atlantic Division:													
Delaware.....	15	15	30	15	12	27	43	105	148	3	9	12	.....
Maryland.....	61	59	120	58	18	76	156	335	491	66	28	94	47
District of Columbia.....	105	95	200	190	22	212	164	332	496	45	15	60	683
Virginia.....	92	82	174	55	6	61	111	323	434	56	70	126	.....
West Virginia.....	17	32	49	13	35	48	64	177	241	29	36	65	.....
North Carolina.....	83	74	157	21	20	41	60	88	148	37	50	87	24
South Carolina.....	150	232	382	38	22	60	129	311	440	80	168	248	.....
Georgia.....	252	363	615	95	50	145	194	426	620	100	179	279	48
Florida.....	20	37	57	34	28	62	37	84	121	19	34	53	.....
S. Central Division:													
Kentucky.....	162	167	329	300	74	374	234	405	639	102	79	181	11
Tennessee.....	56	76	132	44	37	81	187	386	573	66	106	172	.....
Alabama.....	72	58	130	46	33	79	79	208	287	39	41	80	63
Mississippi.....	131	188	319	127	132	259	88	179	267	53	82	135	.....
Louisiana.....	51	57	108	34	40	74	77	227	304	22	50	72	.....
Texas.....	386	494	880	255	212	467	412	976	1,388	165	274	439	38
Arkansas.....	114	162	276	47	26	73	109	195	304	63	91	154	.....
Oklahoma.....	32	56	88	41	33	74	24	46	70	14	25	39	.....
Indian Territory.....	3	4	7	5	1	6	7	11	18	.....	.....	.....	80
N. Central Division:													
Ohio.....	1,437	1,690	3,127	1,481	897	2,378	2,430	3,846	6,276	876	897	1,773	470
Indiana.....	650	781	1,431	793	391	1,184	1,345	2,071	3,416	549	566	1,115	187
Illinois.....	631	809	1,440	1,059	848	1,907	1,749	3,399	5,148	661	754	1,415	109
Michigan.....	311	443	754	991	1,374	2,365	1,248	2,023	3,271	492	572	1,064	.....
Wisconsin.....	288	419	707	426	271	697	990	1,591	2,581	383	430	813	32
Minnesota.....	111	194	305	787	881	1,668	637	1,108	1,745	422	527	949	15
Iowa.....	470	707	1,177	557	537	1,094	1,376	2,557	3,933	504	754	1,258	50
Missouri.....	286	464	750	441	348	789	705	1,579	2,284	225	350	575	110
North Dakota.....	12	32	44	45	46	91	65	115	180	33	42	75	.....
South Dakota.....	56	74	130	39	64	103	124	266	390	60	92	152	.....
Nebraska.....	230	402	632	264	216	480	829	1,521	2,350	304	365	669	310
Kansas.....	469	715	1,184	395	467	862	683	1,390	2,073	354	656	1,010	23
Western Division:													
Montana.....	84	165	249	20	14	34	50	118	168	17	43	60	120
Wyoming.....	6	6	12	5	7	12	13	33	46	7	8	15	.....
Colorado.....	132	150	282	274	265	539	238	409	647	140	138	278	471
New Mexico.....	24	27	51	16	4	20	14	12	26	6	5	11	70
Arizona.....	.....	.....	.....	8	6	14	7	7	14	5	5	10	10
Utah.....	21	43	64	44	22	66	33	94	127	4	7	11	.....
Nevada.....	13	31	44	13	6	19	17	53	70	11	19	30	.....
Idaho.....	15	18	33	9	5	14	24	38	62	17	24	41	70
Washington.....	126	269	395	180	124	304	185	336	521	86	97	183	153
Oregon.....	45	55	100	43	51	94	133	246	379	30	43	73	.....
California.....	256	384	640	908	897	1,805	646	1,071	1,717	435	574	1,009	65

TABLE 3.—Public high schools—Number of secondary students pursuing certain studies in 1901-2.

State or Territory.	Latin.				Greek.				French.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	5,466	105,371	170,303	275,674	958	7,057	6,723	13,780	992	16,665	30,744	47,409
North Atlantic Division	1,395	32,753	52,385	85,138	612	5,090	4,366	9,456	681	12,998	21,255	34,253
South Atlantic Division	409	6,610	10,974	17,584	66	352	173	525	80	577	1,450	2,027
South Central Division	614	8,409	13,828	22,237	78	408	346	754	55	603	1,468	2,071
North Central Division	2,751	50,892	81,644	132,536	159	987	1,340	2,327	124	1,921	5,114	7,035
Western Division	297	6,707	11,472	18,179	43	220	498	718	52	566	1,457	2,023
North Atlantic Division:												
Maine	129	1,493	2,404	3,897	72	395	387	732	89	771	1,402	2,173
New Hampshire	56	804	1,253	2,057	29	118	157	275	47	514	844	1,358
Vermont	56	643	1,031	1,674	35	120	99	219	43	261	478	739
Massachusetts	239	6,675	10,491	17,166	156	1,509	1,457	2,966	220	6,528	9,487	16,015
Rhode Island	19	687	936	1,623	11	214	164	378	16	303	661	964
Connecticut	74	1,892	2,205	4,097	41	392	181	573	40	414	1,046	1,460
New York	386	11,520	18,236	29,756	177	1,647	1,320	2,967	182	3,453	5,761	9,214
New Jersey	78	2,125	3,517	5,642	22	168	145	313	25	238	674	912
Pennsylvania	358	6,914	12,312	19,226	69	527	506	1,033	19	516	902	1,418
South Atlantic Division:												
Delaware	12	357	579	936	1	5	20	25	1	5	20	25
Maryland	46	1,183	1,732	2,915	4	50	1	51	16	188	250	438
District of Columbia	4	461	828	1,289	4	71	28	99	4	99	316	415
Virginia	59	958	1,800	2,758	1	5	5	10	14	73	284	357
West Virginia	26	252	506	758	1	3	2	5				
North Carolina	28	453	610	1,063	4	14	1	15	3	8	16	24
South Carolina	87	1,095	1,664	2,759	16	44	30	74	18	150	142	292
Georgia	111	1,502	2,647	4,149	33	159	83	242	21	53	386	439
Florida	36	349	608	957	2	1	3	4	3	1	36	37
South Central Division:												
Kentucky	74	1,309	2,328	3,637	8	131	13	144	8	265	488	753
Tennessee	75	887	1,584	2,471	11	49	93	142	7	11	32	43
Alabama	63	721	1,286	2,007	10	43	39	82	16	41	160	201
Mississippi	81	839	1,284	2,123	24	66	34	100	1	1	0	1
Louisiana	39	491	670	1,161	5	23	27	50	13	224	698	932
Texas	204	3,093	5,123	8,216	16	75	116	191	9	45	81	126
Arkansas	55	682	986	1,668	3	11	12	23	1	6	9	15
Oklahoma	16	286	474	760	1	10	12	22				
Indian Territory	7	101	93	194								
North Central Division:												
Ohio	581	10,207	14,354	24,561	45	310	306	616	20	426	985	1,411
Indiana	365	7,255	10,392	17,647	7	33	32	65	5	64	125	189
Illinois	303	7,203	13,016	20,219	25	175	233	408	26	494	1,841	2,335
Michigan	225	3,984	6,330	10,314	28	110	145	255	34	342	887	1,229
Wisconsin	106	1,581	2,955	4,536	11	61	66	127	5	15	30	45
Minnesota	127	3,257	5,653	8,910	9	46	56	102	10	345	624	969
Iowa	230	5,265	8,828	14,093	9	27	42	69	5	39	96	135
Missouri	230	3,998	7,146	11,144	17	147	305	452	10	89	474	563
North Dakota	33	401	612	1,013					1	2	8	10
South Dakota	46	523	780	1,303	1	0	0	1	2	0	6	6
Nebraska	261	3,809	5,903	9,712	2	27	59	86	2	76	20	96
Kansas	194	3,409	5,675	9,084	5	50	96	146	4	29	18	47
Western Division:												
Montana	22	361	812	1,173	2	1	9	10	3	53	76	129
Wyoming	9	61	156	217					1	1	0	1
Colorado	44	1,383	2,158	3,496	11	74	141	215	5	53	308	361
New Mexico	7	65	72	137					2	8	4	12
Arizona	2	42	62	104	1	2	0	2	1	0	1	1
Utah	5	115	260	375	2	8	17	25	2	54	92	146
Nevada	10	108	192	300								
Idaho	6	123	125	248								
Washington	55	879	1,640	2,519	2	13	15	28	5	41	186	227
Oregon	22	340	496	836					1	2	3	5
California	115	3,275	5,499	8,774	25	122	316	438	32	354	787	1,141

TABLE 4.—Public high schools—Number of secondary students pursuing certain studies in 1901-2.

State or Territory.	German.				Algebra.				Geometry.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	2,014	34,848	54,638	89,486	6,288	131,116	178,048	309,164	5,311	64,205	89,526	153,731
North Atlantic Division:..	763	14,469	21,236	35,705	1,474	39,666	50,360	90,026	1,368	21,206	26,676	47,882
South Atlantic Division:..	68	1,000	1,685	2,685	435	7,646	11,517	19,163	340	3,306	4,564	7,870
South Central Division:..	73	1,901	1,514	2,415	702	11,908	16,856	28,763	383	4,573	7,474	12,047
North Central Division:..	975	16,628	26,904	43,532	3,333	63,302	87,143	150,445	2,920	30,339	44,231	74,570
Western Division	135	1,850	3,299	5,149	844	8,594	12,178	20,767	300	4,781	6,581	11,362
North Atlantic Division:												
Maine	13	48	143	191	145	1,944	2,614	4,558	133	936	1,310	2,306
New Hampshire	14	76	112	188	58	826	1,045	1,871	54	539	605	1,144
Vermont	21	95	192	287	58	707	968	1,675	52	360	516	876
Massachusetts	119	1,725	3,324	5,049	244	8,322	9,015	17,337	231	5,359	5,250	10,609
Rhode Island	15	273	352	625	22	833	1,014	1,847	18	489	582	1,071
Connecticut	50	644	1,353	1,997	75	2,005	2,181	4,186	69	1,092	1,158	2,250
New York	338	7,206	8,899	16,105	391	12,715	15,952	28,667	378	7,022	9,330	16,352
New Jersey	65	1,678	2,690	4,368	93	3,176	4,316	7,492	87	1,183	2,012	3,195
Pennsylvania	128	2,724	4,171	6,895	388	9,138	13,255	22,393	346	4,166	5,913	10,079
South Atlantic Division:												
Delaware	4	6	36	42	12	335	584	869	12	120	215	335
Maryland	24	496	713	1,209	49	1,397	1,514	3,211	49	1,196	1,724	2,320
District of Columbia	6	207	454	661	6	386	551	937	6	807	445	752
Virginia	17	155	350	505	64	1,122	1,815	2,937	44	392	635	1,027
West Virginia	5	35	85	120	28	449	801	1,250	26	127	331	458
North Carolina	1	8	9	17	30	452	690	1,052	17	175	197	372
South Carolina	5	82	7	89	92	1,233	1,857	3,090	65	225	456	681
Georgia	4	7	15	22	114	1,829	2,782	4,611	92	598	962	1,560
Florida	2	4	16	20	40	443	763	1,206	29	166	199	365
South Central Division:												
Kentucky	21	461	684	1,145	80	1,637	1,979	3,616	62	654	1,003	1,657
Tennessee	8	48	167	215	100	1,551	2,486	4,037	84	484	839	1,373
Alabama	7	23	60	83	73	1,151	1,638	2,789	63	513	672	1,185
Mississippi	2	2	8	10	89	1,115	1,665	2,780	63	285	405	690
Louisiana	41	...	...	...	41	759	1,021	1,780	35	227	698	920
Texas	28	323	502	825	236	4,338	6,357	10,695	22	2,019	3,272	5,291
Arkansas	2	24	58	82	60	1,024	1,244	2,268	39	288	406	694
Oklahoma	5	20	35	55	16	256	354	610	12	74	117	191
Indian Territory .....	...	...	...	...	7	77	111	188	3	29	17	46
North Central Division:												
Ohio	143	2,740	3,942	6,682	720	12,005	15,042	27,047	594	5,655	7,456	13,111
Indiana	90	1,783	2,539	4,322	382	7,080	9,308	16,388	334	3,462	4,643	8,105
Illinois	112	2,606	4,889	7,495	355	8,813	12,568	21,381	338	4,657	6,958	11,615
Michigan	151	2,267	3,687	5,954	297	6,694	8,977	15,671	281	2,686	3,896	6,582
Wisconsin	127	1,826	2,774	4,600	215	3,737	5,032	8,769	214	1,902	2,863	4,765
Minnesota	80	1,367	2,173	3,540	128	2,988	4,465	7,453	124	2,264	3,109	5,373
Iowa	89	1,278	2,418	3,696	346	6,707	9,366	16,073	312	2,948	4,472	7,420
Missouri	45	1,145	1,944	3,089	263	5,798	8,498	14,296	204	2,333	3,665	6,048
North Dakota	7	89	118	207	33	317	437	754	29	140	214	354
South Dakota	13	88	174	262	71	693	1,087	1,780	48	322	523	845
Nebraska	47	693	1,043	1,736	303	4,494	6,543	11,037	255	2,159	3,414	5,573
Kansas	71	746	1,203	1,949	220	3,976	5,820	9,796	187	1,761	3,018	4,779
Western Division:												
Montana	10	125	270	395	22	450	779	1,229	20	256	457	713
Wyoming	3	3	24	27	10	102	183	285	9	38	70	108
Colorado	34	553	1,022	1,575	47	1,398	1,965	3,363	45	980	1,242	2,222
New Mexico	2	17	3	20	8	128	121	249	8	55	36	91
Arizona	2	8	11	19	2	56	65	121	2	25	37	62
Utah	5	161	266	427	6	218	283	501	5	93	156	249
Nevada	1	6	9	15	10	139	218	357	10	68	138	206
Idaho	1	3	9	12	7	133	152	285	5	45	52	97
Washington	14	215	426	641	76	1,150	1,664	2,814	62	604	938	1,542
Oregon	6	74	197	271	39	798	1,131	1,929	19	277	364	641
California	57	685	1,062	1,747	117	4,022	5,612	9,634	115	2,340	3,091	5,431

TABLE 5.—Public high schools—Number of secondary students pursuing certain studies in 1901-2.

State or Territory.	Trigonometry.				Astronomy.				Physics.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	858	5,755	4,691	10,446	839	4,361	6,910	11,271	4,935	40,835	55,819	96,154
North Atlantic Division	272	2,095	1,392	3,487	350	1,902	3,202	5,104	1,183	13,090	16,817	29,907
South Atlantic Division	93	611	578	1,189	44	233	371	604	260	2,361	3,224	5,585
South Central Division	152	761	989	1,750	65	834	482	816	550	3,805	5,187	8,992
North Central Division	233	1,574	1,367	2,941	332	1,767	2,687	4,454	2,693	19,279	26,886	46,165
Western Division	108	714	365	1,079	18	125	168	293	249	2,300	3,205	5,505
North Atlantic Division:												
Maine	5	16	5	21	67	269	372	641	108	662	791	1,453
New Hampshire	8	43	8	51	22	78	129	207	45	378	357	735
Vermont	1	3	0	3	19	76	118	194	46	234	328	562
Massachusetts	38	378	59	437	95	412	978	1,390	206	3,557	3,743	7,300
Rhode Island	1	3	0	3	8	34	55	89	18	422	391	813
Connecticut	21	120	8	128	20	74	177	251	60	660	697	1,357
New York	123	736	859	1,595	90	590	609	1,199	288	3,722	5,080	8,802
New Jersey	22	134	88	222	18	135	287	422	83	890	1,316	2,206
Pennsylvania	54	665	365	1,030	41	234	477	711	329	2,565	4,114	6,679
South Atlantic Division:												
Delaware	1	13	0	13	11	120	202	322	11	120	202	322
Maryland	21	213	127	340	12	73	54	127	45	369	480	849
District of Columbia	5	110	22	132	1	6	327	371	6	327	371	698
Virginia	15	92	72	164	2	1	2	40	532	619	1,151	1,771
West Virginia	2	4	1	5	2	7	17	24	23	77	201	278
North Carolina	2	9	6	15	1	1	2	3	16	177	177	354
South Carolina	6	15	25	50	5	26	50	76	40	217	389	606
Georgia	32	123	257	380	14	92	182	274	57	405	604	1,009
Florida	9	32	58	90	8	33	65	98	22	137	181	318
South Central Division:												
Kentucky	29	258	222	480	14	81	129	210	53	622	590	1,212
Tennessee	12	28	35	63	8	19	27	46	63	283	482	765
Alabama	22	76	103	179	12	69	88	157	53	334	480	814
Mississippi	10	31	16	47	4	34	47	81	76	513	707	1,220
Louisiana	5	23	17	40	4	22	32	54	34	272	353	625
Texas	69	310	557	867	18	87	137	224	213	1,450	2,130	3,600
Arkansas	4	27	39	66	3	16	15	31	35	209	304	513
Oklahoma	1	8	0	8	2	6	7	13	14	87	95	182
Indian Territory	1	8	0	8	2	6	7	13	14	87	95	182
North Central Division:												
Ohio	66	434	367	801	121	536	840	1,376	550	3,676	4,714	8,390
Indiana	22	126	74	200	9	67	72	139	256	2,134	2,811	4,945
Illinois	27	247	154	401	51	303	582	885	331	2,833	3,808	6,641
Michigan	21	168	63	231	22	116	113	229	276	1,914	2,696	4,610
Wisconsin	3	64	52	116	1	76	91	167	208	1,190	1,780	2,976
Minnesota	4	58	11	69	11	76	91	167	90	1,094	1,382	2,476
Iowa	18	132	139	271	56	347	503	847	315	2,160	3,223	5,383
Missouri	39	184	241	525	15	82	122	204	159	1,313	1,947	3,260
North Dakota	1	0	2	2	1	4	5	9	24	88	125	213
South Dakota	3	16	14	30	7	46	64	110	47	226	310	536
Nebraska	21	102	116	218	11	64	92	156	244	1,312	2,055	3,368
Kansas	8	43	31	77	28	126	206	332	198	1,333	2,034	3,367
Western Division:												
Montana	2	20	16	36	1	14	4	18	19	124	194	318
Wyoming	1	4	1	5	1	5	6	11	8	28	61	89
Colorado	11	105	64	169	6	53	96	149	41	421	574	995
New Mexico	2	12	4	16	1	1	1	2	6	41	36	77
Arizona	2	7	5	12	1	1	1	2	1	10	7	17
Utah	4	37	23	60	1	1	1	2	4	68	78	146
Nevada	1	4	12	16	1	3	2	5	10	51	107	158
Idaho	2	10	10	20	2	9	19	28	6	40	48	88
Washington	6	56	30	86	2	7	18	25	38	291	418	709
Oregon	4	31	11	42	2	16	16	32	18	192	238	430
California	73	428	189	617	3	18	16	34	98	1,034	1,444	2,478

TABLE 6.—Public high schools—Number of secondary students pursuing certain studies in 1901-2.

State or Territory.	Chemistry.				Physical geography.				Geology.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	1,982	18,474	22,128	40,602	4,961	52,264	71,997	124,261	1,085	7,175	9,954	17,129
North Atlantic Division	688	6,810	7,743	14,553	1,138	12,400	17,436	29,836	515	3,489	4,657	8,146
South Atlantic Division	78	814	1,218	2,032	325	3,666	4,970	8,636	37	212	492	614
South Central Division	139	831	1,375	2,206	497	5,609	7,671	13,280	110	743	1,176	1,919
North Central Division	909	8,268	9,798	18,066	2,764	27,426	37,502	64,928	379	2,399	3,311	5,710
Western Division	168	1,751	1,994	3,745	240	3,163	4,418	7,581	44	332	408	740
North Atlantic Division:												
Maine	67	344	473	817	101	615	760	1,375	70	358	482	840
New Hampshire	32	195	199	394	36	263	242	505	18	81	116	197
Vermont	13	117	135	252	41	372	524	896	24	100	164	264
Massachusetts	181	2,093	2,440	4,533	137	1,299	1,528	2,827	93	464	758	1,222
Rhode Island	14	193	188	381	10	58	150	208	5	13	32	47
Connecticut	33	305	472	777	52	733	858	1,591	27	93	243	336
New York	181	2,092	2,440	4,532	137	1,299	1,528	2,827	93	464	758	1,222
New Jersey	53	577	765	1,342	64	958	1,372	2,330	29	169	336	505
Pennsylvania	109	894	1,031	1,925	352	3,726	5,737	9,463	69	1,089	1,122	2,211
South Atlantic Division:												
Delaware	3	39	75	114	10	159	216	405	1	34	0	34
Maryland	8	160	177	337	44	733	685	1,418	1	34	0	34
District of Columbia	6	181	314	495	2	214	297	511	1	34	0	34
Virginia	18	162	252	414	41	514	758	1,272	4	19	9	28
West Virginia	7	26	59	85	26	232	313	545	2	7	17	24
North Carolina	4	29	45	74	26	255	347	602	2	13	3	16
South Carolina	4	17	62	79	68	536	836	1,372	8	17	84	101
Georgia	21	138	304	442	76	772	1,095	1,867	13	65	223	288
Florida	7	62	90	152	32	251	393	644	7	57	66	123
South Central Division:												
Kentucky	19	217	321	538	51	584	526	1,060	9	62	118	180
Tennessee	10	46	83	129	48	487	825	1,312	45	211	347	558
Alabama	17	66	134	200	44	398	467	865	13	93	105	198
Mississippi	12	44	48	92	57	592	988	1,580	6	69	220	289
Louisiana	13	140	201	341	35	436	497	933	8	33	34	67
Texas	57	267	519	786	209	2,538	3,681	6,219	23	232	301	533
Arkansas	5	22	35	57	37	436	483	919	4	27	47	74
Oklahoma	4	13	23	36	12	151	207	358	1	0	4	4
Indian Territory	2	16	11	27	4	37	47	84	1	16	0	16
North Central Division:												
Ohio	135	1,304	1,363	2,667	595	5,297	6,783	12,080	95	538	649	1,187
Indiana	95	906	1,121	2,027	314	2,885	3,522	6,407	21	188	213	401
Illinois	133	1,327	1,471	2,798	299	4,436	6,552	10,988	38	299	524	828
Michigan	183	1,488	1,466	2,954	259	2,265	3,017	5,282	59	282	402	684
Wisconsin	25	261	268	529	213	2,677	3,769	6,446	5	26	21	47
Minnesota	83	767	831	1,598	42	374	494	868	14	115	150	265
Iowa	55	624	675	1,299	294	2,928	3,938	6,866	53	367	476	843
Missouri	54	631	1,056	1,687	220	2,000	2,793	4,793	22	183	268	451
North Dakota	4	22	25	47	16	85	119	204	2	10	16	26
South Dakota	15	105	142	247	63	475	698	1,173	11	65	65	130
Nebraska	69	452	758	1,210	266	2,127	3,089	5,216	17	113	240	353
Kansas	58	481	622	1,103	183	1,877	2,728	4,605	42	213	282	495
Western Division:												
Montana	4	52	54	106	19	170	274	444	7	32	25	58
Wyoming	4	23	31	54	8	44	97	141	1	6	7	13
Colorado	34	329	458	787	32	679	968	1,647	20	195	264	459
New Mexico	3	21	14	35	7	55	62	117	2	11	6	17
Arizona	2	9	9	18	2	23	28	51	1	0	0	0
Utah	2	40	35	75	5	74	104	178	1	0	7	7
Nevada	9	57	96	153	8	82	102	184	2	11	21	32
Idaho	2	10	9	19	6	77	78	155	3	13	13	26
Washington	14	109	121	230	71	607	889	1,496	3	30	44	74
Oregon	5	122	160	282	38	484	659	1,143	4	19	18	37
California	89	979	1,007	1,986	44	868	1,157	2,025	1	14	3	17

TABLE 7.—Public high schools—Number of secondary students pursuing certain studies in 1901-2.

State or Territory.	Physiology.				Psychology.				Rhetoric.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	4,444	57,357	79,759	137,116	811	3,380	6,750	10,130	5,482	93,738	142,299	236,037
North Atlantic Division	1,029	18,474	26,193	44,667	159	533	2,002	2,535	1,276	30,221	45,432	75,653
South Atlantic Division	303	3,413	5,058	8,471	49	212	375	587	362	3,717	7,205	10,922
South Central Division	577	7,604	9,962	17,566	143	724	1,128	1,852	616	6,694	11,265	17,963
North Central Division	2,408	26,483	36,502	62,987	431	1,786	3,015	4,801	2,930	46,044	67,085	113,129
Western Division	127	1,381	2,044	3,425	25	125	230	355	293	7,062	11,308	18,370
North Atlantic Division:												
Maine.....	87	578	712	1,285	16	82	103	185	124	1,300	1,825	3,125
New Hampshire.....	26	225	256	481	5	8	17	25	52	738	961	1,699
Vermont.....	26	183	245	428	17	80	122	152	54	524	785	1,309
Massachusetts.....	147	2,050	3,450	5,500	28	33	98	137	217	8,333	11,194	19,557
Rhode Island.....	8	38	76	114	2	0	27	27	19	822	1,195	2,017
Connecticut.....	36	209	408	617	3	16	38	54	70	2,039	2,476	4,515
New York.....	375	9,681	12,266	21,947	60	162	1,155	1,317	319	9,841	14,921	24,762
New Jersey.....	50	1,061	1,565	2,626	4	2	68	70	88	2,118	3,252	5,370
Pennsylvania.....	274	4,454	7,215	11,669	44	194	374	568	333	4,476	8,823	13,299
South Atlantic Division:												
Delaware.....	9	236	492	728	3	4	15	19	11	170	257	427
Maryland.....	38	570	678	1,248	3	24	32	56	40	467	1,168	1,635
District of Columbia.....	1	63	153	216	.....	.....	.....	.....	3	473	1,080	1,553
Virginia.....	41	386	626	1,012	1	0	30	30	52	626	994	1,620
West Virginia.....	19	180	255	435	5	16	34	50	26	174	340	514
North Carolina.....	25	283	365	648	3	17	14	31	22	184	289	473
South Carolina.....	61	543	925	1,468	5	11	56	67	79	450	752	1,202
Georgia.....	81	863	1,090	1,953	11	71	89	160	95	883	1,879	2,762
Florida.....	28	289	474	763	18	69	105	174	34	290	446	736
South Central Division:												
Kentucky.....	68	818	1,024	1,842	26	185	273	464	74	995	1,732	2,728
Tennessee.....	83	826	1,275	2,101	8	22	26	48	90	728	1,259	1,987
Alabama.....	61	804	975	1,779	14	78	80	158	51	645	1,112	1,757
Mississippi.....	78	908	1,403	2,311	8	34	58	92	73	619	1,079	1,698
Louisiana.....	31	524	597	1,121	4	10	10	20	39	511	966	1,477
Texas.....	192	2,820	3,675	6,495	67	340	604	944	215	2,631	4,172	6,803
Arkansas.....	51	726	802	1,528	6	27	23	50	55	377	648	1,025
Oklahoma.....	7	88	102	185	7	17	33	50	15	163	235	398
Indian Territory.....	6	95	109	204	3	11	15	26	4	25	65	90
North Central Division:												
Ohio.....	608	6,514	8,070	14,584	77	341	504	845	608	7,348	9,655	17,003
Indiana.....	145	1,270	1,705	2,975	38	194	325	519	341	6,902	9,517	16,419
Illinois.....	299	4,645	6,801	11,446	16	69	130	199	326	8,134	12,622	20,756
Michigan.....	250	2,283	3,286	5,569	29	99	179	278	273	4,236	5,870	10,106
Wisconsin.....	212	1,904	2,655	4,559	151	515	826	1,341	171	2,194	3,063	5,257
Minnesota.....	68	556	925	1,481	1	18	19	37	109	3,027	4,515	7,542
Iowa.....	251	2,831	3,740	6,571	14	48	97	145	326	4,237	6,307	10,544
Missouri.....	168	2,412	3,511	5,923	41	200	361	561	233	3,551	5,988	9,539
North Dakota.....	17	117	160	277	3	6	18	24	31	221	339	560
South Dakota.....	44	381	578	959	5	24	37	61	62	427	632	1,059
Nebraska.....	196	1,828	2,510	4,338	4	12	20	32	247	3,160	4,690	7,850
Kansas.....	150	1,744	2,561	4,305	52	260	499	759	203	2,547	3,887	6,434
Western Division:												
Montana.....	20	178	297	475	.....	.....	.....	.....	20	435	774	1,209
Wyoming.....	7	56	92	148	.....	.....	.....	.....	9	57	85	142
Colorado.....	20	211	307	518	10	51	101	152	40	1,180	1,618	2,798
New Mexico.....	6	23	40	63	3	16	10	26	7	45	49	94
Arizona.....	2	7	21	28	.....	.....	.....	.....	2	38	48	86
Utah.....	5	72	96	168	4	27	43	70	6	223	305	528
Nevada.....	8	72	114	186	2	6	13	19	9	79	147	226
Idaho.....	6	75	85	160	.....	.....	.....	.....	7	79	101	180
Washington.....	26	233	382	615	8	21	52	73	65	825	1,419	2,244
Oregon.....	17	251	327	578	1	2	6	8	32	392	605	997
California.....	10	203	283	486	1	2	5	7	101	3,709	6,157	9,866

TABLE 8.—Public high schools—Number of secondary students pursuing certain studies in 1901-2.

State or Territory.	English literature.				History.				Civics.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	5,311	103,893	155,254	259,147	5,503	86,825	123,578	210,403	5,048	46,843	64,078	110,921
N. Atlantic Division . . .	1,270	39,152	54,524	93,656	1,288	23,867	42,841	72,708	1,229	13,022	17,297	30,319
S. Atlantic Division . . .	313	5,231	8,927	14,158	366	5,070	8,769	13,839	249	2,658	3,027	5,685
S. Central Division	506	5,791	9,520	15,611	563	6,723	11,211	17,934	525	5,241	7,104	12,345
N. Central Division	2,915	44,574	67,598	112,172	2,965	38,378	56,180	94,558	2,896	24,583	33,518	57,901
Western Division	307	9,165	14,385	23,550	321	6,787	10,577	17,364	239	2,139	3,132	5,271
N. Atlantic Division:												
Maine	124	1,561	2,242	3,803	116	1,465	1,893	3,354	108	604	865	1,469
New Hampshire	52	737	1,157	1,894	52	639	937	1,576	37	191	216	407
Vermont	51	457	691	1,148	52	563	730	1,293	47	343	448	791
Massachusetts	236	12,317	16,574	28,891	230	8,142	10,811	18,953	184	1,953	2,423	4,376
Rhode Island	21	1,265	1,894	3,159	22	657	913	1,570	16	209	370	579
Connecticut	72	2,834	3,535	6,369	71	1,642	2,191	3,833	56	415	541	955
New York	279	11,651	15,745	27,396	349	9,750	13,527	23,277	358	4,625	5,662	10,287
New Jersey	86	2,470	4,107	6,577	87	2,138	3,376	5,514	71	950	1,141	2,091
Pennsylvania	349	5,840	8,579	14,419	309	4,871	8,457	13,328	352	3,732	5,631	9,363
S. Atlantic Division:												
Delaware	10	88	207	295	12	162	287	449	12	80	155	235
Maryland	43	1,466	2,009	3,475	44	1,085	1,519	2,604	39	429	724	1,153
Dist. Columbia	7	1,231	2,025	3,256	7	440	860	1,300	1	22	61	83
Virginia	44	576	1,014	1,590	54	885	1,578	2,463	38	552	403	755
West Virginia	25	209	432	641	27	259	467	726	27	181	309	490
North Carolina	22	426	567	993	26	360	452	812	20	196	256	452
South Carolina	58	407	1,003	1,415	76	683	1,189	1,872	49	323	494	817
Georgia	72	614	1,350	1,964	88	908	1,913	2,821	34	297	340	637
Florida	27	214	315	529	32	288	504	792	29	178	285	463
S. Central Division:												
Kentucky	64	1,052	1,313	2,365	65	851	1,629	2,480	67	606	703	1,312
Tennessee	64	572	1,110	1,682	67	726	1,198	1,924	67	481	645	1,126
Alabama	47	423	996	1,419	47	546	960	1,506	35	327	397	724
Mississippi	66	705	1,080	1,785	68	647	1,049	1,696	67	659	1,043	1,702
Louisiana	40	554	892	1,446	34	566	1,014	1,520	27	207	418	625
Texas	162	1,703	3,172	4,875	221	2,790	4,379	7,169	197	2,187	2,969	5,147
Arkansas	45	631	970	1,601	45	459	737	1,196	45	513	618	1,131
Oklahoma	14	127	177	304	12	149	198	347	15	190	255	445
Indian Territory	4	24	110	134	4	49	47	96	5	71	62	133
N. Central Division:												
Ohio	599	9,124	12,344	21,468	611	6,441	8,920	15,361	640	4,810	6,257	11,067
Indiana	357	6,685	8,978	15,663	347	5,238	7,195	12,433	246	1,889	2,483	4,372
Illinois	331	9,209	15,332	24,541	340	5,448	8,695	14,143	279	2,670	3,801	6,471
Michigan	268	3,199	4,814	8,013	285	4,426	6,181	10,607	269	2,281	3,229	5,510
Wisconsin	198	2,807	4,287	7,094	211	2,157	3,187	5,344	209	1,729	2,566	4,295
Minnesota	106	1,536	2,520	4,056	111	2,532	3,717	6,249	83	725	904	1,629
Iowa	309	4,253	6,891	11,144	323	3,979	5,884	9,863	302	3,259	4,311	7,570
Missouri	232	2,493	4,213	6,706	243	3,260	5,652	8,922	212	2,036	2,907	4,943
North Dakota	29	254	389	643	25	167	287	454	26	147	179	326
South Dakota	61	402	581	983	52	445	661	1,106	61	429	623	1,052
Nebraska	229	2,528	3,810	6,338	228	2,347	3,461	5,808	281	2,182	3,015	5,197
Kansas	196	2,084	3,439	5,523	189	1,938	2,930	4,868	198	2,226	3,243	5,469
Western Division:												
Montana	18	300	528	828	20	422	670	1,092	17	109	175	284
Wyoming	9	54	108	162	8	47	104	151	10	43	90	133
Colorado	45	1,413	2,244	3,657	43	1,306	1,810	3,116	28	331	476	807
New Mexico	5	45	60	105	7	73	65	138	6	37	33	70
Arizona	2	64	73	137	2	21	25	46	1	3	12	15
Utah	4	185	256	441	5	105	227	332	6	50	80	130
Nevada	9	115	194	309	10	107	180	287	10	79	126	205
Idaho	6	94	106	200	7	70	103	173	6	103	113	216
Washington	66	1,056	1,762	2,818	64	640	1,059	1,699	30	230	330	560
Oregon	29	508	875	1,383	39	617	1,001	1,618	18	192	359	551
California	114	5,331	8,179	13,510	116	3,379	5,333	8,712	107	962	1,338	2,300

TABLE 9.—*Public high schools—Proportion of male and female students, per cent of students pursuing certain courses, per cent of graduates, etc., in 1901-2.*

State or Territory.	Total secondary students.	Per cent of total number.					Per cent of graduates prepared for college.
		Male.	Female.	College classical preparatory students.	College scientific preparatory students.	Graduates in 1902.	
United States.....	550,611	41.21	58.79	5.59	5.07	12.03	31.72
North Atlantic Division.....	181,031	41.92	58.08	7.29	5.05	12.07	28.07
South Atlantic Division.....	27,961	39.43	60.57	6.38	2.62	11.23	32.62
South Central Division.....	40,454	40.66	59.34	5.61	3.68	9.52	33.04
North Central Division.....	266,450	41.18	58.82	4.33	5.11	12.63	32.30
Western Division.....	34,715	39.80	60.20	5.39	8.41	10.88	45.57
North Atlantic Division:							
Maine.....	8,868	42.58	57.42	9.19	3.82	13.67	25.66
New Hampshire.....	3,795	42.74	57.26	8.25	8.14	14.57	37.07
Vermont.....	3,697	42.22	57.78	6.09	8.93	14.25	35.29
Massachusetts.....	39,251	43.80	56.20	11.92	5.61	14.47	29.64
Rhode Island.....	3,684	41.37	58.63	17.21	3.85	10.45	42.34
Connecticut.....	8,679	43.65	56.35	8.24	6.34	13.79	27.15
New York.....	66,735	42.64	57.36	5.45	5.26	8.71	31.92
New Jersey.....	12,075	40.39	59.61	4.55	5.88	11.83	22.53
Pennsylvania.....	34,217	38.22	61.78	4.76	3.05	14.75	21.41
South Atlantic Division:							
Delaware.....	1,087	39.23	60.72	2.76	2.48	13.62	8.11
Maryland.....	4,508	43.23	56.77	2.66	1.69	10.89	19.14
District of Columbia.....	3,339	37.86	62.14	5.99	6.35	14.85	12.10
Virginia.....	4,122	37.87	62.13	4.22	1.48	10.53	29.03
West Virginia.....	1,727	36.81	63.69	2.84	2.78	13.95	26.97
North Carolina.....	1,339	43.91	56.09	11.73	3.06	11.05	58.78
South Carolina.....	3,980	40.05	59.95	9.60	1.51	11.06	56.36
Georgia.....	5,958	38.45	61.55	10.32	2.43	10.41	45.00
Florida.....	1,901	38.03	61.97	3.00	3.26	6.37	43.80
South Central Division:							
Kentucky.....	5,390	41.78	58.22	6.10	6.94	11.86	28.23
Tennessee.....	5,233	38.14	61.86	2.52	1.55	10.95	30.02
Alabama.....	3,780	39.55	60.45	3.44	2.09	7.59	27.87
Mississippi.....	3,691	40.83	59.12	8.64	7.02	7.23	50.55
Louisiana.....	3,008	41.52	58.48	3.59	2.46	10.11	23.68
Texas.....	15,080	40.86	59.14	5.84	3.10	9.20	31.63
Arkansas.....	2,933	42.55	57.45	9.41	2.49	10.36	50.66
Oklahoma.....	1,003	38.88	61.12	8.77	7.38	6.98	55.71
Indian Territory.....	336	44.64	55.36	2.03	1.79	5.36	0.00
North Central Division:							
Ohio.....	46,966	43.77	56.23	6.66	5.06	13.36	28.25
Indiana.....	27,281	41.99	58.01	5.25	4.34	12.52	32.64
Illinois.....	41,677	38.87	61.13	3.46	4.58	12.35	27.49
Michigan.....	29,158	42.12	57.88	2.59	8.11	11.22	32.53
Wisconsin.....	19,723	41.59	58.41	3.58	3.53	13.09	31.50
Minnesota.....	14,822	40.38	59.62	2.06	11.25	11.77	54.38
Iowa.....	29,018	41.46	58.54	4.06	3.77	13.55	31.99
Missouri.....	21,186	38.94	61.06	3.54	3.72	10.78	25.18
North Dakota.....	1,503	42.71	57.29	2.93	6.05	11.98	41.67
South Dakota.....	3,090	40.55	59.45	4.21	3.33	12.62	38.97
Nebraska.....	16,143	40.94	59.06	3.92	2.97	14.56	28.47
Kansas.....	15,853	39.48	60.52	7.45	5.43	13.05	48.72
Western Division:							
Montana.....	2,047	35.91	64.09	12.15	1.66	8.21	35.71
Wyoming.....	434	36.64	63.36	2.76	2.76	10.60	32.61
Colorado.....	6,135	39.97	60.03	4.60	8.79	10.55	42.97
New Mexico.....	369	52.80	47.70	13.82	5.42	7.05	42.31
Arizona.....	188	45.74	54.26	0.00	7.45	7.45	71.43
Utah.....	1,294	39.88	60.12	4.95	5.10	9.81	8.66
Nevada.....	487	40.66	59.34	9.03	3.90	14.37	42.86
Idaho.....	484	47.11	52.89	6.82	2.89	12.81	66.13
Washington.....	4,816	38.62	61.38	8.20	6.31	10.82	35.12
Oregon.....	2,700	40.11	59.89	3.70	3.48	14.04	19.26
California.....	15,761	40.01	59.99	4.06	11.45	10.89	58.77

TABLE 10.—*Public high schools—Percentages of secondary students pursuing certain studies in 1901-2.*

State or Territory.	Per cent of total secondary students.								
	Latin.	Greek.	French.	German.	Algebra.	Geometry.	Trigonometry.	Astronomy.	Physics.
United States.....	50.07	2.50	8.61	16.25	56.15	27.92	1.90	2.05	17.48
North Atlantic Division	47.03	5.22	18.92	19.72	49.73	26.45	1.93	2.82	16.52
South Atlantic Division	62.89	1.88	7.25	9.60	68.53	28.15	4.25	2.16	19.97
South Central Division	54.97	1.86	5.12	5.97	71.10	29.78	4.33	2.02	22.23
North Central Division	49.74	0.87	2.64	16.34	56.46	27.99	1.10	1.67	17.33
Western Division	52.37	2.07	5.83	14.83	59.82	32.73	3.11	0.84	15.86
North Atlantic Division:									
Maine	43.94	8.25	24.50	2.15	51.40	26.09	0.24	7.23	16.38
New Hampshire	54.20	7.25	35.78	4.95	49.30	30.14	1.34	5.45	19.37
Vermont	45.28	5.92	19.99	7.76	45.31	23.69	0.00	5.25	15.20
Massachusetts	43.73	7.56	40.80	12.86	44.17	27.03	1.11	3.54	18.60
Rhode Island	44.06	10.26	26.17	16.96	50.14	29.07	0.08	2.42	22.07
Connecticut	47.21	6.60	16.82	23.01	48.23	25.92	1.47	2.89	15.64
New York	44.59	4.45	13.81	24.13	42.96	24.50	2.39	1.80	13.19
New Jersey	46.72	2.59	7.55	36.17	62.05	26.46	1.84	3.49	18.27
Pennsylvania	56.14	3.02	4.14	20.13	65.39	29.43	3.01	2.08	19.50
South Atlantic Division:									
Delaware	86.11	2.30	2.30	3.86	79.94	30.82	1.20	0.00	29.62
Maryland	64.66	1.13	9.72	26.82	71.23	51.46	7.54	2.82	18.83
District of Columbia	38.60	2.96	12.43	19.80	28.06	22.52	3.95	0.00	20.90
Virginia	66.91	0.24	8.66	12.25	71.25	24.92	3.98	0.05	27.92
West Virginia	43.89	0.29	0.00	6.95	72.38	26.52	0.29	1.39	16.10
North Carolina	79.39	1.12	1.79	1.27	78.57	27.78	1.12	0.22	26.44
South Carolina	69.32	1.86	7.34	2.24	77.64	17.11	1.26	1.91	15.23
Georgia	69.64	4.06	7.37	0.37	77.39	26.18	6.38	4.60	16.94
Florida	50.34	0.21	1.95	1.05	63.44	19.20	4.73	5.16	16.73
South Central Division:									
Kentucky	67.48	2.67	13.97	21.24	67.09	30.74	8.91	3.90	22.49
Tennessee	47.22	2.71	0.82	4.11	77.15	26.24	1.20	0.88	14.62
Alabama	53.10	2.17	5.32	2.20	73.78	31.35	4.74	4.15	21.53
Mississippi	57.52	2.71	0.03	0.27	75.32	18.69	1.27	2.19	33.19
Louisiana	38.60	1.66	30.98	0.00	59.18	30.59	1.33	1.80	20.78
Texas	54.48	1.27	0.84	5.47	70.92	35.09	5.75	1.49	23.87
Arkansas	56.87	0.78	0.51	2.80	77.33	23.66	2.25	1.06	17.49
Oklahoma	75.77	2.19	0.00	5.48	60.82	19.04	0.00	1.30	18.15
Indian Territory	57.74	0.00	0.00	0.00	55.95	13.69	2.38	0.00	16.67
North Central Division:									
Ohio	52.30	1.31	3.00	14.23	57.59	27.92	1.71	2.93	17.86
Indiana	64.69	0.24	0.69	15.84	60.07	29.71	0.73	0.51	18.13
Illinois	48.51	0.98	5.60	17.98	51.80	27.87	0.96	2.12	15.93
Michigan	35.37	0.87	4.21	20.42	53.75	22.57	0.79	0.79	15.81
Wisconsin	23.00	0.64	0.23	23.32	44.46	24.16	0.59	0.00	15.09
Minnesota	60.11	0.69	6.54	23.88	50.28	36.25	0.47	1.12	16.70
Iowa	48.57	0.24	0.47	12.74	55.39	25.57	0.93	2.92	18.55
Missouri	52.60	2.13	2.66	14.58	67.48	28.55	2.48	0.96	15.39
North Dakota	67.40	0.00	0.67	13.77	59.17	23.55	0.13	0.60	14.17
South Dakota	42.17	0.03	0.19	8.43	57.61	27.35	0.97	3.56	17.35
Nebraska	60.16	0.53	0.59	10.75	68.37	34.52	1.35	0.97	20.86
Kansas	57.19	0.92	0.30	12.27	61.68	30.09	0.48	2.03	21.20
Western Division:									
Montana	57.30	0.49	6.30	19.30	60.04	34.83	1.76	0.88	15.53
Wyoming	50.00	0.00	0.23	6.22	65.67	24.88	1.15	2.53	20.51
Colorado	56.98	3.50	5.88	25.67	54.82	36.22	2.75	2.43	16.22
New Mexico	37.13	0.00	3.25	5.42	67.48	24.66	4.34	0.00	20.87
Arizona	55.32	1.06	0.53	10.11	64.36	32.98	6.38	0.00	9.04
Utah	28.93	1.93	11.28	33.00	38.72	19.24	4.64	0.00	11.28
Nevada	61.60	0.00	0.00	3.08	73.31	42.30	3.29	1.03	32.44
Idaho	51.24	0.00	0.00	2.48	58.83	20.04	4.13	3.93	18.18
Washington	52.30	0.58	4.71	13.31	58.43	32.02	1.79	0.52	14.72
Oregon	30.96	0.00	0.19	10.04	71.44	23.74	1.56	1.19	15.93
California	55.67	2.78	7.24	11.08	61.13	34.46	3.91	0.22	15.72

TABLE 11.—*Public high schools—Percentages of secondary students pursuing certain studies in 1901-2.*

State or Territory.	Per cent of total secondary students.								
	Chem- istry.	Physi- cal geog- raphy.	Geol- ogy.	Physi- ology.	Psy- chol- ogy.	Rhet- oric.	Eng- lish litera- ture.	His- tory.	Civics.
United States.....	7.37	22.57	3.11	24.90	1.84	42.87	47.07	39.30	20.15
North Atlantic Division.....	8.04	16.48	4.50	24.67	1.40	41.79	51.73	40.16	16.75
South Atlantic Division.....	7.27	30.89	2.20	30.30	2.10	39.06	50.63	49.49	18.19
South Central Division.....	5.45	32.83	4.74	43.42	4.58	44.40	38.59	44.33	30.52
North Central Division.....	6.78	24.37	2.14	23.64	1.80	42.46	42.10	35.49	21.73
Western Division.....	10.79	21.84	2.13	9.87	1.62	52.62	67.84	50.02	15.13
North Atlantic Division:									
Maine.....	9.21	15.51	9.47	14.49	2.09	35.24	42.88	37.93	16.57
New Hampshire.....	10.38	13.31	5.19	12.67	0.66	44.77	49.91	41.53	10.72
Vermont.....	6.82	24.24	7.14	11.58	4.11	35.41	31.05	34.97	21.40
Massachusetts.....	11.55	7.20	3.11	14.01	0.35	49.83	73.61	48.22	11.15
Rhode Island.....	10.34	5.65	1.28	3.99	0.73	54.75	85.75	42.62	15.72
Connecticut.....	8.95	18.33	3.87	7.11	0.62	52.02	73.38	44.16	11.02
New York.....	6.19	15.95	3.78	32.89	1.97	37.10	41.05	34.88	15.41
New Jersey.....	11.11	19.36	4.18	21.75	0.53	44.37	54.47	45.66	17.32
Pennsylvania.....	5.62	27.63	6.46	34.07	1.66	38.83	42.10	38.92	27.34
South Atlantic Division:									
Delaware.....	10.49	37.23	0.00	66.97	1.75	39.23	27.14	41.21	21.62
Maryland.....	3.33	31.46	0.75	27.63	1.24	36.27	77.09	57.76	25.58
District of Columbia.....	14.82	15.30	0.00	6.47	0.00	46.51	97.51	38.93	2.49
Virginia.....	10.04	30.86	0.68	24.55	0.73	39.30	38.57	59.75	18.32
West Virginia.....	4.92	31.56	1.39	25.19	2.90	29.73	37.12	42.04	28.37
North Carolina.....	5.53	44.96	1.19	48.39	2.32	35.32	74.16	60.64	33.76
South Carolina.....	1.98	34.47	2.54	36.88	1.63	30.20	35.55	47.04	20.53
Georgia.....	7.42	31.34	4.83	32.78	2.69	46.76	32.93	47.35	10.69
Florida.....	8.00	33.88	6.47	40.14	9.15	38.72	27.83	41.66	24.36
South Central Division:									
Kentucky.....	9.98	19.67	3.34	34.17	8.61	50.61	43.88	46.01	24.34
Tennessee.....	2.47	25.07	10.66	40.15	0.92	37.97	32.14	36.77	21.52
Alabama.....	5.29	22.88	5.24	47.06	4.18	46.43	27.54	39.84	19.15
Mississippi.....	2.49	41.45	7.83	62.61	2.49	46.03	48.36	45.95	46.11
Louisiana.....	11.34	31.02	2.23	37.27	0.66	49.10	48.07	50.53	20.78
Texas.....	5.21	41.24	3.53	43.07	6.26	45.11	32.33	47.54	34.13
Arkansas.....	1.94	31.33	2.52	52.10	1.70	34.95	54.59	40.78	38.56
Oklahoma.....	3.59	35.69	0.40	18.44	4.99	39.63	30.31	34.60	44.37
Indian Territory.....	8.04	25.00	4.76	60.71	7.74	26.79	39.88	28.57	39.53
North Central Division:									
Ohio.....	5.63	25.72	2.53	31.65	1.80	36.20	45.71	32.71	23.56
Indiana.....	7.43	23.49	1.47	10.91	1.90	60.40	57.41	45.57	16.03
Illinois.....	6.71	26.36	1.99	27.46	0.48	49.80	58.88	33.93	15.53
Michigan.....	10.13	18.12	2.35	19.10	0.95	34.66	27.48	36.38	18.90
Wisconsin.....	2.68	32.68	0.24	23.12	6.80	26.65	35.97	27.10	21.78
Minnesota.....	10.78	5.86	1.79	9.99	0.25	50.88	27.36	42.16	10.99
Iowa.....	4.13	23.66	2.91	22.64	0.59	36.34	38.40	33.99	26.09
Missouri.....	7.96	22.62	2.13	27.96	2.65	45.03	31.65	39.28	23.33
North Dakota.....	3.13	13.57	1.73	18.43	1.60	37.26	42.78	30.21	21.69
South Dakota.....	7.99	37.96	4.21	31.04	1.97	34.27	31.81	35.79	34.05
Nebraska.....	7.50	32.31	2.19	26.87	0.20	48.63	39.26	35.98	32.19
Kansas.....	6.94	28.99	3.12	27.10	4.78	40.51	34.77	30.65	34.43
Western Division:									
Montana.....	5.18	21.69	2.83	23.20	0.00	59.06	40.45	53.85	13.87
Wyoming.....	12.44	32.49	3.00	34.10	0.00	32.72	37.33	34.79	30.65
Colorado.....	12.83	26.85	7.48	8.44	2.48	45.61	59.61	50.79	13.15
New Mexico.....	9.49	31.71	4.61	17.07	7.05	25.47	28.46	37.40	18.97
Arizona.....	9.57	27.13	0.00	14.89	0.00	45.74	72.87	24.47	7.93
Utah.....	5.80	13.76	0.54	12.98	5.41	40.80	34.08	25.66	10.05
Nevada.....	31.42	37.78	6.57	38.19	3.90	46.41	63.45	58.93	42.09
Idaho.....	3.93	32.02	5.37	33.06	0.00	37.19	41.32	35.74	44.63
Washington.....	4.78	31.06	1.54	12.77	1.52	46.59	58.51	35.28	11.63
Oregon.....	10.44	42.33	1.37	21.41	0.30	36.93	51.22	59.93	20.41
California.....	12.60	12.85	0.11	3.08	0.04	62.60	85.72	55.28	14.59

TABLE 12.—Statistics of public high schools in cities of 8,000 population and over, 1901-2.

State or Territory.	Schools.	Secondary instructors.			Secondary students.		
		Male.	Female.	Total.	Male.	Female.	Total.
United States.....	726	3,579	5,351	8,930	103,185	152,523	255,708
North Atlantic Division.....	284	1,548	2,431	3,979	47,259	64,759	112,018
South Atlantic Division.....	84	217	315	532	4,706	8,388	13,094
South Central Division.....	84	217	250	467	4,530	8,462	13,192
North Central Division.....	258	1,353	2,015	3,368	29,964	60,050	100,014
Western Division.....	41	244	340	584	6,726	10,064	17,590
North Atlantic Division:							
Maine.....	8	26	46	72	820	1,156	1,976
New Hampshire.....	9	23	48	71	737	1,065	1,802
Vermont.....	3	11	18	29	294	413	712
Massachusetts.....	81	470	695	1,165	12,979	16,056	29,035
Rhode Island.....	12	66	82	148	1,320	1,836	3,156
Connecticut.....	19	85	169	254	2,770	3,354	6,124
New York.....	65	463	798	1,261	18,002	23,507	41,509
New Jersey.....	28	133	231	364	3,584	5,285	8,869
Pennsylvania.....	59	271	344	615	6,733	12,082	18,835
South Atlantic Division:							
Delaware.....	1	6	16	22	279	402	681
Maryland.....	11	55	50	105	1,115	1,373	2,488
District of Columbia.....	7	76	96	172	1,264	2,075	3,339
Virginia.....	14	29	57	86	888	1,769	2,657
West Virginia.....	6	9	16	25	243	462	705
North Carolina.....	4	6	9	15	165	220	385
South Carolina.....	5	15	19	34	280	587	867
Georgia.....	7	14	41	55	340	1,187	1,527
Florida.....	4	7	11	18	132	213	345
South Central Division:							
Kentucky.....	18	57	59	116	1,168	1,787	2,955
Tennessee.....	14	28	42	70	693	1,618	2,311
Alabama.....	7	12	19	31	272	584	856
Mississippi.....	3	4	8	12	123	324	447
Louisiana.....	5	19	34	53	350	767	1,117
Texas.....	26	73	65	138	1,493	2,778	4,271
Arkansas.....	7	17	16	33	334	574	908
Oklahoma.....	4	7	7	14	97	230	327
Indian Territory.....							
North Central Division:							
Ohio.....	52	270	338	608	8,069	10,646	18,715
Indiana.....	34	170	174	344	4,204	6,288	10,492
Illinois.....	48	319	417	736	8,026	13,699	21,725
Michigan.....	32	144	278	422	5,125	7,118	12,243
Wisconsin.....	24	99	159	258	2,844	3,885	6,729
Minnesota.....	14	77	172	249	2,928	4,261	7,189
Iowa.....	23	88	183	271	2,884	4,385	7,269
Missouri.....	15	119	149	268	2,994	5,260	8,254
North Dakota.....	1	5	6	11	116	140	256
South Dakota.....	1	2	5	7	97	169	266
Nebraska.....	3	22	68	90	1,220	1,739	2,959
Kansas.....	11	38	66	104	1,457	2,460	3,917
Western Division:							
Montana.....	4	13	27	40	350	715	1,065
Wyoming.....	1	1	4	5	38	58	96
Colorado.....	9	60	75	135	1,325	1,981	3,256
New Mexico.....							
Arizona.....							
Utah.....	2	19	21	40	450	670	1,120
Nevada.....							
Idaho.....							
Washington.....	5	32	48	80	910	1,576	2,516
Oregon.....	2	11	15	26	375	657	1,032
California.....	18	108	150	258	3,248	5,057	8,305

TABLE 13.—Statistics of public high schools outside of cities of 8,000 population and over, 1901-2.

State or Territory.	Schools.	Secondary instructors.			Secondary students.		
		Male.	Female.	Total.	Male.	Female.	Total.
United States.....	5,566	7,379	6,106	13,485	123,729	171,174	294,903
North Atlantic Division.....	1,192	1,412	1,902	3,314	23,629	40,384	69,013
South Atlantic Division.....	377	474	253	727	6,318	8,549	14,867
South Central Division.....	618	820	505	1,325	11,920	15,842	27,262
North Central Division.....	3,075	4,182	3,069	7,251	69,772	96,664	166,436
Western Division.....	304	491	377	868	7,090	10,235	17,325
North Atlantic Division:							
Maine.....	137	145	137	282	2,956	3,936	6,892
New Hampshire.....	49	51	73	124	885	1,108	1,993
Vermont.....	55	59	71	130	1,267	1,718	2,985
Massachusetts.....	163	183	342	525	4,214	6,002	10,216
Rhode Island.....	10	12	11	23	204	324	528
Connecticut.....	56	58	81	139	1,013	1,537	2,555
New York.....	323	351	799	1,150	10,457	14,769	25,226
New Jersey.....	65	79	133	212	1,293	1,913	3,206
Pennsylvania.....	329	444	255	699	6,335	9,077	15,412
South Atlantic Division:							
Delaware.....	11	13	9	22	148	258	406
Maryland.....	38	56	36	92	834	1,186	2,020
District of Columbia.....							
Virginia.....	50	50	36	86	673	792	1,465
West Virginia.....	22	39	16	55	384	638	1,022
North Carolina.....	26	30	17	47	423	531	954
South Carolina.....	87	105	49	154	1,514	1,799	3,113
Georgia.....	107	133	61	194	1,951	2,480	4,431
Florida.....	36	48	29	77	591	865	1,456
South Central Division:							
Kentucky.....	62	70	50	120	1,084	1,351	2,435
Tennessee.....	86	97	49	146	1,306	1,619	2,925
Alabama.....	66	88	73	161	1,223	1,701	2,924
Mississippi.....	86	92	87	179	1,886	1,858	3,744
Louisiana.....	36	58	45	103	899	992	1,891
Texas.....	210	318	143	466	4,663	6,141	10,809
Arkansas.....	53	69	28	97	618	1,111	2,025
Oklahoma.....	12	20	17	37	293	333	676
Indian Territory.....	7	8	8	16	150	186	336
North Central Division:							
Ohio.....	668	882	356	1,238	12,483	15,763	28,251
Indiana.....	348	594	229	823	7,252	9,537	16,789
Illinois.....	307	462	383	845	8,173	11,779	19,952
Michigan.....	265	536	409	745	7,157	9,758	16,915
Wisconsin.....	191	262	293	555	5,338	7,636	12,994
Minnesota.....	114	145	232	377	3,057	4,576	7,633
Iowa.....	323	407	482	889	9,146	12,603	21,749
Missouri.....	248	342	199	541	5,256	7,076	12,932
North Dakota.....	32	36	55	71	526	721	1,247
South Dakota.....	70	84	52	136	1,156	1,668	2,824
Nebraska.....	300	346	212	558	5,389	7,795	13,184
Kansas.....	209	286	187	473	4,814	7,152	11,966
Western Division:							
Montana.....	18	24	25	49	385	597	982
Wyoming.....	9	14	4	13	121	217	338
Colorado.....	38	61	53	134	1,127	1,752	2,879
New Mexico.....	8	24	8	32	193	176	369
Arizona.....	2	5	5	10	86	102	188
Utah.....	4	6	5	11	66	108	174
Nevada.....	10	13	10	23	193	289	487
Idaho.....	7	14	7	21	223	256	484
Washington.....	71	85	48	133	920	1,360	2,300
Oregon.....	37	41	31	72	708	960	1,668
California.....	100	184	181	365	3,038	4,398	7,436

TABLE 14.—*Date of establishment of high schools, average number of teachers to a public high school, students to a teacher, and students to a school in cities and outside of cities of 8,000 population, 1901-2.*

State or Territory.	Number of schools reporting date of establishment.	Number established prior to 1891.	Average teachers to a high school.		Average students to a teacher.		Average students to a high school.	
			In cities of 8,000 population and over.	In schools not in cities of 8,000 and over.	In cities of 8,000 population and over.	In schools not in cities of 8,000 and over.	In cities of 8,000 population and over.	In schools not in cities of 8,000 and over.
United States	3,161	1,845	12.3	2.4	28.6	21.9	352.2	53.0
North Atlantic Division:	748	438	14.0	2.8	28.2	20.8	394.4	57.9
South Atlantic Division:	194	104	9.0	1.9	24.6	20.4	221.9	39.4
South Central Division:	333	172	5.6	2.1	28.2	20.6	157.0	44.1
North Central Division:	1,658	1,076	13.1	2.4	29.7	23.0	387.7	54.1
Western Division:	228	55	14.2	2.9	29.8	20.0	424.1	57.0
North Atlantic Division:								
Maine.....	17	10	9.0	2.1	27.4	24.4	247.0	50.3
New Hampshire.....	23	20	7.9	2.5	25.4	16.1	200.2	40.7
Vermont.....	25	18	9.7	2.4	24.6	28.0	237.3	54.3
Massachusetts.....	128	109	14.4	3.2	24.9	19.5	358.5	62.7
Rhode Island.....	14	7	12.3	2.3	21.3	23.0	263.0	52.8
Connecticut.....	36	25	13.4	2.5	24.1	18.4	322.3	45.6
New York.....	251	107	19.4	3.6	32.9	21.4	638.6	76.9
New Jersey.....	50	30	13.0	3.3	24.4	15.1	316.8	49.3
Pennsylvania.....	204	112	10.4	2.1	30.6	22.0	319.2	46.8
South Atlantic Division:								
Delaware.....	6	3	22.0	2.0	31.0	18.5	681.0	36.9
Maryland.....	24	16	9.5	2.4	23.7	22.0	226.2	53.2
District of Columbia.....	6	4	24.6	0.0	19.4	0.0	477.0	0.0
Virginia.....	26	15	6.1	1.7	30.9	17.0	189.8	29.3
West Virginia.....	15	9	4.2	2.5	28.2	18.6	117.5	46.5
North Carolina.....	18	6	3.8	1.8	25.7	20.3	96.3	36.7
South Carolina.....	36	18	6.8	1.8	25.5	20.2	173.4	35.8
Georgia.....	48	25	7.9	1.8	27.8	22.8	218.1	41.4
Florida.....	15	8	4.5	2.1	24.7	18.9	111.3	40.4
South Central Division:								
Kentucky.....	44	29	6.4	1.9	25.5	20.3	164.2	39.3
Tennessee.....	42	25	5.0	1.7	33.0	20.0	165.1	34.0
Alabama.....	33	17	4.4	2.4	27.6	18.2	122.3	44.3
Mississippi.....	43	26	4.0	2.1	37.3	18.1	149.0	37.7
Louisiana.....	25	6	10.6	2.9	21.1	18.4	223.4	52.5
Texas.....	111	52	5.3	2.2	30.9	23.2	164.3	51.5
Arkansas.....	21	14	4.7	1.8	27.5	20.9	129.7	38.2
Oklahoma.....	10	1	3.5	3.1	23.4	18.3	81.8	56.3
Indian Territory.....	4	2	0.0	2.3	0.0	21.0	0.0	48.0
North Central Division:								
Ohio.....	368	222	11.7	1.9	30.8	22.8	359.9	42.3
Indiana.....	206	113	10.1	2.4	30.5	20.4	308.6	48.2
Illinois.....	180	135	15.3	2.8	29.5	23.6	452.6	65.0
Michigan.....	115	104	13.2	2.8	29.0	22.7	382.6	63.8
Wisconsin.....	123	85	10.8	2.9	26.1	23.4	280.4	68.0
Minnesota.....	77	41	17.8	3.3	28.9	20.2	513.5	67.0
Iowa.....	135	108	11.8	2.8	26.8	24.5	316.0	67.3
Missouri.....	146	72	17.9	2.2	30.8	25.9	550.3	52.1
North Dakota.....	19	9	11.0	2.2	23.3	17.6	256.0	39.0
South Dakota.....	35	14	7.0	1.9	38.0	20.8	266.0	40.3
Nebraska.....	134	87	30.0	1.9	32.9	23.6	986.3	43.9
Kansas.....	125	86	9.5	2.3	37.7	25.3	356.1	57.3
Western Division:								
Montana.....	14	2	10.0	2.7	26.6	20.0	266.3	54.6
Wyoming.....	3	2	5.0	2.0	19.2	18.8	96.0	37.6
Colorado.....	27	14	15.0	3.5	24.1	21.5	361.8	75.8
New Mexico.....	6	2	0.0	4.0	0.0	11.5	0.0	46.1
Arizona.....	2	.....	0.0	5.0	0.0	18.8	0.0	94.0
Utah.....	5	1	20.0	2.8	28.0	15.8	560.0	43.5
Nevada.....	.....	.....	0.0	2.3	0.0	21.2	0.0	48.7
Idaho.....	4	2	0.0	3.0	0.0	23.0	0.0	69.1
Washington.....	47	10	16.0	1.9	31.5	17.3	503.2	32.4
Oregon.....	23	6	13.0	1.9	39.7	23.2	516.0	45.1
California.....	97	16	14.3	3.7	32.2	22.3	461.4	74.6

Oklahoma.....	14	4,402	13	189,000	2	2,050	2	379	2	2,429	1	374,679
Indian Territory.....	5	2,033	6	306,500	3	17,115	2	734	2	58,838	1	.....
North Central Division:												
Ohio.....	657	303,564	639	9,818,926	166	334,673	139	28,483	25	35,794	60	58,523
Indiana.....	373	238,498	345	5,685,660	82	321,533	58	19,302	25	416	25	30,645
Illinois.....	354	209,786	304	8,059,375	64	363,459	62	17,454	12	8,178	25	80,063
Michigan.....	283	313,756	272	6,719,530	73	264,873	71	15,820	9	10,287	38	67,534
Wisconsin.....	215	178,622	198	4,820,638	90	200,255	77	24,047	4	4,705	38	68,683
Minnesota.....	128	143,826	123	4,567,128	28	176,528	6	1,261	.....	.....	7	22,409
Iowa.....	346	181,113	318	6,236,725	48	104,539	54	15,228	3	3,125	15	31,860
Missouri.....	255	133,189	247	4,010,520	55	90,021	51	6,189	4	4,636	22	129,294
North Dakota.....	33	19,366	30	506,000	6	9,355	3	280	2	1,155	5	12,394
South Dakota.....	68	23,609	62	637,300	10	13,261	10	1,066	1	2,500	3	5,805
Nebraska.....	285	95,437	266	3,542,540	78	121,056	72	11,802	19	19,126	35	86,035
Kansas.....	215	114,615	202	2,291,550	62	166,786	54	12,425	7	21,140	24	43,393
Western Division:												
Montana.....	22	16,479	19	560,000	4	46,900	3	601	1	2,250	.....	49,751
Wyoming.....	9	4,534	10	233,000	2	2,410	1	80	.....	.....	.....	2,490
Colorado.....	47	45,650	41	1,951,400	15	114,317	6	1,864	.....	2	.....	116,931
New Mexico.....	8	8,355	7	203,000	2	10,500	2	2,135	.....	.....	.....	12,635
Arizona.....	2	1,650	2	64,000	1	10,512	.....	.....	.....	.....	.....	10,512
Utah.....	6	3,630	5	210,000	3	13,900	1	82	.....	1	1,430	17,382
Nevada.....	10	3,013	8	94,250	2	3,400	.....	.....	.....	.....	.....	3,400
Idaho.....	7	5,250	7	213,786	1	2,000	.....	.....	.....	.....	.....	2,035
Washington.....	71	23,484	62	877,871	23	63,874	3	536	4	2,382	4	69,736
Oregon.....	36	12,765	31	610,800	9	14,300	8	1,405	.....	.....	.....	17,535
California.....	117	78,823	94	2,777,403	76	513,414	48	24,233	6	13,845	22	601,310

TABLE 17.—*Private high schools and academies—Number of secondary students in college preparatory course, number of graduates, and college preparatory students in graduating class in 1901-2.*

State or Territory.	Secondary students preparing for college.						Graduates in the class of 1902.			College preparatory students in graduating class of 1902.			Students in military tactics.
	Classical course.			Scientific courses.									
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
United States.....	9,016	5,346	14,362	8,421	2,781	11,202	5,608	5,817	11,425	3,470	1,671	5,141	9,186
North Atlantic Division.....	4,475	2,006	6,481	4,701	892	5,593	2,957	2,636	5,593	2,028	694	2,722	3,590
South Atlantic Division.....	1,671	1,116	2,787	986	347	1,333	731	697	1,428	383	240	623	1,399
South Central Division.....	1,504	1,103	2,607	1,007	760	1,767	643	670	1,313	334	235	569	1,520
North Central Division.....	1,126	898	2,024	1,175	594	1,769	1,027	1,450	2,477	587	402	989	2,062
Western Division.....	240	223	463	552	198	750	250	364	614	138	100	238	615
North Atlantic Division:													
Maine.....	256	219	475	114	25	139	150	178	328	66	60	126	0
New Hampshire.....	163	58	221	154	41	195	184	79	263	143	20	163	0
Vermont.....	83	35	118	83	37	120	63	86	149	44	21	65	194
Massachusetts.....	1,087	408	1,495	636	166	802	531	452	983	435	120	555	84
Rhode Island.....	18	24	42	36	23	59	23	35	58	20	3	23	35
Connecticut.....	482	144	626	295	45	340	177	183	360	98	46	144	331
New York.....	959	489	1,448	1,191	256	1,447	680	784	1,464	467	197	664	1,705
New Jersey.....	632	176	808	991	174	1,165	283	230	513	219	73	292	324
Pennsylvania.....	795	453	1,248	1,201	125	1,326	666	609	1,475	536	154	690	917
South Atlantic Division:													
Delaware.....	22	4	26	16	6	22	14	4	18	13	3	16	40
Maryland.....	200	95	295	188	23	214	122	128	250	60	49	109	152
District of Columbia.....	38	37	75	35	8	43	12	73	85	9	8	17	0
Virginia.....	277	153	430	175	77	252	108	112	220	54	30	84	274
West Virginia.....	29	25	54	42	12	54	41	56	97	18	15	33	40
North Carolina.....	551	432	983	398	178	576	290	123	413	141	53	194	447
South Carolina.....	152	134	286	47	9	56	44	68	112	38	37	75	306
Georgia.....	362	232	594	58	31	114	91	123	214	41	45	86	140
Florida.....	40	4	44	2	0	2	9	10	19	9	0	9	0
South Central Division:													
Kentucky.....	303	189	492	156	79	235	138	136	274	65	44	109	153
Tennessee.....	513	323	836	216	228	444	158	152	310	97	50	147	74
Alabama.....	112	105	217	123	107	230	39	71	110	38	17	55	191
Mississippi.....	106	86	192	57	33	90	72	63	135	29	19	48	142
Louisiana.....	33	44	77	51	31	82	46	69	115	18	48	66	110
Texas.....	222	210	432	311	194	505	132	141	273	68	44	112	575
Arkansas.....	170	87	257	82	75	157	45	30	75	16	9	25	236
Oklahoma.....	28	42	70	0	0	0	1	0	1	1	0	1	0
Indian Territory.....	17	17	34	11	13	24	12	8	20	2	4	6	39
North Central Division:													
Ohio.....	115	102	217	196	71	267	129	207	336	90	52	142	59
Indiana.....	72	46	118	111	6	117	105	143	248	72	35	107	397
Illinois.....	106	151	257	114	81	195	100	231	331	59	68	128	163
Michigan.....	101	116	217	227	123	350	69	115	184	39	26	65	177
Wisconsin.....	206	67	273	99	53	152	104	104	208	63	22	85	308
Minnesota.....	118	86	204	135	58	193	154	137	291	78	57	135	274
Iowa.....	100	106	206	78	56	134	130	214	344	58	67	125	140
Missouri.....	190	81	271	144	86	230	133	190	323	70	34	104	285
North Dakota.....	3	7	10	0	0	0	1	1	2	1	1	2	0
South Dakota.....	30	19	49	2	0	2	11	18	29	7	8	15	0
Nebraska.....	46	43	89	31	28	59	46	46	92	27	21	48	50
Kansas.....	39	74	113	33	32	70	45	44	89	22	10	33	109
Western Division:													
Montana.....	12	34	46	7	18	25	0	9	9	0	0	0	0
Wyoming.....	0	0	0	0	0	0	0	8	8	0	0	0	0
Colorado.....	0	5	5	0	0	0	5	26	31	1	1	2	42
New Mexico.....	4	0	4	0	0	0	3	0	3	0	0	0	10
Arizona.....	1	4	5	0	0	0	0	2	2	0	0	0	0
Utah.....	25	19	44	154	51	205	42	45	87	18	24	42	44
Nevada.....													
Idaho.....	8	11	19	0	0	0	7	25	32	3	8	11	15
Washington.....	24	12	36	18	13	31	29	37	66	13	7	20	30
Oregon.....	71	29	100	112	35	147	43	47	90	31	16	47	90
California.....	95	109	204	261	79	340	121	165	286	72	44	116	384

TABLE 18.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1901-2.*

State or Territory.	Latin.				Greek.				French.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	1,668	24,812	24,011	48,823	817	6,410	1,808	8,218	1,069	9,659	16,475	25,534
North Atlantic Division	605	11,352	9,217	20,569	361	3,671	718	4,389	524	6,368	8,861	15,229
South Atlantic Division	322	4,731	4,367	9,098	148	917	438	1,355	192	1,156	2,851	4,007
South Central Division	322	4,034	3,784	7,818	135	694	316	1,010	111	629	1,312	1,941
North Central Division	318	3,848	5,214	9,062	141	972	263	1,235	172	571	2,396	2,967
Western Division	101	847	1,429	2,276	32	156	73	229	70	335	1,055	1,390
North Atlantic Division:												
Maine	31	487	480	967	25	204	137	341	28	217	382	599
New Hampshire	23	764	331	1,095	14	328	31	362	24	666	190	856
Vermont	16	266	209	475	12	67	20	87	14	110	184	291
Massachusetts	97	1,874	1,643	3,517	61	707	156	873	95	1,354	1,815	3,169
Rhode Island	11	132	170	302	7	82	20	102	11	216	160	275
Connecticut	60	958	760	1,718	40	375	81	456	48	338	733	1,071
New York	175	2,267	2,449	4,716	91	637	109	737	162	1,567	3,132	4,699
New Jersey	64	1,416	940	2,356	38	512	63	565	59	821	780	1,601
Pennsylvania	128	3,188	2,235	5,423	73	769	97	866	83	1,079	1,485	2,564
South Atlantic Division:												
Delaware	3	39	58	97	3	2	7	9	3	47	49	96
Maryland	42	558	901	1,459	21	120	55	175	18	278	791	1,069
District of Columbia	21	123	281	404	8	19	26	45	10	132	672	804
Virginia	65	1,005	538	1,543	19	79	8	87	10	243	363	606
West Virginia	16	301	298	599	7	162	79	241	0	104	188	292
North Carolina	91	1,448	957	2,405	43	308	128	431	18	210	358	568
South Carolina	21	283	309	592	9	42	56	98	15	118	175	293
Georgia	55	920	951	1,871	35	177	75	252	14	24	234	268
Florida	8	54	71	125	3	13	4	17	4	0	21	21
South Central Division:												
Kentucky	74	674	715	1,389	32	139	38	177	26	64	190	254
Tennessee	77	1,250	947	2,197	41	240	112	352	16	69	150	219
Alabama	34	406	390	796	9	55	33	88	11	29	104	133
Mississippi	35	322	287	609	10	35	16	51	6	98	35	133
Louisiana	22	201	331	532	4	23	2	25	20	253	597	850
Texas	49	688	727	1,415	23	125	85	210	24	105	208	313
Arkansas	23	429	295	724	13	70	23	93	7	11	26	37
Oklahoma	3	28	39	67	1	5	5	10	1	0	2	2
Indian Territory	5	36	53	89	2	2	2	4	0	0	0	0
North Central Division:												
Ohio	45	601	720	1,321	20	231	21	252	33	122	474	596
Indiana	24	418	476	894	8	127	15	142	13	75	206	281
Illinois	55	522	1,055	1,577	25	89	82	171	34	54	575	629
Michigan	20	232	437	669	12	35	30	65	12	89	249	338
Wisconsin	20	372	232	604	13	131	15	146	14	96	120	216
Minnesota	26	408	380	788	11	102	6	108	15	68	188	256
Iowa	31	367	540	907	12	79	18	97	9	4	43	47
Missouri	66	555	935	1,490	25	104	50	154	27	37	380	417
North Dakota	2	10	48	58	0	0	0	0	1	1	25	25
South Dakota	4	34	49	83	2	10	5	15	1	0	11	11
Nebraska	13	103	203	306	6	27	10	37	7	2	100	102
Kansas	12	226	139	365	7	37	11	48	6	23	25	48
Western Division:												
Montana	5	26	82	108	0	0	0	0	3	0	54	54
Wyoming	0	0	0	0	0	0	0	0	0	0	0	0
Colorado	6	9	64	73	1	4	0	4	2	0	60	60
New Mexico	1	4	0	4	1	4	0	4	0	0	0	0
Arizona	2	1	11	12	0	0	0	0	0	0	0	0
Utah	12	77	203	280	3	6	9	15	4	20	60	80
Nevada												
Idaho	1	20	34	54	1	4	1	5	1	0	20	20
Washington	10	64	139	203	5	11	7	18	6	25	69	94
Oregon	12	248	240	488	4	66	32	98	12	37	127	164
California	52	398	656	1,054	17	61	24	85	42	253	665	918

TABLE 19.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1901-2*

State or Territory.	German.				Algebra.				Geometry.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	1,094	11,045	10,449	21,494	1,764	28,656	24,351	53,007	1,581	15,811	11,038	25,849
North Atlantic Division	505	6,126	5,312	11,438	626	12,666	8,603	21,269	579	8,212	4,465	12,677
South Atlantic Division	131	971	1,145	2,116	338	5,318	4,654	9,972	281	2,238	1,788	4,026
South Central Division	119	772	687	1,459	344	5,517	4,763	10,385	305	2,441	1,985	4,426
North Central Division	231	2,731	2,629	5,360	332	3,842	4,614	8,456	308	2,174	2,127	4,301
Western Division	78	445	676	1,121	124	1,313	1,612	2,925	108	746	673	1,419
North Atlantic Division:												
Maine	17	48	72	120	32	542	570	1,112	30	299	322	621
New Hampshire	14	179	91	270	28	856	273	1,159	26	718	120	838
Vermont	10	34	59	93	17	205	222	427	17	125	114	239
Massachusetts	77	631	899	1,530	101	1,858	1,937	3,195	88	1,362	729	2,091
Rhode Island	8	21	77	98	12	155	167	382	11	192	87	279
Connecticut	53	455	472	927	60	830	582	1,412	53	533	511	844
New York	159	1,637	1,572	3,209	187	2,591	2,289	4,880	172	1,822	1,257	3,079
New Jersey	61	1,048	589	1,637	60	1,708	733	2,441	59	962	441	1,403
Pennsylvania	106	2,073	1,451	3,554	129	3,831	2,430	6,261	123	2,199	1,084	3,283
South Atlantic Division:												
Delaware	3	17	15	32	3	44	61	105	3	13	24	37
Maryland	31	358	363	721	46	727	716	1,443	44	481	311	792
District of Columbia	16	29	164	193	23	115	260	475	22	76	160	236
Virginia	36	187	72	259	68	997	567	1,554	58	461	206	667
West Virginia	9	113	189	302	16	342	350	692	14	142	160	302
North Carolina	17	114	141	255	94	1,625	1,101	2,726	66	512	354	866
South Carolina	8	95	50	145	22	335	422	787	20	117	144	261
Georgia	2	58	147	205	57	1,060	977	2,037	47	410	397	807
Florida	2	0	4	4	9	43	110	153	7	26	32	58
South Central Division:												
Kentucky	33	241	215	456	83	1,054	836	1,890	64	359	241	600
Tennessee	25	135	101	236	78	1,238	1,121	2,359	74	473	460	933
Alabama	12	50	36	86	34	597	495	1,092	31	286	240	526
Mississippi	2	0	3	3	38	599	418	1,017	33	303	138	441
Louisiana	4	10	20	30	26	254	475	729	22	107	167	274
Texas	29	266	263	529	55	1,284	1,149	2,433	55	749	633	1,382
Arkansas	9	56	26	82	23	409	306	715	21	135	84	219
Oklahoma	2	14	23	37	3	23	27	60	2	20	12	32
Indian Territory	0	0	0	0	4	49	41	90	3	9	15	24
North Central Division:												
Ohio	39	470	401	871	45	499	471	970	43	373	249	622
Indiana	21	246	261	507	26	447	419	866	24	281	235	516
Illinois	48	345	518	863	54	350	825	1,175	47	148	389	537
Michigan	15	140	191	331	22	275	321	596	20	182	140	322
Wisconsin	20	400	184	584	20	312	298	520	20	250	129	379
Minnesota	24	415	298	713	28	454	401	855	28	300	203	503
Iowa	26	225	222	447	35	393	511	904	31	177	224	401
Missouri	39	353	296	649	69	848	1,072	1,920	63	292	330	682
North Dakota	2	1	19	20	2	1	34	35	2	1	14	15
South Dakota	4	10	29	39	5	21	58	79	5	13	24	37
Nebraska	12	26	132	158	15	70	175	245	13	59	77	136
Kansas	11	109	78	178	11	172	119	291	12	98	53	151
Western Division:												
Montana	2	0	48	48	5	6	71	77	5	2	30	32
Wyoming	0	0	0	0	1	0	29	29	1	0	20	20
Colorado	4	0	39	39	6	13	87	100	6	5	35	40
New Mexico	0	0	0	0	3	19	2	21	1	4	0	4
Arizona	0	0	0	0	1	1	4	5	2	0	6	6
Utah	12	92	166	198	15	272	300	572	13	113	111	224
Nevada												
Idaho	2	7	30	37	4	65	58	123	2	10	30	40
Washington	11	64	56	120	15	113	136	249	14	77	69	146
Oregon	12	129	173	302	14	205	224	429	11	94	78	172
California	35	153	224	377	60	619	701	1,320	53	441	294	735

TABLE 20.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1901-2.*

State or Territory.	Trigonometry.				Astronomy.				Physics.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	676	3,606	1,775	5,381	610	1,787	4,213	6,000	1,288	8,988	8,867	17,855
North Atlantic Division	230	1,754	322	2,076	203	711	1,528	2,239	457	3,857	3,041	6,898
South Atlantic Division	127	618	402	1,020	88	248	636	884	212	1,447	1,567	3,014
South Central Division	159	641	513	1,154	122	286	749	1,035	245	1,666	1,732	3,398
North Central Division	117	392	421	813	143	357	945	1,302	270	1,595	1,996	3,591
Western Division	43	201	117	318	54	185	355	540	98	373	551	924
North Atlantic Division:												
Maine	2	5	0	5	20	108	114	222	30	217	234	451
New Hampshire	10	78	5	83	10	59	45	104	20	287	84	371
Vermont	4	14	0	14	8	31	48	79	15	91	91	182
Massachusetts	22	205	31	236	29	50	207	257	76	581	412	993
Rhode Island	5	49	0	49	4	5	28	32	8	70	71	141
Connecticut	23	81	24	105	14	57	133	190	34	186	200	386
New York	72	485	73	558	60	124	473	597	135	773	958	1,731
New Jersey	32	237	58	295	23	51	169	220	46	388	226	614
Pennsylvania	62	600	131	731	35	227	311	538	93	1,264	765	2,029
South Atlantic Division:												
Delaware	2	11	1	12	0	0	0	0	3	16	12	28
Maryland	20	154	28	182	15	23	118	141	38	218	286	504
District of Columbia	12	5	61	66	12	0	153	153	20	31	194	225
Virginia	38	182	83	265	16	34	93	127	44	352	234	586
West Virginia	7	88	78	166	7	47	71	118	9	80	126	206
North Carolina	19	168	49	217	14	110	77	187	46	467	232	749
South Carolina	11	34	48	82	6	10	58	68	13	82	142	224
Georgia	17	26	58	79	12	19	55	74	32	189	265	454
Florida	1	0	1	1	6	5	11	16	7	12	26	38
South Central Division:												
Kentucky	39	105	77	182	26	82	152	234	49	228	243	471
Tennessee	31	111	80	191	19	42	107	149	45	237	244	481
Alabama	17	84	77	161	15	44	100	144	27	204	237	441
Mississippi	13	113	24	137	14	13	47	60	33	324	244	568
Louisiana	11	25	90	115	16	19	181	200	20	75	241	316
Texas	37	167	141	308	21	72	127	199	49	493	424	917
Arkansas	9	32	20	52	4	7	16	23	17	89	75	164
Oklahoma	2	4	4	8	1	0	3	3	2	3	8	11
Indian Territory	0	0	0	0	3	2	16	18	3	13	16	29
North Central Division:												
Ohio	15	89	46	135	22	67	144	211	40	247	205	452
Indiana	14	93	51	144	10	71	86	157	21	139	155	294
Illinois	14	12	84	96	25	41	179	220	46	195	390	585
Michigan	6	41	15	56	3	2	31	33	18	107	137	244
Wisconsin	5	14	7	21	6	19	16	35	17	174	78	252
Minnesota	5	14	9	23	7	15	58	73	23	135	144	279
Iowa	8	11	28	39	17	25	107	132	31	171	265	436
Missouri	42	95	155	250	35	60	230	290	52	268	453	721
North Dakota	1	1	3	4	1	0	3	3	2	1	8	9
South Dakota	0	0	0	0	3	6	11	17	3	13	17	30
Nebraska	3	9	18	27	7	11	31	42	11	40	80	120
Kansas	4	13	5	18	7	40	49	89	12	105	64	169
Western Division:												
Montana	2	0	10	10	3	0	35	35	4	0	25	25
Wyoming	0	0	0	0	1	0	8	8	1	0	8	8
Colorado	0	0	0	0	2	0	13	13	5	4	30	34
New Mexico	0	4	0	4	1	25	0	25	1	0	1	1
Arizona	0	0	0	0	1	0	2	2	2	0	7	7
Utah	3	40	30	70	5	34	54	88	13	67	64	131
Nevada	0	0	0	0	0	0	10	10	0	0	17	17
Idaho	0	0	0	0	1	0	10	10	1	40	47	87
Washington	0	12	15	27	7	58	24	82	11	40	47	87
Oregon	0	32	34	66	7	18	30	48	12	42	45	87
California	23	113	28	141	26	50	179	229	47	216	287	503

TABLE 21—*Private high schools and academies—Number of secondary students pursuing certain studies in 1901-2.*

State or Territory.	Chemistry.				Physical geography.				Geology.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	816	4,969	4,898	9,867	1,240	9,768	11,605	21,373	515	2,152	3,520	5,672
North Atlantic Division	328	2,492	1,745	4,237	398	3,125	3,886	6,511	159	808	1,042	1,858
South Atlantic Division	123	813	976	1,789	261	2,282	2,476	4,758	65	302	496	798
South Central Division	123	585	789	1,374	242	2,116	2,346	4,462	120	493	821	1,314
North Central Division	174	754	1,074	1,828	253	1,713	2,448	4,161	127	397	918	1,315
Western Division	68	325	314	639	86	532	949	1,481	44	152	243	395
North Atlantic Division:												
Maine	22	129	127	256	28	189	253	442	16	99	93	192
New Hampshire	15	136	61	197	18	137	94	231	8	26	31	57
Vermont	8	34	33	67	12	78	129	207	9	25	43	68
Massachusetts	57	340	302	642	50	323	398	721	22	111	159	270
Rhode Island	7	55	21	76	7	80	120	200	3	14	9	23
Connecticut	24	101	106	207	34	186	199	385	9	41	76	117
New York	109	721	572	1,293	116	897	1,101	1,998	57	254	367	621
New Jersey	32	291	122	413	44	279	272	551	11	61	56	117
Pennsylvania	54	685	401	1,086	89	956	820	1,776	24	177	208	385
South Atlantic Division:												
Delaware	2	21	12	33	2	8	8	16	0	0	0	0
Maryland	27	121	219	340	36	262	311	573	7	7	54	61
District of Columbia	11	11	132	143	15	7	169	176	9	0	101	101
Virginia	33	176	123	299	44	337	254	591	12	65	113	178
West Virginia	7	95	112	207	15	224	284	508	4	90	87	177
North Carolina	18	226	137	363	74	842	684	1,526	14	104	76	180
South Carolina	6	60	55	115	20	169	158	327	4	12	14	26
Georgia	15	101	173	274	46	404	532	936	9	24	43	67
Florida	3	2	13	15	9	29	76	105	6	0	8	8
South Central Division:												
Kentucky	34	113	162	275	54	332	412	744	26	118	135	253
Tennessee	15	38	107	145	43	369	353	722	29	154	204	358
Alabama	15	99	96	195	25	210	248	458	16	55	100	155
Mississippi	9	58	17	75	27	260	215	475	10	22	40	62
Louisiana	13	55	149	204	22	124	338	462	11	13	76	89
Texas	27	192	225	417	48	612	542	1,154	16	96	210	306
Arkansas	8	28	23	51	19	198	219	417	7	27	34	61
Oklahoma	1	6	3	9	2	4	16	20	2	4	12	16
Indian Territory	1	2	7	9	2	7	3	10	3	4	10	14
North Central Division:												
Ohio	27	143	80	223	30	336	208	544	16	66	86	152
Indiana	17	113	132	245	23	102	237	339	13	54	79	133
Illinois	27	80	252	332	39	157	327	484	14	15	150	165
Michigan	12	54	65	119	13	45	143	188	6	8	45	53
Wisconsin	7	37	35	72	17	200	121	321	7	48	37	85
Minnesota	13	68	78	146	20	180	203	383	5	3	64	67
Iowa	15	23	101	124	31	190	385	575	18	67	140	207
Missouri	42	153	251	404	55	342	554	896	34	83	242	325
North Dakota	1	1	4	5	1	0	20	20	1	1	3	4
South Dakota	0	0	0	0	3	10	39	49	3	12	20	32
Nebraska	6	18	18	36	11	33	108	141	4	7	15	22
Kansas	7	64	58	122	10	118	103	221	6	33	37	70
Western Division:												
Montana	3	0	22	22	4	0	65	65	3	0	22	22
Wyoming	0	0	0	0	1	0	16	16	0	0	0	0
Colorado	4	0	27	27	5	22	75	97	4	3	32	35
New Mexico	0	0	0	0	2	29	0	29	3	29	1	30
Arizona	2	0	8	8	2	1	8	9	2	0	8	8
Utah	11	64	58	122	12	163	230	393	6	27	31	58
Nevada												
Idaho	1	3	10	13	3	19	21	40	2	6	16	22
Washington	5	5	20	25	9	49	71	120	5	35	25	60
Oregon	12	69	61	130	12	80	94	174	5	8	23	31
California	30	184	108	292	36	169	369	538	14	44	85	129

TABLE 22.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1901-2.*

State or Territory.	Physiology.				Psychology.				Rhetoric.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	1,243	11,061	14,518	25,609	556	2,167	4,296	6,463	1,573	16,509	22,610	38,519
North Atlantic Division	381	3,075	4,081	7,156	169	604	1,485	2,089	547	7,108	8,567	15,675
South Atlantic Division	259	2,771	2,903	5,674	91	473	826	1,298	297	2,872	3,789	6,658
South Central Division	268	2,914	3,301	6,215	121	495	760	1,255	308	3,121	3,525	6,646
North Central Division	249	1,778	3,084	4,862	139	449	997	1,446	308	2,474	4,608	7,082
Western Division	86	523	1,179	1,702	36	147	228	375	113	934	1,524	2,458
North Atlantic Division:												
Maine	22	142	184	326	16	86	86	172	29	335	436	771
New Hampshire	14	108	119	227	5	14	17	31	25	463	279	742
Vermont	12	62	118	180	10	15	55	70	15	180	212	392
Massachusetts	45	273	518	791	21	62	192	254	81	955	1,708	2,663
Rhode Island	9	113	112	225	3	64	33	97	12	210	160	370
Connecticut	27	195	291	486	12	0	115	115	47	471	741	1,212
New York	123	827	1,262	2,089	42	34	387	421	171	1,458	2,777	4,235
New Jersey	3	336	259	595	14	1	91	92	57	1,022	627	1,649
Pennsylvania	9	1,019	1,218	2,237	46	328	509	837	112	2,014	1,627	3,641
South Atlantic Division:												
Delaware	3	26	31	57	0	0	0	0	3	40	61	101
Maryland	36	316	317	633	15	114	160	274	41	334	744	1,078
District of Columbia	10	26	153	179	11	0	94	94	21	40	388	428
Virginia	44	296	376	672	16	23	80	103	58	560	522	1,082
West Virginia	11	205	177	382	7	93	64	157	15	176	228	404
North Carolina	82	1,212	1,016	2,228	19	187	206	393	80	1,088	849	1,887
South Carolina	19	254	216	470	6	9	79	20	20	185	212	397
Georgia	39	389	501	890	14	46	139	185	50	470	692	1,162
Florida	9	47	116	163	3	0	13	13	9	29	90	119
South Central Division:												
Kentucky	63	513	580	1,093	28	97	95	192	76	601	809	1,410
Tennessee	59	685	696	1,381	21	100	138	238	64	670	627	1,297
Alabama	27	236	302	538	11	31	122	153	26	258	326	584
Mississippi	28	286	372	658	9	19	41	60	37	359	347	706
Louisiana	19	156	290	446	10	23	86	109	24	168	361	529
Texas	47	660	729	1,389	29	185	239	424	55	752	779	1,531
Arkansas	18	276	252	528	9	33	26	59	19	247	215	462
Oklahoma	2	8	17	25	2	4	8	12	3	42	29	71
Indian Territory	5	44	63	107	2	3	5	8	4	24	32	56
North Central Division:												
Ohio	26	240	222	462	22	76	87	163	41	276	617	893
Indiana	25	152	348	500	12	49	74	123	26	301	504	805
Illinois	39	157	576	733	17	19	166	185	48	183	792	978
Michigan	16	102	198	300	8	36	125	161	21	188	424	612
Wisconsin	15	169	122	291	5	9	35	44	18	283	249	532
Minnesota	17	131	236	367	8	61	35	96	26	384	477	861
Iowa	28	247	452	699	16	57	89	146	33	226	427	653
Missouri	56	379	615	994	36	101	283	384	61	413	716	1,129
North Dakota	2	3	50	53	1	1	2	3	2	1	17	18
South Dakota	4	39	56	95	3	6	13	19	5	14	67	81
Nebraska	10	36	107	143	4	1	38	39	15	70	196	266
Kansas	11	123	102	225	7	33	50	83	12	132	122	254
Western Division:												
Montana	3	14	49	63	2	0	12	12	5	5	73	78
Wyoming	1	0	13	13	0	0	0	0	1	0	12	12
Colorado	5	3	48	51	2	0	15	15	5	5	63	68
New Mexico	2	10	30	40	0	0	0	0	2	35	0	35
Arizona	12	0	9	9	2	0	2	2	0	0	7	7
Utah	13	113	167	280	8	77	83	160	14	221	247	468
Nevada	3	23	28	51	2	4	6	10	4	23	58	87
Idaho	12	107	107	214	5	49	19	68	13	74	128	202
Washington	12	63	220	283	5	7	28	35	13	109	177	286
Oregon	12	190	508	698	10	10	65	75	54	456	759	1,215
California	33	190	508	698	10	10	65	75	54	456	759	1,215

TABLE 23.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1901-2.*

State or Territory.	English literature.				History.				Civics.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	1,529	16,958	22,713	39,671	1,566	16,644	21,834	38,478	1,110	9,144	10,132	19,277
North Atlantic Division	559	8,015	8,930	16,945	574	7,168	8,675	15,843	373	3,129	2,950	6,079
South Atlantic Division	276	2,404	3,899	6,303	294	3,108	3,745	6,853	191	1,706	1,907	3,613
South Central Division	275	2,846	3,358	6,204	275	2,753	3,220	5,973	216	2,138	2,075	4,213
North Central Division	308	2,687	4,908	7,595	313	2,825	4,729	7,554	235	1,654	2,415	4,069
Western Division	111	1,006	1,618	2,624	110	790	1,465	2,255	95	517	786	1,303
North Atlantic Division:												
Maine	30	436	586	1,022	32	335	495	830	26	147	146	293
New Hampshire	23	466	302	768	22	654	201	855	13	124	56	180
Vermont	15	103	205	308	17	163	191	354	13	57	77	134
Massachusetts	95	1,316	1,965	3,281	90	923	1,383	2,306	51	223	305	528
Rhode Island	11	185	183	368	11	205	170	375	5	86	64	150
Connecticut	50	739	989	1,728	56	581	747	1,278	25	89	118	207
New York	166	1,745	2,173	3,918	173	1,798	2,889	4,687	122	930	1,064	1,994
New Jersey	54	1,082	707	1,789	59	671	768	1,439	33	188	218	406
Pennsylvania	115	1,943	1,820	3,763	114	1,888	1,824	3,712	85	1,285	902	2,187
South Atlantic Division:												
Delaware	3	24	34	58	3	42	56	98	2	8	14	22
Maryland	40	312	775	1,087	39	437	694	1,131	25	134	170	304
District of Columbia	22	75	525	600	20	61	512	573	12	0	117	117
Virginia	59	421	545	966	65	676	575	1,251	31	227	193	420
West Virginia	14	140	239	379	15	159	265	424	11	188	215	403
North Carolina	68	969	801	1,770	80	1,075	727	1,802	64	886	675	1,561
South Carolina	22	137	229	366	19	260	267	527	16	128	136	264
Georgia	41	318	683	1,001	45	392	565	957	22	105	328	433
Florida	7	8	68	76	8	6	84	90	8	30	59	89
South Central Division:												
Kentucky	63	478	600	1,078	64	529	630	1,159	58	545	468	1,013
Tennessee	60	704	825	1,529	58	592	700	1,292	44	353	327	682
Alabama	26	226	302	528	25	195	258	453	16	187	244	431
Mississippi	30	410	399	809	26	298	289	587	28	330	301	631
Louisiana	20	106	296	402	24	203	470	673	11	66	120	186
Texas	53	682	737	1,419	54	716	691	1,407	42	476	468	944
Arkansas	17	184	137	321	17	183	135	318	10	138	110	248
Oklahoma	3	46	45	91	3	7	15	22	3	19	17	36
Indian Territory	3	10	17	27	4	30	32	62	4	22	20	42
North Central Division:												
Ohio	45	525	622	1,147	40	451	478	929	22	138	148	286
Indiana	24	270	553	823	24	250	533	783	15	101	178	279
Illinois	51	241	805	1,046	56	294	954	1,248	35	146	325	471
Michigan	18	171	335	506	21	158	408	566	17	170	236	406
Wisconsin	18	234	307	541	22	315	242	557	14	106	109	206
Minnesota	26	345	522	867	27	424	374	798	17	149	205	354
Iowa	32	243	437	680	32	237	430	667	30	249	392	641
Missouri	62	434	908	1,337	60	500	918	1,418	55	403	539	942
North Dakota	2	1	17	18	2	4	44	2	2	0	26	26
South Dakota	5	15	59	74	4	13	55	68	5	38	88	126
Nebraska	13	90	249	339	14	91	222	313	13	68	95	163
Kansas	12	118	99	217	11	88	75	163	10	86	83	169
Western Division:												
Montana	4	0	72	72	5	6	45	51	4	0	65	65
Wyoming	1	0	20	20	1	0	29	29	1	0	13	13
Colorado	6	11	96	107	6	25	95	120	6	22	62	84
New Mexico	2	35	0	35	2	25	0	25	2	26	0	26
Arizona	2	0	15	15	1	0	3	3	1	0	10	10
Utah	12	107	163	270	13	75	143	218	10	97	79	176
Nevada	3	12	48	60	2	5	27	32	3	17	29	46
Idaho	3	12	195	207	12	72	94	166	12	107	66	173
Washington	12	135	182	317	12	138	212	350	12	69	154	223
Oregon	12	135	182	317	12	138	212	350	12	69	154	223
California	56	579	827	1,406	56	444	822	1,266	44	179	308	487

TABLE 24.—*Private high schools and academics—Proportion of male and female students, per cent of students pursuing certain courses, per cent of graduates, etc., in 1901-2.*

State or Territory.	Total number of secondary students.	Per cent of total number.					Per cent of graduates prepared for college.
		Male.	Female	College classical preparatory students.	College scientific preparatory students.	Graduates in 1902.	
United States.....	104,690	49.23	50.77	13.72	10.72	10.91	44.92
North Atlantic Division.....	39,793	52.52	47.48	16.29	14.05	14.05	48.67
South Atlantic Division.....	18,708	48.63	51.37	14.90	7.13	7.62	43.63
South Central Division.....	19,346	50.68	49.32	13.42	9.13	6.78	43.24
North Central Division.....	19,928	43.56	56.44	10.16	8.87	12.43	35.65
Western Division.....	6,915	44.15	55.85	6.70	10.85	8.87	46.09
North Atlantic Division:							
Maine.....	2,391	47.68	52.32	19.87	5.81	13.72	38.41
New Hampshire.....	2,013	68.95	31.05	10.98	9.69	13.67	61.98
Vermont.....	1,040	44.42	55.58	11.35	11.54	14.32	43.62
Massachusetts.....	5,975	47.15	52.85	25.97	13.42	16.46	56.45
Rhode Island.....	581	51.12	48.88	7.23	10.15	10.00	39.65
Connecticut.....	2,734	46.82	53.18	28.83	12.43	13.16	40.09
New York.....	10,508	45.42	54.58	13.78	13.77	13.93	45.25
New Jersey.....	4,049	57.96	42.04	19.96	28.77	12.67	58.92
Pennsylvania.....	10,502	60.91	39.09	11.88	12.63	14.05	44.78
South Atlantic Division:							
Delaware.....	133	51.13	48.87	19.54	16.54	13.53	88.88
Maryland.....	2,149	43.37	56.63	13.68	9.95	11.63	40.35
District of Columbia.....	1,008	17.95	82.05	7.44	4.27	8.43	20.60
Virginia.....	2,929	53.43	46.57	14.68	8.60	7.51	28.18
West Virginia.....	1,204	48.92	51.08	4.49	4.49	8.06	34.02
North Carolina.....	5,917	56.70	43.30	16.61	9.73	6.98	46.97
South Carolina.....	1,620	44.11	55.89	17.65	3.46	6.91	66.96
Georgia.....	3,334	47.42	52.58	17.82	3.42	6.42	40.19
Florida.....	414	26.81	73.19	10.63	0.43	4.59	47.37
South Central Division:							
Kentucky.....	3,621	48.96	51.04	13.59	6.49	7.57	39.78
Tennessee.....	4,744	51.72	48.28	17.62	9.86	6.54	47.42
Alabama.....	1,700	55.06	44.94	12.77	13.52	6.47	50.00
Mississippi.....	1,953	50.02	49.98	9.83	4.61	6.91	25.56
Louisiana.....	1,383	35.78	64.22	5.57	5.93	8.32	66.52
Texas.....	3,920	52.22	47.78	11.02	12.88	6.96	41.03
Arkansas.....	1,361	59.22	40.78	13.85	11.53	5.51	33.33
Oklahoma.....	148	47.29	52.71	47.39	0.00	0.67	100.00
Indian Territory.....	516	47.86	52.14	6.59	4.65	3.88	30.00
North Central Division:							
Ohio.....	2,571	42.75	57.25	8.40	10.39	13.07	42.45
Indiana.....	1,792	44.14	55.86	6.59	6.54	13.84	43.15
Illinois.....	2,855	34.01	65.99	9.00	6.83	11.60	38.64
Michigan.....	1,460	40.27	59.73	14.87	23.97	12.60	35.23
Wisconsin.....	1,399	47.75	52.25	19.51	10.86	14.87	40.87
Minnesota.....	2,052	54.65	45.35	9.94	9.41	14.18	46.39
Iowa.....	2,439	46.21	53.79	8.45	5.49	14.10	36.34
Missouri.....	3,679	45.66	54.34	7.35	6.25	8.78	32.20
North Dakota.....	70	14.28	85.72	14.29	0.00	6.86	100.00
South Dakota.....	205	37.53	62.44	23.90	0.97	14.15	51.72
Nebraska.....	716	33.80	66.20	12.43	8.24	12.85	52.72
Kansas.....	690	20.42	79.58	16.38	10.15	12.90	37.08
Western Division:							
Montana.....	156	5.12	94.88	29.55	16.03	5.77	0.00
Wyoming.....	37	21.62	78.38	0.00	0.00	21.62	0.00
Colorado.....	278	11.15	88.85	1.80	0.00	11.15	6.45
New Mexico.....	105	35.00	65.00	3.81	0.00	2.86	0.00
Arizona.....	56	3.56	96.44	8.93	3.57	3.57	0.00
Utah.....	2,137	4.07	95.93	2.06	9.59	4.07	48.23
Nevada.....							
Idaho.....	178	18.15	81.85	10.67	0.00	17.98	34.38
Washington.....	732	9.02	90.98	4.92	4.23	9.02	30.80
Oregon.....	858	10.49	89.51	11.66	17.13	10.49	52.22
California.....	2,378	10.35	89.65	8.58	14.30	12.03	40.56

TABLE 25.—*Private high schools and academies—Percentages of secondary students pursuing certain studies in 1901-2.*

State or Territory.	Per cent of total number of secondary students.								
	Latin.	Greek.	French.	Ger- man.	Alge- bra.	Geom- etry.	Trig- onom- etry.	Astr- onomy.	Phys- ics.
United States.....	46.64	7.85	24.39	20.53	50.63	25.65	5.14	5.73	17.01
North Atlantic Division...	51.68	11.03	38.27	28.74	53.45	31.86	5.22	5.63	17.33
South Atlantic Division...	48.63	7.25	21.42	11.31	53.30	21.52	5.45	4.73	16.11
South Central Division...	40.41	5.22	10.03	7.54	53.68	22.87	5.96	5.34	17.56
North Central Division...	45.47	6.20	14.89	26.90	42.43	21.58	4.08	6.53	18.02
Western Division.....	32.91	3.31	20.10	16.21	42.30	20.52	4.60	7.80	13.07
North Atlantic Division:									
Maine.....	40.44	14.26	25.05	5.02	46.51	25.97	0.20	9.28	18.86
New Hampshire.....	54.40	17.98	42.52	13.41	57.58	41.63	4.12	5.17	18.43
Vermont.....	45.67	8.37	28.27	8.94	41.06	22.98	1.35	7.60	17.50
Massachusetts.....	58.86	14.61	53.03	25.61	53.47	35.00	3.95	4.30	16.62
Rhode Island.....	51.98	17.56	64.72	16.87	65.40	48.02	8.43	5.51	24.27
Connecticut.....	62.84	16.68	39.17	33.91	51.65	30.87	3.84	6.95	14.12
New York.....	44.88	7.01	44.72	30.54	46.44	29.30	5.81	5.68	16.47
New Jersey.....	58.19	13.95	39.54	40.43	60.29	34.65	7.29	5.43	15.16
Pennsylvania.....	51.64	8.25	24.41	33.84	59.62	31.26	6.96	5.12	19.32
South Atlantic Division:									
Delaware.....	72.98	6.77	72.18	24.06	78.95	27.82	9.02	0.00	21.05
Maryland.....	67.89	8.12	49.74	33.55	67.15	36.85	8.45	6.56	23.45
District of Columbia...	40.08	4.46	79.76	19.15	47.12	23.41	6.55	15.18	22.32
Virginia.....	52.68	2.97	20.68	8.33	53.06	22.77	7.34	4.34	20.60
West Virginia.....	49.75	20.02	24.25	25.08	57.48	25.08	13.79	9.80	17.11
North Carolina.....	40.65	7.28	9.60	4.31	46.07	14.63	3.67	3.16	12.66
South Carolina.....	36.54	6.05	18.09	8.95	48.58	16.11	5.06	4.20	13.83
Georgia.....	56.12	7.56	7.74	6.15	61.10	24.21	2.37	2.22	13.62
Florida.....	30.92	4.11	5.07	0.97	36.96	14.02	0.24	3.86	9.18
South Central Division:									
Kentucky.....	38.36	4.88	7.01	12.59	52.19	16.57	5.03	6.46	13.01
Tennessee.....	46.31	7.41	4.61	4.97	49.72	19.66	4.04	3.14	10.13
Alabama.....	46.82	5.17	7.82	5.05	64.23	30.94	9.47	8.47	25.94
Mississippi.....	31.18	2.61	6.81	0.15	52.07	22.32	7.61	3.32	29.68
Louisiana.....	38.46	1.80	61.46	2.16	52.71	19.81	8.81	14.46	22.84
Texas.....	36.09	5.35	7.98	13.49	62.06	35.25	7.85	5.07	23.39
Arkansas.....	53.19	6.83	2.71	6.02	52.53	16.09	3.82	1.68	12.05
Oklahoma.....	45.27	6.75	1.35	25.00	40.54	21.62	5.40	2.02	7.43
Indian Territory.....	17.24	0.77	0.00	0.00	17.44	4.65	0.00	3.48	5.62
North Central Division:									
Ohio.....	51.38	9.80	23.18	33.87	37.72	24.19	5.20	8.20	17.58
Indiana.....	49.88	7.92	15.68	28.29	48.32	28.79	8.03	8.76	16.40
Illinois.....	55.23	5.98	22.03	30.22	41.15	18.80	3.86	7.70	20.49
Michigan.....	45.82	4.45	23.15	22.60	40.82	22.07	3.83	2.26	16.71
Wisconsin.....	43.17	10.43	15.43	41.74	37.16	27.08	1.50	2.50	18.01
Minnesota.....	38.40	5.26	12.52	34.74	41.66	24.51	1.12	3.55	13.59
Iowa.....	26.77	3.97	1.92	18.32	37.06	16.44	1.59	5.41	17.87
Missouri.....	40.50	4.18	11.33	17.64	52.18	18.53	6.79	7.88	19.59
North Dakota.....	82.85	0.00	37.14	28.57	50.00	21.42	5.71	4.28	10.28
South Dakota.....	40.48	7.31	5.36	19.02	38.53	18.04	0.00	8.29	14.68
Nebraska.....	42.73	5.16	14.24	22.06	34.21	18.99	3.77	5.86	16.75
Kansas.....	52.89	6.95	6.95	25.79	42.17	21.88	2.60	12.89	24.49
Western Division:									
Montana.....	69.23	0.00	34.61	30.76	49.35	20.51	6.41	22.43	16.02
Wyoming.....	0.00	0.00	0.00	0.00	78.37	54.05	0.00	21.62	21.62
Colorado.....	26.25	1.43	21.58	14.02	35.97	14.38	0.00	4.67	12.23
New Mexico.....	3.80	3.80	0.00	0.00	20.00	3.80	3.80	23.80	0.95
Arizona.....	21.42	0.00	0.00	0.00	8.92	10.71	0.00	3.57	12.50
Utah.....	13.10	0.70	3.74	9.26	26.76	10.48	3.27	4.11	6.13
Nevada.....									
Idaho.....	30.33	2.80	11.23	20.78	69.10	21.47	0.00	5.61	11.79
Washington.....	27.73	2.45	12.84	16.39	34.01	19.94	3.68	11.20	11.88
Oregon.....	56.87	11.42	19.11	35.19	50.00	20.04	7.69	5.59	10.13
California.....	44.32	3.57	38.73	15.86	55.50	30.90	5.92	9.62	21.15

TABLE 26.—*Private high schools and academies—Percentages of secondary students pursuing certain studies in 1901-2.*

	Per cent of total number of secondary students.								
State or Territory.	Chem- istry.	Phys- ical geogra- phy.	Geol- ogy.	Physi- ology.	Psy- chology.	Rhet- oric.	English litera- ture.	His- tory.	Civics.
United States.....	9.43	20.42	5.42	24.46	6.17	36.79	37.89	36.75	18.41
North Atlantic Division...	10.65	16.36	4.65	17.93	5.25	39.39	42.53	39.81	15.28
South Atlantic Division...	9.06	25.43	4.27	30.32	6.94	35.59	33.69	36.63	19.31
South Central Division...	7.10	23.06	6.79	32.12	6.43	34.35	32.06	30.87	21.77
North Central Division...	9.17	20.88	6.50	24.40	7.26	35.54	33.11	37.91	20.42
Western Division.....	9.24	21.42	5.71	24.61	5.42	35.55	37.95	32.61	18.84
North Atlantic Division:									
Maine.....	10.71	18.49	8.03	13.63	7.19	32.25	42.74	34.71	12.29
New Hampshire.....	9.79	11.48	2.83	11.26	1.54	36.86	38.15	42.82	8.94
Vermont.....	6.44	19.90	6.54	17.31	6.73	37.69	29.62	34.04	12.83
Massachusetts.....	10.74	12.07	4.52	13.24	4.25	44.57	54.91	38.59	8.84
Rhode Island.....	13.08	34.42	3.96	38.72	16.70	63.63	63.33	64.54	25.82
Connecticut.....	7.57	14.08	4.28	17.77	4.21	44.33	63.20	46.74	7.57
New York.....	12.30	19.01	5.91	19.88	4.01	40.30	37.28	44.60	18.98
New Jersey.....	10.20	13.60	2.89	14.69	2.27	40.07	44.18	35.53	10.03
Pennsylvania.....	10.34	16.91	3.67	21.30	7.96	34.66	35.83	35.35	20.82
South Atlantic Division:									
Delaware.....	24.81	12.03	0.00	42.85	0.00	75.93	43.61	73.68	16.54
Maryland.....	15.82	26.66	2.84	29.45	12.75	50.16	50.58	52.62	14.15
District of Columbia.....	14.19	17.46	10.02	17.75	9.32	42.46	59.52	56.84	11.61
Virginia.....	10.21	20.18	6.08	22.94	3.50	36.94	32.97	42.71	14.34
West Virginia.....	17.19	42.19	16.19	31.72	13.03	33.55	31.47	35.22	33.47
North Carolina.....	6.13	25.79	3.04	37.65	6.64	31.89	29.91	30.45	26.38
South Carolina.....	7.10	20.18	1.60	29.01	4.87	24.51	22.59	32.53	16.30
Georgia.....	8.22	28.07	2.01	26.69	5.55	34.85	30.02	28.70	12.98
Florida.....	3.62	25.36	1.93	39.37	3.14	28.74	18.36	21.74	21.50
South Central Division:									
Kentucky.....	7.59	20.05	6.98	30.18	5.30	38.93	29.77	32.00	27.97
Tennessee.....	3.05	15.21	7.54	29.11	5.01	27.33	32.23	27.23	14.37
Alabama.....	11.47	26.94	9.11	34.58	9.00	34.35	31.05	26.64	25.35
Mississippi.....	3.84	24.32	3.17	33.69	3.07	36.14	41.42	30.05	32.30
Louisiana.....	14.75	33.40	6.43	32.24	7.88	38.25	29.06	45.65	13.44
Texas.....	10.63	29.43	7.80	35.43	10.81	39.05	36.19	35.89	24.03
Arkansas.....	3.74	30.63	4.48	38.79	4.33	33.94	23.58	23.36	18.22
Oklahoma.....	2.02	13.51	10.81	16.89	8.10	47.97	61.48	14.86	24.32
Indian Territory.....	1.74	1.93	2.71	20.73	1.55	10.85	5.23	12.01	8.13
North Central Division:									
Ohio.....	8.67	21.15	5.91	17.96	6.33	34.73	44.61	36.13	11.12
Indiana.....	13.67	18.91	7.42	27.90	6.86	44.92	45.92	43.69	15.56
Illinois.....	11.62	16.95	5.77	25.67	6.47	34.25	36.63	43.71	16.49
Michigan.....	8.15	12.87	3.63	20.54	11.02	41.91	34.65	38.76	27.80
Wisconsin.....	5.14	22.94	6.07	20.80	3.14	38.02	38.67	39.81	14.72
Minnesota.....	7.11	18.66	3.26	17.88	4.67	41.95	42.25	38.88	17.25
Iowa.....	5.08	23.57	8.48	28.65	5.98	26.77	27.88	27.34	26.23
Missouri.....	10.98	24.35	8.83	27.01	10.43	30.63	36.34	38.54	25.60
North Dakota.....	7.14	28.57	5.71	75.71	4.28	25.71	25.71	62.85	30.71
South Dakota.....	0.00	23.90	15.60	46.34	9.26	39.51	36.09	33.17	61.46
Nebraska.....	5.02	19.69	3.07	19.97	5.44	37.15	47.34	43.71	22.76
Kansas.....	17.68	32.02	10.14	32.60	12.02	36.81	31.44	23.62	24.49
Western Division:									
Montana.....	14.12	41.46	14.10	40.38	7.69	50.00	46.15	32.69	41.90
Wyoming.....	0.00	43.24	0.00	35.13	0.00	32.43	54.05	78.37	35.13
Colorado.....	9.71	34.89	12.58	18.34	5.39	24.46	38.48	43.16	30.21
New Mexico.....	0.00	27.61	28.57	38.09	0.00	33.33	33.33	23.80	24.76
Arizona.....	14.28	16.07	14.28	16.07	3.57	12.50	26.73	5.35	17.85
Utah.....	5.70	18.39	2.71	13.10	7.43	21.89	12.63	10.20	8.23
Nevada.....									
Idaho.....	7.30	22.47	12.35	28.65	4.49	48.87	42.13	15.16	25.84
Washington.....	3.41	16.39	8.19	29.23	9.28	27.59	41.93	22.67	23.63
Oregon.....	15.15	20.27	3.61	31.93	4.07	33.33	36.94	40.79	25.99
California.....	12.28	22.62	5.42	29.35	3.15	51.09	59.12	53.23	20.48

TABLE 27.—*Private high schools and academies—Equipment, income, benefactions, and endowments, 1901-2.*

SECONDARY SCHOOLS.

1677

State or Territory.	Libraries.		Grounds, build- ings, scientific apparatus, etc.		State and municipal aid.		Tuition fees.		Productive funds.		Income from other sources and unclassified.		Total income from all sources.		Benefactions.		Total money value of endowment.	
	Schools re- porting.	Volumes.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.
United States																		
1,422	1,961,494	1,328	\$63,276,279	206	\$135,478	1,089	\$6,554,345	266	\$1,600,151	410	\$1,293,702	1,142	\$9,583,676	174	\$980,635	214	\$31,463,453	
North Atlantic Division:																		
26	28,063	26	733,668	22	17,640	23	28,188	23	28,285	9	10,980	24	85,103	8	22,998	15	426,470	
25	58,140	21	913,744	1	550	15	64,270	14	51,391	5	34,268	17	150,479	2	6,150	11	823,563	
16	19,974	14	460,000	1	75	14	46,929	12	14,829	6	7,903	14	69,736	3	3,150	10	305,920	
7	141,639	69	6,893,036	5	2,319	63	895,487	25	137,665	22	106,533	69	1,142,004	15	183,554	26	3,490,418	
8	8,900	8	323,000	0	0	7	42,938	0	42,938	7	6,138	7	49,752	1	2,000	1	18,450	
42	62,872	35	2,124,570	2	3,000	27	145,334	8	44,152	9	109,675	28	302,161	1	1,000	9	1,029,000	
172	314,669	138	12,200,485	30	7,347	102	1,054,180	23	77,670	44	234,742	110	1,373,989	13	142,720	18	1,001,373	
46	68,379	42	2,610,376	1	1,200	35	401,345	7	21,202	13	31,297	36	455,044	5	17,258	5	463,000	
101	163,482	79	8,989,520	2	2,800	79	817,345	18	901,164	26	109,406	82	1,830,715	9	26,198	19	17,901,385	
South Atlantic Division:																		
3	4,200	3	145,000	0	0	2	24,500	2	3,040	1	1,175	2	28,715	0	0	0	0	
34	64,056	29	2,460,300	9	19,300	23	355,242	6	70,700	5	5,790	28	451,032	1	28,000	6	3,563,675	
16	34,050	12	823,200	0	0	9	136,950	1	2,000	1	1,200	10	100,150	0	0	1	70,000	
44	29,019	53	1,155,516	4	1,625	44	129,081	4	1,026	14	16,411	45	148,143	2	1,804	2	2,332	
12	23,156	9	338,200	0	0	12	46,256	1	1,300	4	3,150	12	50,706	2	10,100	1	1,800	
64	43,827	91	676,950	20	5,112	70	129,684	8	2,884	26	19,917	73	157,627	9	25,717	3	31,300	
18	16,424	20	332,950	3	740	14	19,632	4	8,250	5	7,100	15	35,792	6	27,787	4	155,300	
41	21,009	51	972,334	24	16,533	43	75,973	10	13,073	16	48,822	46	100,401	5	8,167	8	212,475	
7	4,593	6	115,000	1	115,000	4	2,245	2	1,050	4	6,512	5	10,407	0	0	0	0	
South Central Division:																		
64	68,520	66	865,100	8	6,356	50	114,978	7	5,965	16	25,618	51	152,917	4	28,300	3	34,975	
61	47,690	69	821,975	82	15,102	59	146,616	5	4,480	25	50,017	66	216,245	5	19,360	3	30,950	
23	22,539	23	579,450	10	4,643	27	47,962	3	4,620	7	40,311	38	97,566	3	47,019	2	137,809	
23	18,635	33	397,550	15	9,735	29	39,135	2	3,750	9	21,412	31	71,032	4	2,350	1	5,000	
20	19,183	20	248,000	2	76,711	16	76,711	1	3,600	2	900	17	81,851	0	0	1	54,000	
46	46,334	45	1,445,500	7	6,968	33	127,688	1	10,325	11	38,950	34	183,831	3	14,800	3	135,000	
20	15,800	20	167,700	4	2,632	13	36,109	2	1,200	6	5,400	18	45,402	3	2,900	0	0	

TABLE 27.—*Private high schools and academics—Equipment, income, benefactions, and endowments, 1901-2—Continued.*

State or Territory.	Libraries.		Grounds, build- ings, scientific apparatus, etc.		State and municipal aid.		Tuition fees.		Productive funds.		Income from other sources and unclassified.		Total income from all sources.		Benefactions.		Total money value of endowment.	
	Schools re- porting.	Volumes.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.
South Central Division—																		
Continued.																		
Oklahoma.....	3	3,075	3	\$79,400	0	0	3	\$3,100	1	\$200	3	\$11,010	3	\$14,310	1	\$10,000	1	\$1,200
Indian Territory.....	5	705	6	89,500	0	0	5	10,101	1	650	3	6,608	5	17,359	2	353	0	0
North Central Division:																		
Ohio.....	36	64,577	21	893,950	0	0	21	139,114	2	8,950	11	33,375	21	176,439	7	69,000	2	80,000
Indiana.....	20	42,600	16	918,500	0	0	13	40,732	4	1,350	4	1,800	13	42,972	3	14,000	6	34,900
Illinois.....	49	74,534	44	2,632,250	1	\$5,000	36	209,954	10	11,575	13	21,283	36	247,812	8	63,200	11	247,100
Michigan.....	15	32,418	13	701,487	0	0	9	152,672	2	1,050	3	18,800	9	179,612	3	1,450	3	22,324
Wisconsin.....	21	51,180	15	1,062,462	0	0	14	82,983	7	11,272	8	19,022	14	107,277	9	68,675	4	141,025
Minnesota.....	24	36,650	19	1,081,200	0	0	17	64,110	6	27,420	5	16,257	18	109,787	1	20,000	5	338,150
Iowa.....	33	42,148	30	793,538	0	0	26	94,134	8	9,803	14	27,416	26	87,353	9	13,302	7	116,200
Missouri.....	66	88,006	60	1,792,550	1	400	40	142,913	8	8,340	18	33,835	42	263,488	8	20,715	7	116,200
North Dakota.....	2	1,400	2	60,000	0	0	2	4,000	0	0	1	2,000	2	6,000	1	1,200	0	0
South Dakota.....	5	7,400	5	132,000	0	0	4	38,500	2	2,020	2	3,700	4	44,220	3	3,400	2	40,200
Nebraska.....	14	15,847	14	631,000	0	0	11	37,973	5	2,898	6	12,286	11	53,157	3	10,710	5	47,900
Kansas.....	11	11,600	10	366,288	0	0	9	33,375	4	5,183	7	14,967	9	59,525	3	35,238	5	206,606
Western Division:																		
Montana.....	4	5,400	4	261,000	0	0	2	3,091	1	1,000	2	11,000	2	15,091	0	0	0	0
Wyoming.....	1	500	1	60,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Colorado.....	6	4,086	3	160,030	0	0	2	3,200	2	2,150	1	800	2	6,150	0	0	1	3,200
New Mexico.....	2	2,600	1	36,000	0	0	1	5,000	0	0	0	0	1	5,000	0	0	0	0
Arizona.....	1	200	1	20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Utah.....	13	19,442	13	876,500	0	0	12	149,356	2	6,400	7	71,500	12	227,256	5	14,550	2	38,000
Nevada.....																		
Idaho.....	4	3,500	4	117,000	0	0	3	3,515	1	500	3	7,000	3	11,015	1	3,000	0	0
Washington.....	13	8,140	10	243,000	0	0	8	41,879	3	8,533	3	3,311	8	53,723	3	5,400	3	150,030
Oregon.....	13	12,721	12	1,100,000	0	0	10	97,255	2	75,150	4	10,635	10	183,040	2	190	0	0
California.....	52	70,352	34	2,365,600	1	5,000	23	224,410	1	7,800	4	10,200	23	217,410	1	10,000	0	0

TABLE 23.—*Denominational and nonsectarian schools included in the tables of private high schools and academies, 1901-2.*

State or Territory.	Nonsectarian.			Baptist.			Congrega- tional.			Episcopal.			Friends.		
	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.
United States.....	912	4,807	50,574	93	466	7,039	45	215	2,787	89	653	4,747	51	268	3,146
North Atlantic Division.....	408	2,751	23,195	18	140	1,854	12	60	845	38	301	2,181	25	180	2,067
South Atlantic Division.....	193	779	9,966	30	126	2,240	4	12	151	13	64	513	8	35	297
South Central Division.....	183	568	9,839	31	110	1,645	10	49	678	9	44	399	1	3	20
North Central Division.....	102	617	6,148	14	90	1,300	15	69	914	21	181	1,241	17	50	782
Western Division.....	26	152	1,426	0	0	0	4	25	199	8	63	413	0	0	0
North Atlantic Division:															
Maine.....	21	80	1,356	5	44	665	2	5	123	0	0	0	1	7	75
New Hampshire.....	13	52	844	2	20	269	3	8	58	3	46	400	0	0	0
Vermont.....	9	38	534	3	22	248	2	7	115	0	0	0	0	0	0
Massachusetts.....	77	550	4,142	0	0	0	3	37	519	6	55	351	0	0	0
Rhode Island.....	5	34	146	0	0	0	0	0	1	5	24	0	0	0	0
Connecticut.....	46	240	2,041	1	4	101	2	3	30	7	65	324	0	0	0
New York.....	115	940	5,983	2	10	186	0	0	0	14	85	684	4	30	167
New Jersey.....	46	323	2,811	2	24	158	0	0	0	2	9	91	4	13	108
Pennsylvania.....	76	496	5,338	3	16	227	0	0	0	5	36	307	16	130	1,717
South Atlantic Division:															
Delaware.....	2	10	71	0	0	0	0	0	0	0	0	0	1	7	62
Maryland.....	26	169	1,334	0	0	0	0	0	0	3	13	56	3	11	95
District of Columbia.....	15	111	555	0	0	0	0	0	0	1	15	25	1	13	89
Virginia.....	40	145	1,537	4	12	129	0	0	0	5	20	177	1	1	5
West Virginia.....	8	21	490	1	9	83	0	0	0	0	0	0	0	0	0
North Carolina.....	58	173	3,552	11	35	726	1	3	36	3	14	190	2	3	46
South Carolina.....	9	42	609	4	32	440	0	0	0	0	0	0	0	0	0
Georgia.....	34	106	1,793	9	31	692	3	9	115	0	0	0	0	0	0
Florida.....	1	2	25	1	7	170	0	0	0	1	2	25	0	0	0
South Central Division:															
Kentucky.....	38	120	1,673	9	38	409	0	0	0	3	12	72	0	0	0
Tennessee.....	49	144	2,788	5	9	237	2	7	109	3	19	143	1	3	20
Alabama.....	21	58	991	4	14	274	3	14	133	2	4	42	0	0	0
Mississippi.....	22	60	1,125	3	5	89	1	4	180	0	0	0	0	0	0
Louisiana.....	14	44	619	1	2	39	0	0	0	0	0	0	0	0	0
Texas.....	28	101	1,887	2	23	321	1	7	37	1	9	142	0	0	0
Arkansas.....	10	38	721	6	16	257	1	4	90	0	0	0	0	0	0
Oklahoma.....	0	0	0	0	0	0	2	13	129	0	0	0	0	0	0
Indian Territory.....	1	3	35	1	3	19	0	0	0	0	0	0	0	0	0
North Central Division:															
Ohio.....	22	160	1,331	0	0	0	0	0	0	3	28	173	2	8	102
Indiana.....	4	41	482	1	5	85	0	0	0	2	15	119	5	12	244
Illinois.....	21	133	949	3	23	322	2	7	116	3	17	105	1	4	77
Michigan.....	8	67	820	0	0	0	1	5	45	1	8	26	1	5	62
Wisconsin.....	4	17	170	1	13	89	2	9	91	4	45	340	0	0	0
Minnesota.....	6	37	317	1	10	190	1	5	36	3	21	242	0	0	0
Iowa.....	8	50	770	2	15	137	3	16	128	0	0	0	4	11	158
Missouri.....	29	112	1,309	4	12	209	2	7	184	1	9	32	0	0	0
North Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
South Dakota.....	0	0	0	0	0	0	1	4	50	1	12	45	0	0	0
Nebraska.....	0	0	0	0	0	0	2	11	173	2	17	87	1	4	41
Kansas.....	0	0	0	2	12	268	1	5	91	1	9	72	3	6	78
Western Division:															
Montana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wyoming.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Colorado.....	0	0	0	0	0	0	0	0	0	1	7	58	0	0	0
New Mexico.....	1	2	10	0	0	0	0	0	0	0	0	0	0	0	0
Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Utah.....	0	0	0	0	0	0	1	4	29	1	8	85	0	0	0
Nevada.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Idaho.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Washington.....	1	3	118	0	0	0	2	8	75	2	13	84	0	0	0
Oregon.....	2	16	502	0	0	0	0	0	0	1	6	35	0	0	0
California.....	22	131	796	0	0	0	1	13	95	3	29	151	0	0	0

TABLE 23.—*Denominational schools included in the tables of private high schools and academies, 1901-2.*

State or Territory.	Lutheran.			Methodist.			Methodist Episcopal South.			Presbyterian.			Roman Catholic.			Other denominations.		
	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.
United States	30 140	2,077		78 469	5,856		31 143	2,710		82 351	4,076	369 1,946	16,786	55 385	4,892			
North Atlantic Division...	7 40	474	14 159	1,701	0 0	0	9 53	611 99	556 5,855	20 174	1,480							
South Atlantic Division...	4 8	143	22 113	1,852	10 43	808	25 109	1,159 35	163 1,227	6 29	352							
South Central Division...	1 2	71	23 77	1,014	16 83	1,638	28 86	1,121 53	268 2,485	9 34	436							
North Central Division...	17 85	1,316	15 93	1,136	4 16	249	11 65	760 116	675 5,426	11 58	676							
Western Division	1 5	73	4 27	153	1 1	15	9 38	425 66	284 2,263	9 90	1,948							
North Atlantic Division:																		
Maine	0 0	0	1 9	85	0 0	0	0 0	0 2	9 87	0 0	0							
New Hampshire	0 0	0	1 12	77	0 0	0	0 0	0 5	15 315	1 3	50							
Vermont	0 0	0	1 10	76	0 0	0	0 0	0 2	9 67	0 0	0							
Massachusetts	0 0	0	1 12	153	0 0	0	0 0	0 13	61 487	4 39	323							
Rhode Island	0 0	0	1 10	135	0 0	0	0 0	0 5	26 276	0 0	0							
Connecticut	0 0	0	0 0	0	0 0	0	0 0	0 4	30 231	1 1	7							
New York	3 17	114	4 40	497	0 0	0	1 6	54 46	236 2,531	5 59	292							
New Jersey	1 6	50	2 32	277	0 0	0	3 23	236 8	53 318	0 0	0							
Pennsylvania	3 17	310	3 34	401	0 0	0	5 24	321 14	117 1,073	9 72	808							
South Atlantic Division:																		
Delaware	0 0	0	0 0	0	0 0	0	0 0	0 0	0 0	0 0	0							
Maryland	0 0	0	1 11	186	0 0	0	2 4	25 11	54 413	0 0	0							
District of Columbia ..	0 0	0	0 0	0	0 0	0	0 0	0 6	50 339	0 0	0							
Virginia	1 1	14	5 54	460	1 6	70	6 35	311 5	15 76	2 13	150							
West Virginia	0 0	0	2 10	487	0 0	0	2 7	64 2	16 80	0 0	0							
North Carolina	3 7	129	7 16	379	5 15	401	7 22	300 1	3 25	3 14	133							
South Carolina	0 0	0	2 7	103	0 0	0	6 28	333 2	6 96	1 2	69							
Georgia	0 0	0	3 7	180	4 22	337	2 13	156 2	6 61	0 0	0							
Florida	0 0	0	2 8	57	0 0	0	0 0	0 6	13 137	0 0	0							
South Central Division:																		
Kentucky	0 0	0	6 20	162	1 6	53	8 23	260 17	73 616	7 29	376							
Tennessee	0 0	0	9 26	495	4 19	499	6 11	236 2	16 184	1 2	33							
Alabama	0 0	0	0 0	0	1 6	114	2 7	83 3	8 63	0 0	0							
Mississippi	0 0	0	2 7	128	0 0	0	3 19	151 6	20 253	1 3	27							
Louisiana	0 0	0	1 2	19	0 0	0	1 3	26 11	68 680	0 0	0							
Texas	1 2	71	4 17	192	4 21	411	5 14	254 11	69 605	0 0	0							
Arkansas	0 0	0	1 5	18	3 13	180	1 4	30 2	10 65	0 0	0							
Oklahoma	0 0	0	0 0	0	0 0	0	0 0	0 1	4 19	0 0	0							
Indian Territory	0 0	0	0 0	0	3 18	381	2 5	81 0	0 0	0 0	0							
North Central Division:																		
Ohio	0 0	0	1 5	71	0 0	0	1 6	20 16	96 781	2 12	83							
Indiana	0 0	0	0 0	0	0 0	0	0 0	0 13	82 687	1 8	175							
Illinois	2 13	173	3 14	178	0 0	0	3 12	135 17	83 637	3 20	163							
Michigan	0 0	0	1 4	58	0 0	0	1 9	73 9	60 376	0 0	0							
Wisconsin	2 5	50	1 5	61	0 0	0	1 9	119 7	55 479	0 0	0							
Minnesota	3 25	492	1 7	34	0 0	0	0 0	0 11	80 741	0 0	0							
Iowa	4 21	285	1 12	150	0 0	0	1 7	144 12	62 593	1 4	74							
Missouri	2 10	192	5 40	518	4 16	249	2 8	70 18	103 777	3 10	139							
North Dakota	0 0	0	0 0	0	0 0	0	0 0	0 2	8 70	0 0	0							
South Dakota	1 5	38	1 5	50	0 0	0	0 0	0 1	4 22	0 0	0							
Nebraska	1 5	86	1 1	16	0 0	0	1 7	124 8	37 189	0 0	0							
Kansas	0 0	0	0 0	0	0 0	0	1 7	65 2	5 74	1 4	42							
Western Division:																		
Montana	0 0	0	0 0	0	1 1	15	0 0	0 4	17 141	0 0	0							
Wyoming	0 0	0	0 0	0	0 6	0 0	0 0	0 1	4 37	0 0	0							
Colorado	0 0	0	0 0	0	0 0	0	1 3	37 4	19 183	0 0	0							
New Mexico	0 0	0	0 0	0	0 0	0	0 0	0 2	7 95	0 0	0							
Arizona	0 0	0	0 0	0	0 0	0	0 0	0 2	12 56	0 0	0							
Utah	0 0	0	1 1	4	0 0	0	4 17	179 2	8 85	5 71	1,755							
Nevada	0 0	0	0 0	0	0 0	0	0 0	0 0	0 0	0 0	0							
Idaho	0 0	0	0 0	0	0 0	0	1 6	62 1	5 50	2 6	66							
Washington	1 5	73	1 3	39	0 0	0	2 6	81 5	15 166	1 9	96							
Oregon	0 0	0	2 23	110	0 0	0	0 0	0 10	50 211	0 0	0							
California	0 0	0	0 0	0	0 0	0	1 6	66 35	147 1,239	1 4	31							

TABLE 30.—Averages of number of teachers, students, and graduates to the public high school, and like averages for the private high school and academy, 1901-2.

State or Territory.	Public high schools.					Private high schools.				
	Teachers to a school.	Secondary students to a school.	Secondary students to a teacher.	Elementary pupils to a school.	Graduates to a school.	Teachers to a school.	Secondary students to a school.	Secondary students to a teacher.	Elementary pupils to a school.	Graduates to a school.
United States	3.6	87.5	24.6	18.7	10.5	5.3	54.1	10.5	71.3	6.2
North Atlantic Division	4.9	122.6	24.8	17.1	14.8	6.7	61.2	9.0	58.9	8.6
South Atlantic Division	2.9	64.1	22.2	32.7	7.2	4.2	53.4	12.6	68.1	4.0
South Central Division	2.6	57.6	22.6	28.9	5.5	3.3	53.1	14.5	81.7	3.6
North Central Division	3.2	79.9	25.1	15.7	10.1	5.7	58.1	9.9	68.6	7.2
Western Division	4.2	100.6	23.9	16.6	10.9	5.3	53.9	10.0	112.4	4.7
North Atlantic Division:										
Maine	2.4	61.2	25.1	7.3	8.4	4.7	74.6	15.4	7.5	10.2
New Hampshire	3.4	65.4	19.5	5.9	9.5	5.5	71.8	12.9	80.3	9.3
Vermont	2.7	63.7	23.3	10.9	9.1	4.9	61.1	12.3	62.0	8.7
Massachusetts	6.9	160.9	23.2	24.0	23.3	7.2	57.4	7.9	75.3	9.4
Rhode Island	7.8	167.5	21.5	7.4	17.5	6.2	48.4	7.7	152.3	4.8
Connecticut	5.2	115.7	22.1	8.5	16.0	5.6	44.8	8.0	15.2	5.9
New York	6.2	169.8	27.3	34.0	14.8	7.3	54.1	7.3	68.6	7.5
New Jersey	6.2	129.8	21.0	8.5	15.4	7.1	59.5	8.3	39.9	7.5
Pennsylvania	3.4	88.3	26.1	6.2	13.0	7.0	73.3	11.1	60.8	11.0
South Atlantic Division:										
Delaware	3.7	90.6	24.7	8.3	12.3	5.7	44.3	7.1	51.3	6.0
Maryland	4.0	92.0	22.9	44.3	10.0	5.6	46.7	8.0	44.3	5.4
District of Columbia	24.6	477.0	19.4	0.0	70.9	8.2	43.8	5.3	50.4	3.6
Virginia	2.7	64.4	24.0	27.1	6.8	4.7	41.8	9.7	41.3	3.1
West Virginia	2.9	61.7	21.6	10.1	8.6	4.2	80.0	19.1	69.1	6.4
North Carolina	2.1	44.6	21.6	32.1	4.9	3.0	58.5	19.4	66.3	4.0
South Carolina	2.0	43.3	21.2	34.7	4.8	4.8	67.7	13.8	58.7	4.6
Georgia	2.2	52.3	23.9	40.0	5.4	3.4	58.4	17.1	115.0	3.7
Florida	2.4	47.5	20.0	31.2	3.0	2.7	37.6	12.6	161.7	1.7
South Central Division:										
Kentucky	3.0	67.4	22.8	17.9	8.0	3.6	40.6	11.2	73.5	3.0
Tennessee	2.2	52.3	24.2	39.3	5.7	3.1	57.8	18.5	85.4	3.7
Alabama	2.6	51.8	19.7	49.7	3.9	3.0	47.2	15.3	80.3	3.0
Mississippi	2.1	41.5	19.3	38.5	3.0	3.1	51.3	16.5	103.7	3.5
Louisiana	3.8	73.4	19.3	32.9	7.4	4.2	49.0	11.6	74.8	4.1
Texas	2.6	63.9	25.0	22.0	5.9	4.6	68.7	14.8	99.4	4.7
Arkansas	2.2	48.9	22.6	9.1	5.1	3.7	56.7	15.1	70.5	3.1
Oklahoma	3.2	62.7	19.7	2.9	4.4	5.6	49.3	8.7	36.0	0.3
Indian Territory	2.3	48.0	21.0	101.1	2.6	4.1	73.7	17.7	127.1	2.8
North Central Division:										
Ohio	2.6	65.2	25.4	23.8	8.7	6.7	54.7	8.1	50.6	7.1
Indiana	3.1	71.4	23.4	13.0	8.9	6.2	68.9	10.9	82.4	9.5
Illinois	4.5	117.4	26.4	7.5	14.5	5.6	49.2	8.7	60.5	5.5
Michigan	3.9	98.2	25.0	15.6	11.0	7.2	66.3	9.3	117.4	8.3
Wisconsin	3.8	91.7	24.3	6.4	12.0	7.2	63.5	9.2	59.1	9.4
Minnesota	4.9	115.8	23.7	5.9	13.6	7.3	73.2	11.0	102.1	10.3
Iowa	3.4	83.9	25.0	9.1	11.4	5.5	62.1	12.3	98.0	9.5
Missouri	3.1	80.6	26.2	13.7	8.7	4.6	52.5	11.2	44.8	4.6
North Dakota	2.5	45.5	18.3	15.2	5.5	4.0	35.0	8.7	123.0	1.0
South Dakota	2.0	43.5	21.6	29.9	5.5	6.0	41.0	6.8	154.0	5.8
Nebraska	2.1	53.3	24.9	27.6	7.8	5.1	44.7	8.7	61.3	5.7
Kansas	2.6	72.2	27.5	14.4	9.4	4.3	62.5	14.4	58.9	8.0
Western Division:										
Montana	4.0	93.0	23.0	2.5	7.6	3.6	31.2	9.2	151.2	1.8
Wyoming	2.3	43.4	18.9	25.5	4.6	4.0	32.5	9.2	199.0	8.0
Colorado	5.7	130.5	22.8	10.0	13.8	4.8	46.3	9.5	156.0	5.1
New Mexico	4.0	46.1	11.5	2.9	3.3	3.0	35.0	11.0	71.6	1.0
Arizona	5.0	94.0	13.8	0.0	7.0	6.0	28.0	4.3	92.0	1.0
Utah	8.5	215.7	25.4	0.0	21.2	7.7	155.0	19.6	122.9	6.2
Nevada	2.3	48.7	21.2	34.5	7.0	.....	.....	.....	.....	.....
Idaho	3.0	69.1	23.0	7.9	8.9	4.2	44.5	10.5	79.7	8.0
Washington	2.8	63.4	22.6	36.9	6.9	4.1	43.4	11.0	92.8	4.4
Oregon	2.5	69.2	27.6	41.4	9.7	6.3	57.2	9.0	91.2	6.0
California	5.3	133.6	25.3	0.8	14.6	5.2	37.7	7.2	117.4	4.5

TABLE 31.—*Combined statistics of public high schools and private high schools and academies—Number of schools, instructors, and students in 1901-2.*

State or Territory.	Total schools.	Total secondary teachers.	Total secondary students.	Male.		Female.		Classical preparatory students.	
				Num-ber.	Per cent.	Num-ber.	Per cent.	Num-ber.	Per cent.
United States.....	8,127	32,318	655,301	278,450	42.49	376,851	57.51	45,159	6.89
North Atlantic Division...	2,126	11,707	220,824	96,788	43.88	124,036	56.17	19,674	8.91
South Atlantic Division...	786	2,740	46,669	20,122	43.12	26,547	56.88	4,571	9.79
South Central Division...	1,066	3,116	59,800	26,255	43.90	33,545	56.10	4,876	8.16
North Central Division...	3,676	12,618	286,378	118,416	41.35	167,962	58.65	13,705	4.79
Western Division.....	473	2,137	41,630	16,869	40.52	24,761	59.48	2,333	5.60
North Atlantic Division:									
Maine.....	177	508	11,259	4,916	43.66	6,343	56.34	1,290	11.46
New Hampshire.....	86	351	5,808	3,009	51.81	2,799	48.19	534	9.19
Vermont.....	75	243	4,737	2,023	42.71	2,714	57.29	343	7.24
Massachusetts.....	348	2,444	45,225	20,010	44.24	25,216	55.76	6,174	13.65
Rhode Island.....	34	246	4,265	1,821	42.70	2,444	57.30	676	15.85
Connecticut.....	136	736	11,413	5,068	44.41	6,345	55.59	1,341	11.75
New York.....	587	3,864	77,243	33,232	43.02	44,011	56.98	5,082	6.58
New Jersey.....	161	1,059	16,124	7,224	44.80	8,900	55.20	1,857	8.41
Pennsylvania.....	522	2,256	44,749	19,485	43.54	25,264	56.46	2,877	6.43
South Atlantic Division:									
Delaware.....	15	61	1,220	495	40.57	725	59.43	56	4.59
Maryland.....	95	459	6,657	2,881	43.28	3,776	56.72	415	6.23
District of Columbia...	30	361	4,347	1,445	33.24	2,902	66.76	275	6.33
Virginia.....	134	474	7,051	3,126	44.33	3,925	55.67	604	8.57
West Virginia.....	43	143	2,931	1,216	41.49	1,715	58.51	103	3.51
North Carolina.....	131	367	7,256	3,943	54.34	3,313	45.66	1,140	15.71
South Carolina.....	116	305	5,600	2,310	41.25	3,290	58.75	668	11.93
Georgia.....	171	443	9,292	3,872	41.67	5,420	58.33	1,209	13.01
Florida.....	51	127	2,315	834	36.03	1,481	63.97	101	4.36
South Central Division:									
Kentucky.....	169	557	9,011	4,025	44.67	4,986	55.33	821	9.11
Tennessee.....	182	472	9,977	4,450	44.60	5,527	55.40	963	9.70
Alabama.....	109	303	5,480	2,431	44.36	3,049	55.64	347	6.33
Mississippi.....	127	309	5,644	2,488	44.05	3,156	55.95	511	9.06
Louisiana.....	69	275	4,391	1,744	39.72	2,647	60.28	185	4.22
Texas.....	293	867	19,000	8,208	43.20	10,792	56.80	1,312	6.90
Arkansas.....	84	220	4,294	2,054	47.83	2,240	52.17	533	12.41
Oklahoma.....	19	68	1,151	460	39.97	691	60.03	158	13.73
Indian Territory.....	14	45	852	397	46.60	455	53.40	41	4.81
North Central Division:									
Ohio.....	767	2,161	49,537	21,652	43.71	27,885	56.29	3,344	6.75
Indiana.....	408	1,330	29,073	12,247	42.12	16,826	57.88	1,549	5.33
Illinois.....	413	1,907	44,532	17,180	38.58	27,352	61.42	1,697	3.81
Michigan.....	319	1,325	30,618	12,870	42.03	17,748	57.97	971	3.17
Wisconsin.....	237	971	21,122	8,870	41.99	12,252	58.01	980	4.64
Minnesota.....	156	812	16,874	7,060	41.84	9,814	58.16	509	3.02
Iowa.....	382	1,358	31,457	13,167	41.86	18,290	58.14	1,383	4.40
Missouri.....	333	1,136	24,865	9,930	39.94	14,935	60.06	1,021	4.10
North Dakota.....	35	90	1,573	652	41.45	921	58.55	54	2.43
South Dakota.....	76	173	3,295	1,330	40.36	1,965	59.64	179	5.43
Nebraska.....	319	730	16,859	6,851	40.64	10,008	59.36	721	4.27
Kansas.....	231	625	16,573	6,607	39.87	9,966	60.13	1,297	7.83
Western Division:									
Montana.....	27	107	2,203	757	34.26	1,446	65.64	295	13.89
Wyoming.....	11	27	471	167	35.46	304	64.54	12	2.55
Colorado.....	53	298	6,413	2,506	39.08	3,907	60.92	287	4.48
New Mexico.....	11	41	474	228	48.10	246	51.90	55	11.60
Arizona.....	4	22	244	87	35.66	157	64.34	5	2.05
Utah.....	20	160	3,431	1,709	49.81	1,722	50.19	108	3.15
Nevada.....	10	23	487	198	40.66	289	59.34	44	9.04
Idaho.....	11	38	662	300	45.32	362	54.68	52	7.86
Washington.....	91	275	5,548	2,193	39.53	3,355	60.47	431	7.77
Oregon.....	54	193	3,558	1,458	40.98	2,100	59.02	200	5.62
California.....	181	953	18,139	7,266	40.06	10,873	59.94	844	4.65

TABLE 32.—Combined statistics of public high schools and private high schools and academies—College preparatory students and graduates in 1901-2.

State or Territory.	Scientific preparatory students.		Total college preparatory students.		Graduates in 1902.		Graduates prepared for college.	
	Num-ber.	Per cent.	Num-ber.	Per cent.	Num-ber.	Per cent.	Num-ber.	Per cent.
United States	39,106	5.97	84,265	12.86	77,687	11.86	26,159	33.67
North Atlantic Division	14,729	6.67	34,403	15.58	27,442	12.43	8,855	32.27
South Atlantic Division	2,065	4.43	6,636	14.22	4,567	9.79	1,647	36.06
South Central Division	3,254	5.44	8,130	13.60	5,163	8.63	1,841	35.66
North Central Division	15,387	5.37	29,092	10.16	26,124	12.61	11,857	32.82
Western Division	3,671	8.82	6,004	14.42	4,391	10.55	1,959	44.61
North Atlantic Division:								
Maine	478	4.24	1,768	15.70	1,540	13.68	437	23.38
New Hampshire	504	8.68	1,038	17.87	816	14.05	368	45.10
Vermont	450	9.50	793	16.74	676	14.27	251	37.13
Massachusetts	3,003	6.64	9,177	20.29	6,662	14.73	2,238	33.59
Rhode Island	201	4.71	877	20.56	443	10.29	186	41.99
Connecticut	890	7.80	2,231	19.55	1,557	13.64	469	30.12
New York	4,956	6.42	10,038	13.00	7,278	9.42	2,520	34.62
New Jersey	1,875	11.63	3,232	20.04	1,942	12.04	614	31.62
Pennsylvania	2,372	5.30	5,249	11.73	6,528	14.59	1,772	27.14
South Atlantic Division:								
Delaware	49	4.02	105	8.61	165	13.61	28	16.87
Maryland	290	4.36	705	10.59	741	11.13	208	27.40
District of Columbia	255	5.86	530	12.19	581	13.37	77	13.25
Virginia	313	4.44	917	13.01	654	9.28	210	32.11
West Virginia	102	3.48	205	6.99	338	11.53	98	28.99
North Carolina	617	8.50	1,757	24.21	561	7.73	281	50.09
South Carolina	116	2.07	784	14.00	552	9.86	323	58.51
Georgia	259	2.79	1,468	15.80	834	8.98	365	43.76
Florida	64	2.77	165	7.13	140	6.05	62	44.29
South Central Division:								
Kentucky	609	6.76	1,430	15.87	913	10.13	290	31.76
Tennessee	525	5.26	1,493	14.96	883	8.85	319	36.13
Alabama	309	5.64	656	11.97	397	7.24	135	34.01
Mississippi	349	6.18	860	15.24	402	7.12	183	45.52
Louisiana	156	3.55	341	7.77	419	9.54	138	32.94
Texas	972	5.12	2,284	12.02	1,661	8.74	551	33.17
Arkansas	230	5.36	763	17.77	379	8.83	179	47.23
Oklahoma	74	6.43	232	20.16	71	6.17	40	56.34
Indian Territory	30	3.52	71	8.33	38	4.46	6	15.79
North Central Division:								
Ohio	2,645	5.34	5,989	12.09	6,612	13.35	1,915	28.96
Indiana	1,301	4.47	2,850	9.80	3,664	12.60	1,222	33.35
Illinois	2,102	4.72	3,799	8.53	5,479	12.30	1,543	28.16
Michigan	2,715	8.87	3,686	12.04	3,455	11.28	1,129	32.68
Wisconsin	849	4.02	1,829	8.66	2,789	13.20	898	32.20
Minnesota	1,861	11.08	2,370	14.05	2,036	12.07	1,084	53.24
Iowa	1,228	3.90	2,611	8.30	4,277	13.60	1,383	32.34
Missouri	1,019	4.10	2,040	8.20	2,607	10.48	679	26.05
North Dakota	91	5.79	145	9.22	182	11.57	77	42.31
South Dakota	105	3.19	284	8.62	419	12.72	167	39.86
Nebraska	539	3.20	1,260	7.47	2,442	14.48	717	29.56
Kansas	932	5.62	2,229	13.45	2,162	13.05	1,043	48.24
Western Division:								
Montana	59	2.68	354	16.07	177	8.03	60	33.90
Wyoming	12	2.55	24	5.10	54	11.46	15	27.78
Colorado	539	8.40	826	12.88	678	10.57	280	41.30
New Mexico	20	4.22	75	15.82	29	6.12	11	37.93
Arizona	16	6.56	21	8.61	16	6.56	10	62.50
Utah	271	7.90	379	11.05	214	6.24	53	24.77
Nevada	19	3.90	63	12.94	70	14.37	20	42.86
Idaho	14	2.11	66	9.97	94	14.20	52	55.32
Washington	335	6.04	766	13.81	587	10.58	203	34.58
Oregon	241	6.77	441	12.39	469	13.18	120	25.59
California	2,145	11.83	2,989	16.48	2,003	11.04	1,125	56.17

TABLE 33.—Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1901-2.

State or Territory.	Latin.			Greek.			French.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States.....	7,134	324,497	49.52	1,775	21,998	3.36	2,061	72,943	11.13
North Atlantic Division...	2,000	105,707	47.87	973	13,845	6.27	1,205	49,482	22.41
South Atlantic Division...	731	26,682	57.17	214	1,880	4.03	272	6,034	12.93
South Central Division...	636	30,055	50.26	213	1,764	2.95	166	4,012	6.71
North Central Division...	3,069	141,598	49.44	300	3,562	1.24	296	10,002	3.49
Western Division.....	398	20,455	49.14	75	947	2.27	122	3,413	8.20
North Atlantic Division:									
Maine.....	160	4,864	43.20	97	1,073	9.53	117	2,772	24.62
New Hampshire.....	79	3,152	54.27	43	637	10.97	71	2,214	38.12
Vermont.....	72	2,149	45.37	47	306	6.46	57	1,033	21.81
Massachusetts.....	336	20,683	45.73	217	3,839	8.49	315	19,184	42.42
Rhode Island.....	30	1,925	45.13	18	480	11.25	27	1,340	31.42
Connecticut.....	134	5,815	50.95	81	1,029	9.02	88	2,531	22.18
New York.....	561	34,472	44.63	268	3,704	4.80	344	13,913	18.01
New Jersey.....	142	7,998	49.60	60	878	5.45	84	2,513	15.70
Pennsylvania.....	486	24,649	55.08	142	1,899	4.24	102	3,982	8.90
South Atlantic Division:									
Delaware.....	15	1,033	84.67	4	34	2.79	4	121	9.92
Maryland.....	88	4,374	65.71	25	226	3.39	54	1,507	22.64
District of Columbia.....	25	1,693	38.95	12	144	3.31	24	1,219	28.04
Virginia.....	124	4,301	61.00	20	97	1.38	64	963	13.66
West Virginia.....	42	1,357	46.30	8	246	8.39	10	292	9.96
North Carolina.....	119	3,468	47.79	47	446	6.15	41	592	8.16
South Carolina.....	108	3,351	59.84	25	172	3.07	33	585	10.45
Georgia.....	166	6,020	64.79	68	494	5.32	35	697	7.50
Florida.....	44	1,085	46.87	5	21	0.91	7	58	2.51
South Central Division:									
Kentucky.....	148	5,026	55.78	40	321	3.56	34	1,007	11.18
Tennessee.....	152	4,668	46.79	52	494	4.95	23	262	2.63
Alabama.....	97	2,803	51.15	19	170	3.10	27	334	6.09
Mississippi.....	116	2,732	48.41	34	151	2.68	7	134	2.37
Louisiana.....	61	1,693	38.56	9	75	1.71	33	1,782	40.58
Texas.....	253	9,631	50.69	39	401	2.11	33	439	2.31
Arkansas.....	78	2,392	55.71	16	116	2.70	8	52	1.21
Oklahoma.....	19	827	71.85	2	32	2.78	1	2	0.17
Indian Territory.....	12	283	33.22	2	4	0.47	.....	.....	0.00
North Central Division:									
Ohio.....	626	25,882	52.25	65	868	1.75	53	2,007	4.05
Indiana.....	389	18,541	63.77	15	207	0.71	18	470	1.62
Illinois.....	358	21,793	48.94	50	579	1.30	60	2,964	6.66
Michigan.....	245	10,983	35.87	40	320	1.05	46	1,567	5.12
Wisconsin.....	126	5,140	24.33	24	273	1.29	19	261	1.24
Minnesota.....	153	9,698	57.47	20	210	1.24	25	1,225	7.26
Iowa.....	311	15,000	47.68	21	165	0.53	14	182	0.58
Missouri.....	296	12,634	50.81	42	665	2.44	37	980	3.94
North Dakota.....	35	1,071	68.09	.....	.....	0.00	2	36	2.29
South Dakota.....	50	1,386	42.06	3	16	0.49	3	17	0.52
Nebraska.....	274	10,018	59.42	8	123	0.73	9	193	1.17
Kansas.....	206	9,449	57.01	12	194	1.17	10	95	0.57
Western Division:									
Montana.....	27	1,281	58.15	2	10	0.45	6	183	8.31
Wyoming.....	9	217	46.07	.....	.....	0.09	1	1	0.21
Colorado.....	50	3,569	55.65	12	219	3.41	7	421	6.56
New Mexico.....	8	141	29.75	1	4	0.84	2	12	2.53
Arizona.....	4	116	47.54	1	2	0.82	1	1	0.41
Utah.....	17	655	19.09	5	40	1.17	6	226	6.59
Nevada.....	10	300	61.60	.....	.....	0.00	.....	.....	0.00
Idaho.....	7	302	45.62	1	5	0.76	1	20	3.02
Washington.....	65	2,722	49.06	7	46	0.83	11	321	5.79
Oregon.....	34	1,324	37.21	4	98	2.75	13	169	4.75
California.....	167	9,828	54.18	42	523	2.88	74	2,059	11.35

TABLE 34.—Combined statistics of public high schools and private high schools and academics—Secondary students in certain studies in 1901-2.

State or Territory.	German.			Algebra.			Geometry.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States.....	3,108	110,980	16.94	8,052	362,171	55.27	6,892	180,580	27.56
North Atlantic Division.	1,268	47,143	21.35	2,100	111,295	50.40	1,947	60,559	27.42
South Atlantic Division.	199	4,801	10.29	773	29,135	62.43	621	11,896	25.49
South Central Division..	192	3,874	6.48	1,046	39,148	65.46	688	16,473	27.55
North Central Division..	1,236	48,892	17.07	3,665	158,901	55.49	3,228	78,871	27.54
Western Division.....	213	6,270	15.06	468	23,692	56.91	408	12,781	30.70
North Atlantic Division:									
Maine.....	30	311	2.76	177	5,670	50.36	163	2,927	26.00
New Hampshire.....	28	458	7.89	86	3,030	52.17	80	1,982	34.13
Vermont.....	31	380	8.02	75	2,102	44.37	69	1,115	23.54
Massachusetts.....	196	6,579	14.55	345	20,532	45.40	319	12,700	28.08
Rhode Island.....	23	723	16.95	34	2,229	52.26	29	1,850	31.65
Connecticut.....	103	2,924	25.62	135	5,598	49.05	122	3,094	27.11
New York.....	497	19,314	25.00	578	33,547	43.43	550	19,431	25.16
New Jersey.....	126	6,005	37.24	153	9,933	61.60	146	4,593	28.52
Pennsylvania.....	234	10,449	23.35	517	28,644	64.03	469	13,362	29.86
South Atlantic Division:									
Delaware.....	7	74	6.07	15	974	79.84	15	372	30.49
Maryland.....	55	1,930	28.99	95	4,654	69.91	93	3,112	46.75
District of Columbia.	22	854	19.65	29	1,412	32.48	28	988	22.73
Virginia.....	53	764	10.84	132	4,491	63.69	102	1,694	24.02
West Virginia.....	14	422	14.40	44	1,942	66.26	40	760	25.93
North Carolina.....	18	272	3.75	124	3,778	52.07	83	1,238	17.06
South Carolina.....	13	234	4.18	114	3,877	69.23	85	942	16.82
Georgia.....	13	227	2.44	171	6,648	71.55	139	2,367	25.47
Florida.....	4	24	1.04	49	1,359	58.70	35	423	18.27
South Central Division:									
Kentucky.....	57	1,601	17.77	163	5,506	61.10	126	2,257	25.05
Tennessee.....	33	451	4.52	178	6,396	64.11	158	2,306	23.11
Alabama.....	19	169	3.08	107	3,881	70.82	94	1,711	31.22
Mississippi.....	4	13	0.23	127	3,797	67.27	96	1,126	19.95
Louisiana.....	4	30	0.68	67	2,509	57.14	57	1,194	27.19
Texas.....	57	1,354	7.13	291	13,128	69.09	77	6,673	35.12
Arkansas.....	11	164	3.82	83	2,983	69.47	60	913	21.26
Oklahoma.....	7	92	7.99	19	670	58.21	14	223	19.37
Indian Territory.....			0.00	11	278	32.63	6	70	8.22
North Central Division:									
Ohio.....	182	7,553	15.25	765	28,017	56.56	637	13,733	27.72
Indiana.....	111	4,829	16.61	408	17,254	59.35	358	8,621	29.65
Illinois.....	160	8,358	18.77	409	22,556	50.65	385	12,152	27.29
Michigan.....	166	6,285	20.53	319	16,267	53.13	301	6,904	22.55
Wisconsin.....	147	5,184	24.54	235	9,289	43.98	234	5,144	24.35
Minnesota.....	104	4,253	25.20	156	8,308	49.24	152	5,876	34.82
Iowa.....	115	4,143	13.17	381	16,977	53.97	343	7,821	24.86
Missouri.....	84	3,788	15.03	332	16,216	65.22	267	6,730	27.07
North Dakota.....	9	227	14.43	35	789	50.16	31	369	23.46
South Dakota.....	17	301	9.14	76	1,859	56.42	53	882	26.77
Nebraska.....	59	1,894	11.23	318	11,282	66.92	268	5,709	33.86
Kansas.....	82	2,127	12.83	231	10,087	60.86	199	4,930	29.75
Western Division:									
Montana.....	12	443	20.11	27	1,306	59.28	25	745	33.82
Wyoming.....	3	27	5.73	11	314	66.67	10	128	27.18
Colorado.....	28	1,614	25.17	53	3,463	54.00	51	2,262	35.27
New Mexico.....	2	20	4.22	11	270	56.96	9	95	20.04
Arizona.....	2	19	7.79	3	126	51.64	4	68	27.87
Utah.....	17	625	18.22	21	1,073	31.27	18	473	13.79
Nevada.....	1	15	3.08	10	357	73.31	10	206	42.30
Idaho.....	3	49	7.40	11	408	61.63	7	137	20.69
Washington.....	25	761	13.72	91	3,063	55.21	76	1,688	30.43
Oregon.....	18	573	16.10	53	2,358	66.27	30	813	22.85
California.....	92	2,124	11.71	177	10,954	60.39	168	6,166	33.99

TABLE 35.—Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1901-2.

State or Territory.	Trigonometry.			Astronomy.			Physics.		
	Schools reporting.	Num-ber.	Per cent.	Schools reporting.	Num-ber.	Per cent.	Schools reporting.	Num-ber.	Per cent.
United States.....	1,534	15,827	2.42	1,449	17,271	2.64	6,223	113,959	17.30
North Atlantic Division....	502	5,563	2.52	583	7,343	3.33	1,640	36,805	16.67
South Atlantic Division....	220	2,209	4.73	132	1,488	3.19	472	8,599	18.43
South Central Division....	311	2,904	4.86	187	1,851	3.10	795	12,390	20.72
North Central Division....	350	3,754	1.31	475	5,756	2.01	2,969	49,756	17.37
Western Division.....	151	1,397	3.36	72	833	2.00	347	6,409	15.40
North Atlantic Division:									
Maine.....	7	26	0.23	87	863	7.66	138	1,904	16.91
New Hampshire.....	18	134	2.31	32	311	5.35	65	1,106	19.04
Vermont.....	4	14	0.30	27	273	5.76	61	744	15.71
Massachusetts.....	60	673	1.49	124	1,647	3.64	282	8,293	18.34
Rhode Island.....	6	52	1.22	12	121	2.84	26	954	22.37
Connecticut.....	44	233	2.04	34	441	3.86	94	1,743	15.27
New York.....	195	2,153	2.79	150	1,796	2.33	423	10,533	13.64
New Jersey.....	52	517	3.21	41	642	3.98	129	2,820	17.49
Pennsylvania.....	116	1,761	3.94	76	1,249	2.79	422	8,708	19.46
South Atlantic Division:									
Delaware.....	3	25	2.05	.....	.....	0.00	14	350	28.69
Maryland.....	41	522	7.84	27	268	4.03	83	1,353	20.32
District of Columbia....	17	198	4.55	12	153	3.52	26	923	21.23
Virginia.....	53	379	5.38	18	129	1.83	84	1,737	24.63
West Virginia.....	9	171	5.83	9	142	4.84	32	484	16.51
North Carolina.....	21	232	3.20	15	190	2.62	62	1,103	15.20
South Carolina.....	17	132	2.36	11	144	2.57	53	830	14.82
Georgia.....	49	459	4.94	26	248	3.75	89	1,463	15.74
Florida.....	10	91	8.93	14	114	4.92	29	356	15.38
South Central Division:									
Kentucky.....	68	662	7.35	43	444	4.93	102	1,683	18.68
Tennessee.....	43	254	2.55	27	195	1.95	113	1,246	12.49
Alabama.....	39	340	6.20	27	301	5.49	80	1,255	22.90
Mississippi.....	23	184	3.26	18	146	2.59	109	1,793	31.77
Louisiana.....	16	155	3.53	20	254	5.78	54	941	21.43
Texas.....	106	1,175	6.18	39	423	2.23	262	4,517	23.77
Arkansas.....	13	118	2.75	7	54	1.26	52	677	15.77
Oklahoma.....	2	8	0.70	3	16	1.39	16	193	16.77
Indian Territory.....	1	8	0.94	3	18	2.11	7	85	9.98
North Central Division:									
Ohio.....	81	936	1.89	143	1,587	3.20	590	8,842	17.85
Indiana.....	36	344	1.18	19	296	1.02	277	5,239	18.02
Illinois.....	41	497	1.12	76	1,105	2.48	377	7,226	16.23
Michigan.....	27	287	0.94	25	262	0.86	294	4,854	15.85
Wisconsin.....	8	137	0.65	6	35	0.17	225	3,228	15.28
Minnesota.....	9	92	0.55	18	240	1.42	113	2,755	16.33
Iowa.....	26	310	0.99	73	979	3.11	346	5,819	18.50
Missouri.....	81	775	3.12	50	494	1.99	211	3,981	16.01
North Dakota.....	2	6	0.38	2	12	0.76	26	222	14.11
South Dakota.....	3	30	0.91	10	127	3.85	50	566	17.18
Nebraska.....	24	245	1.45	18	198	1.17	255	3,488	20.69
Kansas.....	12	95	0.57	35	421	2.54	205	3,536	21.34
Western Division:									
Montana.....	4	46	2.09	4	53	2.41	23	343	15.57
Wyoming.....	1	5	1.06	2	19	4.03	9	97	20.59
Colorado.....	11	169	2.64	8	162	2.53	46	1,029	16.05
New Mexico.....	3	20	4.22	1	25	5.27	7	78	16.46
Arizona.....	2	12	4.92	1	2	0.82	3	24	9.84
Utah.....	7	130	3.79	5	88	2.56	17	277	8.07
Nevada.....	1	16	3.29	1	5	1.03	10	158	32.44
Idaho.....	2	20	3.02	3	29	4.38	8	109	16.47
Washington.....	11	113	2.04	9	107	1.93	49	796	14.35
Oregon.....	13	108	3.04	9	80	2.25	30	517	14.53
California.....	96	758	4.18	29	263	1.45	145	2,981	16.43

TABLE 36.—Combined statistics of public high schools and private high schools and academies—Secondary students pursuing certain studies in 1901-2.

State or Territory.	Chemistry.			Physical geography.			Geology.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States.....	2,798	50,469	7.70	6,204	145,634	22.22	1,600	22,601	3.48
North Atlantic Division.....	1,016	18,790	8.51	1,586	36,347	16.46	674	9,996	4.53
South Atlantic Division.....	201	3,821	8.19	586	13,394	28.70	102	1,412	3.03
South Central Division.....	262	3,580	5.99	789	17,742	29.67	230	3,233	5.41
North Central Division.....	1,083	19,894	6.95	3,017	69,089	24.13	506	7,025	2.45
Western Division.....	236	4,384	10.53	326	9,062	21.77	88	1,185	2.73
North Atlantic Division:									
Maine.....	89	1,073	9.53	129	1,817	16.14	86	1,082	9.17
New Hampshire.....	47	591	10.18	54	736	12.67	26	254	4.37
Vermont.....	26	319	6.73	56	1,103	23.28	33	332	7.01
Massachusetts.....	238	5,175	11.44	187	3,548	7.85	115	1,492	3.50
Rhode Island.....	21	457	10.72	17	408	9.57	8	70	1.64
Connecticut.....	57	984	8.62	86	1,976	17.31	36	453	3.97
New York.....	290	5,425	7.02	458	12,639	16.36	287	3,145	4.07
New Jersey.....	85	1,755	10.88	108	2,881	17.87	40	622	3.65
Pennsylvania.....	163	3,011	6.73	441	11,239	25.12	63	2,566	5.80
South Atlantic Division:									
Delaware.....	5	147	12.05	12	421	34.51	.....	.....	0.00
Maryland.....	35	517	7.77	80	1,991	29.91	8	95	1.43
District of Columbia.....	17	638	14.68	17	687	15.80	9	101	2.32
Virginia.....	51	713	10.11	85	1,663	26.42	16	206	2.92
West Virginia.....	14	292	9.96	41	1,053	35.93	6	201	6.56
North Carolina.....	22	437	6.02	100	2,128	29.33	16	196	2.70
South Carolina.....	10	194	3.46	88	1,699	30.34	12	127	2.27
Georgia.....	57	716	7.71	122	2,808	30.17	22	355	3.82
Florida.....	10	167	7.21	41	749	32.35	13	181	5.66
South Central Division:									
Kentucky.....	58	813	9.02	105	1,804	20.02	35	433	4.81
Tennessee.....	25	274	2.75	91	2,034	20.39	74	916	9.18
Alabama.....	32	395	7.21	69	1,323	24.14	29	353	6.44
Mississippi.....	21	167	2.96	84	2,005	35.52	16	351	6.22
Louisiana.....	26	545	12.41	57	1,895	31.77	19	156	3.55
Texas.....	84	1,203	6.33	257	7,373	38.81	39	839	4.42
Arkansas.....	13	108	2.52	56	1,336	31.11	11	135	3.14
Oklahoma.....	5	29	3.39	14	378	32.84	3	20	1.74
Indian Territory.....	3	56	4.23	6	94	11.03	4	30	3.52
North Central Division:									
Ohio.....	162	2,890	5.83	625	12,624	25.48	111	1,339	2.70
Indiana.....	112	2,272	7.81	337	6,746	23.20	34	534	1.84
Illinois.....	160	3,130	7.03	338	11,472	25.76	52	993	2.23
Michigan.....	195	3,073	10.04	272	5,470	17.87	65	737	2.41
Wisconsin.....	32	601	2.85	230	6,767	32.04	12	182	0.62
Minnesota.....	96	1,744	10.34	62	1,251	7.41	19	332	1.97
Iowa.....	70	1,323	4.21	325	7,441	23.65	71	1,050	3.34
Missouri.....	96	2,091	8.41	275	5,689	22.88	56	776	3.12
North Dakota.....	5	52	3.81	17	224	14.24	3	80	1.91
South Dakota.....	15	247	7.50	66	1,222	37.09	14	162	4.92
Nebraska.....	75	1,246	7.39	277	5,357	31.78	21	375	2.22
Kansas.....	65	1,225	7.39	193	4,826	29.12	48	565	3.41
Western Division:									
Montana.....	7	128	5.81	23	509	23.10	10	80	3.63
Wyoming.....	4	54	11.46	9	157	33.33	1	13	2.76
Colorado.....	33	814	12.69	37	1,744	27.19	24	494	7.70
New Mexico.....	3	35	7.33	9	146	30.80	5	47	9.92
Arizona.....	4	26	10.66	4	60	24.59	2	8	3.28
Utah.....	13	197	5.74	17	571	16.64	7	65	1.89
Nevada.....	9	153	31.42	8	184	37.78	2	32	6.57
Idaho.....	3	32	4.83	9	195	29.46	5	48	7.25
Washington.....	19	255	4.60	80	1,616	29.13	8	134	2.42
Oregon.....	17	412	11.58	50	1,317	37.02	9	68	1.91
California.....	119	2,278	12.56	80	2,563	14.13	15	146	0.80

TABLE 37.—Combined statistics of public high schools and private high schools and academies—Secondary students pursuing certain studies in 1901-2.

State or Territory.	Physiology.			Psychology.			Rhetoric.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States.....	5,687	162,725	24.83	1,367	16,593	2.53	7,055	274,556	41.90
North Atlantic Division..	1,410	51,823	23.47	328	4,624	2.09	1,823	91,828	41.36
South Atlantic Division..	562	14,145	30.31	140	1,885	4.04	659	17,580	37.67
South Central Division...	845	23,781	39.77	264	3,107	5.20	924	24,609	41.15
North Central Division...	2,657	67,849	23.69	570	6,247	2.18	3,238	120,211	41.98
Western Division.....	213	5,127	12.32	65	730	1.75	411	20,828	50.03
North Atlantic Division:									
Maine.....	109	1,611	14.31	32	357	3.17	153	3,896	34.60
New Hampshire.....	40	708	12.19	10	53	0.96	77	2,441	42.03
Vermont.....	38	608	12.84	27	222	4.69	69	1,701	35.91
Massachusetts.....	192	6,291	13.91	29	391	0.86	298	22,220	49.13
Rhode Island.....	17	329	7.95	5	124	2.91	31	2,887	55.97
Connecticut.....	64	1,103	9.66	15	169	1.48	115	5,727	50.18
New York.....	496	24,036	31.12	102	1,738	2.25	490	28,997	37.54
New Jersey.....	88	3,221	19.98	18	162	1.00	145	7,019	43.53
Pennsylvania.....	366	13,906	31.08	90	1,405	3.14	445	16,940	37.56
South Atlantic Division:									
Delaware.....	12	785	64.34	3	19	1.56	14	528	43.28
Maryland.....	74	1,881	28.26	18	330	4.96	81	2,713	40.75
District of Columbia.....	17	395	9.09	11	94	2.16	24	1,981	45.57
Virginia.....	85	1,684	23.88	17	133	1.69	110	2,702	38.32
West Virginia.....	20	817	27.87	12	207	7.06	41	918	31.82
North Carolina.....	107	2,876	39.64	22	424	5.84	102	2,360	32.52
South Carolina.....	80	1,938	34.61	11	146	2.61	99	1,599	28.55
Georgia.....	120	2,843	50.60	25	345	3.71	145	3,924	42.23
Florida.....	87	926	40.00	21	187	8.08	43	855	36.93
South Central Division:									
Kentucky.....	131	2,935	32.57	54	656	7.28	150	4,138	45.92
Tennessee.....	142	3,482	34.90	29	286	2.87	154	3,284	32.92
Alabama.....	88	2,367	43.19	25	311	5.63	77	2,341	42.72
Mississippi.....	106	2,969	52.60	17	152	2.63	110	2,404	42.59
Louisiana.....	50	1,537	35.63	14	129	2.94	63	2,006	45.63
Texas.....	239	7,854	41.49	96	1,368	7.20	270	8,334	43.86
Arkansas.....	69	2,056	47.83	15	109	2.54	74	1,487	34.63
Oklahoma.....	9	210	18.25	5	62	5.39	18	469	40.75
Indian Territory.....	11	311	36.50	5	34	3.99	8	146	17.14
North Central Division:									
Ohio.....	634	15,046	30.37	99	1,003	2.03	649	17,896	36.13
Indiana.....	170	3,475	11.55	50	642	2.21	367	17,284	59.45
Illinois.....	338	12,179	27.35	33	384	0.86	374	21,734	48.81
Michigan.....	266	5,869	19.17	37	439	1.43	294	10,718	35.01
Wisconsin.....	227	4,850	22.96	156	1,385	6.56	189	5,789	27.41
Minnesota.....	85	1,848	10.95	9	133	0.79	135	8,403	49.80
Iowa.....	279	7,270	23.11	30	291	0.93	359	11,197	35.59
Missouri.....	224	6,917	27.82	77	945	3.80	294	10,668	42.90
North Dakota.....	19	330	20.98	4	27	1.72	33	578	36.75
South Dakota.....	48	1,054	31.99	8	80	2.43	67	1,140	34.60
Nebraska.....	206	4,481	26.58	8	71	0.42	262	8,116	48.14
Kansas.....	161	4,530	27.33	59	842	5.08	215	6,688	40.35
Western Division:									
Montana.....	23	558	24.42	2	12	0.54	25	1,287	58.42
Wyoming.....	8	161	34.18	.....	.....	0.80	10	154	32.70
Colorado.....	25	569	8.87	12	167	2.60	45	2,856	44.69
New Mexico.....	8	103	21.73	2	26	5.49	9	129	27.22
Arizona.....	4	67	15.16	2	2	0.82	4	93	38.11
Utah.....	18	443	13.06	12	230	6.70	20	993	29.03
Nevada.....	8	186	38.19	2	19	3.50	9	226	46.41
Idaho.....	9	211	31.87	2	8	1.21	11	267	40.33
Washington.....	38	829	14.94	13	141	2.54	78	2,446	44.09
Oregon.....	29	861	24.20	6	43	1.21	45	1,283	36.06
California.....	43	1,184	6.53	11	82	0.45	155	11,081	61.09

TABLE 38.—Combined statistics of public high schools and private high schools and academies—Secondary students pursuing certain studies in 1901-2.

State or Territory.	English literature.			History.			Civics.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States.....	6,840	298,818	45.60	7,063	254,881	38.90	6,158	130,193	19.87
North Atlantic Division..	1,829	110,601	50.09	1,862	88,551	40.10	1,602	36,398	16.48
South Atlantic Division..	389	20,461	43.81	660	20,692	44.34	440	8,698	18.64
South Central Division...	781	21,815	36.48	888	23,907	39.98	741	16,558	27.69
North Central Division...	3,223	119,767	41.82	3,278	102,112	35.66	3,041	61,970	21.64
Western Division.....	418	26,174	62.87	431	19,619	47.13	334	6,574	15.79
North Atlantic Division:									
Maine.....	154	4,825	42.85	148	4,194	37.25	124	1,762	15.65
New Hampshire.....	75	2,662	45.83	74	2,438	41.93	50	587	10.11
Vermont.....	66	1,456	30.74	69	1,647	34.77	60	925	19.53
Massachusetts.....	331	32,172	71.14	320	21,259	47.01	235	4,904	10.84
Rhode Island.....	32	3,527	82.70	33	1,945	45.60	21	729	17.09
Connecticut.....	122	8,097	70.95	127	5,111	44.78	81	1,163	10.19
New York.....	445	31,814	40.54	522	27,964	36.20	480	12,281	15.90
New Jersey.....	140	8,866	51.89	146	6,933	48.12	104	2,497	15.49
Pennsylvania.....	464	18,182	40.63	423	17,040	38.08	437	11,550	25.81
South Atlantic Division:									
Delaware.....	13	353	28.93	15	547	44.84	14	257	21.07
Maryland.....	88	4,562	68.53	83	3,735	56.11	64	1,457	21.89
District of Columbia...	29	3,856	88.70	27	1,873	48.09	13	220	4.60
Virginia.....	163	2,556	36.25	119	3,714	52.67	69	1,175	16.66
West Virginia.....	39	1,020	34.80	42	1,150	39.24	38	863	30.47
North Carolina.....	90	2,763	38.08	106	2,614	36.03	84	2,013	27.74
South Carolina.....	80	1,781	31.91	95	2,399	42.84	65	1,681	19.30
Georgia.....	113	2,965	31.91	133	3,778	40.66	56	1,070	11.52
Florida.....	34	605	26.13	40	882	38.10	37	552	23.84
South Central Division:									
Kentucky.....	127	3,443	38.21	129	3,639	40.38	125	2,825	25.80
Tennessee.....	124	3,211	32.18	125	3,216	32.23	111	1,808	18.12
Alabama.....	73	1,917	35.53	72	1,959	36.75	51	1,155	21.08
Mississippi.....	96	2,394	45.96	94	2,283	40.45	95	2,333	41.34
Louisiana.....	60	1,848	42.09	58	2,198	49.94	38	811	18.47
Texas.....	215	6,294	33.13	275	8,576	45.14	239	6,091	32.06
Arkansas.....	62	1,922	44.76	62	1,514	35.26	55	1,379	32.11
Oklahoma.....	17	395	34.32	15	369	32.06	18	481	41.79
Indian Territory.....	7	161	18.90	8	138	18.54	9	175	20.54
North Central Division:									
Ohio.....	644	22,615	45.65	651	16,290	32.88	662	11,853	22.92
Indiana.....	381	16,486	56.71	371	13,216	45.46	261	4,651	16.00
Illinois.....	382	23,587	57.46	396	15,391	34.56	314	6,942	15.59
Michigan.....	286	8,519	27.82	306	11,173	36.49	286	9,916	19.32
Wisconsin.....	216	7,635	36.15	233	5,901	27.94	223	4,501	21.31
Minnesota.....	132	4,923	29.18	138	7,047	41.76	100	1,883	11.75
Iowa.....	341	11,824	37.39	355	10,580	33.47	332	8,211	23.10
Missouri.....	294	8,043	32.35	303	9,740	39.17	267	9,855	23.67
North Dakota.....	31	661	42.02	27	498	31.66	28	352	22.38
South Dakota.....	66	1,057	32.08	56	1,174	35.63	66	1,178	35.75
Nebraska.....	242	6,677	39.60	242	6,121	39.31	294	5,360	31.79
Kansas.....	208	5,740	34.63	200	5,031	30.36	208	9,638	34.02
Western Division:									
Montana.....	22	900	40.85	25	1,143	51.88	21	349	15.84
Wyoming.....	10	182	38.64	9	180	38.22	11	146	31.00
Colorado.....	51	3,764	58.69	49	3,236	50.46	34	891	13.89
New Mexico.....	7	140	29.54	9	163	34.39	8	96	20.25
Arizona.....	4	152	62.30	3	49	20.08	2	25	10.25
Utah.....	16	711	20.72	18	550	16.03	16	806	8.92
Nevada.....	9	309	63.45	10	287	58.93	10	265	42.69
Idaho.....	9	273	41.54	9	200	30.21	9	262	39.58
Washington.....	79	3,125	56.33	76	1,865	33.62	42	733	18.21
Oregon.....	41	1,700	47.78	51	1,968	53.31	30	774	21.75
California.....	170	14,916	82.28	172	9,978	55.01	151	2,787	15.36

TABLE 39.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1901-2. (See also Table 40.)*

State or Territory.	Total public and private secondary students.				In public institutions.										Total public secondary students.			
					In public high schools.				In preparatory departments of public universities and colleges.				Secondary students in public normal schools.					
	Male.	Female.	Total.		Male.	Female.	Total.		Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.
United States.....	324,844	409,916	734,760		226,914	323,697	550,611		6,732	2,486	9,218		2,118	4,177	6,295	225,764	330,260	556,024
North Atlantic Division.....																		
Maine.....	4,961	6,607	11,568		3,776	5,092	8,868									3,776	5,092	8,868
New Hampshire.....	3,107	2,858	5,965		1,622	2,173	3,795						30	59	89	1,652	2,232	3,884
Vermont.....	2,023	2,711	4,734		1,361	2,136	3,497									1,361	2,136	3,497
Massachusetts.....	26,661	23,770	50,431		17,133	22,098	39,231									17,133	22,098	39,231
Rhode Island.....	1,861	2,458	4,319		1,324	2,169	3,493		43	8	51		0	36	36	1,367	2,204	3,571
Connecticut.....	5,183	6,413	11,596		3,788	4,891	8,679									3,788	4,891	8,679
New York.....	37,405	47,321	84,726		28,159	38,276	66,435		1,010	0	1,010		104	1,721	1,825	29,573	39,597	69,170
New Jersey.....	7,800	9,139	16,939		4,877	7,198	12,075						59	122	181	4,936	7,320	12,256
Pennsylvania.....	23,337	28,351	51,688		13,088	21,159	34,247		37	0	37		257	283	340	13,382	21,442	34,824
Delaware.....	520	745	1,265		427	660	1,087		25	20	45					452	680	1,132
Maryland.....	3,579	4,550	8,129		1,919	2,559	4,478		39	39	78					1,988	2,559	4,547
District of Columbia.....	1,963	2,969	4,932		1,261	2,075	3,336		35	35	70					1,397	2,110	3,507
Virginia.....	3,970	4,642	8,612		1,561	2,561	4,122		16	12	28		378	268	646	1,955	2,841	4,796
West Virginia.....	1,781	2,217	3,998		627	1,100	1,727		182	40	222		388	293	681	1,102	1,528	2,630
North Carolina.....	4,823	4,389	9,212		588	751	1,339		75	0	75		32	228	260	695	1,674	2,369
South Carolina.....	2,885	3,980	6,865		1,591	2,386	3,977		100	0	100		0	59	59	1,631	2,445	4,076
Georgia.....	4,787	6,162	10,949		2,291	3,667	5,958		116	0	116		332	17	349	2,739	3,684	6,423
Florida.....	1,171	1,863	3,034		723	1,178	1,901		83	115	198					812	1,293	2,105
South Central Division.....																		
Kentucky.....	5,518	5,991	11,512		2,252	3,138	5,390		100	10	110					2,352	3,148	5,500
Tennessee.....	6,275	6,915	13,190		1,995	3,237	5,232									1,995	3,237	5,232
Alabama.....	2,939	3,690	6,629		1,195	2,285	3,480		58		58		131	326	457	1,684	2,611	4,295
Mississippi.....	3,296	3,853	7,149		1,509	2,182	3,691		63	54	687					2,142	2,236	4,378
Louisiana.....	2,784	2,984	5,768		1,249	1,759	3,008		162	0	162					1,411	1,759	3,170
Texas.....	9,748	12,203	21,951		6,161	8,919	15,080						163	190	356	6,327	9,109	15,436
Arkansas.....	2,619	2,619	5,238		1,218	1,685	2,903		256	91	347		0	1	1	1,501	1,777	3,278
Oklahoma.....	711	868	1,579		390	613	1,003		246	161	407		5	13	18	611	790	1,401
Indian Territory.....	509	517	1,026		150	186	336									150	186	336

North Central Division:

Ohio.....	26,097	30,392	58,399	20,557	20,409	46,966	179	139	318	.....	.....	.....	20,786	26,548	47,284
Indiana.....	14,027	18,072	32,093	11,456	15,825	27,281	.....	.....	.....	.....	.....	.....	11,456	15,825	27,281
Illinois.....	21,290	23,073	50,760	11,199	25,478	41,677	177	90	297	58	87	145	16,434	25,656	42,089
Michigan.....	13,438	18,043	31,476	12,282	16,876	28,154	72	0	72	.....	.....	.....	12,954	16,876	29,230
Wisconsin.....	3,515	12,556	22,071	8,202	11,321	19,723	.....	.....	.....	13	7	20	8,215	11,328	19,743
Minnesota.....	8,181	10,119	18,800	5,985	8,887	14,822	470	118	588	.....	.....	.....	6,456	8,955	15,410
Iowa.....	14,347	19,512	34,480	12,030	16,988	29,018	203	47	250	63	76	139	12,296	17,111	29,407
Missouri.....	12,178	16,698	28,876	8,250	12,936	21,186	.....	.....	.....	.....	.....	.....	8,250	12,836	21,186
North Dakota.....	945	1,205	2,151	642	861	1,503	147	159	306	.....	.....	.....	789	1,020	1,898
South Dakota.....	1,818	2,338	4,156	1,253	1,857	3,090	249	187	436	.....	.....	.....	1,502	2,024	3,525
Nebraska.....	7,875	10,679	18,534	6,099	9,534	16,143	157	21	178	.....	.....	.....	6,706	9,555	16,321
Kansas.....	8,052	10,803	18,855	6,271	9,612	15,883	239	59	298	.....	.....	.....	6,510	9,671	16,181
Western Division:															
Montana.....	902	1,594	2,496	735	1,312	2,047	141	139	283	1	9	10	880	1,460	2,340
Wyoming.....	225	339	561	159	275	434	58	35	93	.....	.....	.....	217	310	527
Colorado.....	3,105	4,354	7,459	2,452	3,683	6,135	251	231	482	50	76	126	2,763	3,990	6,743
New Mexico.....	393	513	735	193	176	369	162	93	255	3	4	7	358	273	631
Arizona.....	205	300	505	86	102	188	82	60	142	36	83	119	204	245	419
Utah.....	2,441	2,279	4,720	516	778	1,294	436	313	749	.....	.....	.....	952	1,091	2,043
Nevada.....	281	354	615	158	289	487	63	65	128	.....	.....	.....	261	354	615
Idaho.....	395	436	831	228	256	484	76	58	134	19	16	85	323	330	653
Washington.....	2,712	3,607	6,319	1,860	2,956	4,816	214	118	332	.....	.....	.....	2,074	3,074	5,148
Oregon.....	1,802	2,381	4,183	1,083	1,617	2,700	33	5	38	88	108	190	1,204	1,730	2,934
California.....	8,354	11,544	19,898	6,306	9,455	15,761	.....	.....	.....	.....	.....	.....	6,306	9,455	15,761

TABLE 40.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1901-2.*

State or Territory.	In private institutions.										Total private secondary students.					
	In private high schools.					In preparatory departments of private universities and colleges.		Secondary students in private normal schools.								
	In preparatory departments of private universities and colleges.		In preparatory departments of colleges for women.		Secondary students in private normal schools.		Secondary students in manual training schools.		Total.		Male.	Female.				
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.				
United States	51,536	53,154	104,690	28,420	12,685	41,115	5,705	4,005	3,112	7,117	5,119	4,890	10,009	89,080	79,556	168,636
North Atlantic Division:																
Maine.....	1,140	1,251	2,391				238	45	26	71				1,185	1,515	2,700
New Hampshire.....	1,387	626	2,013	68	0	68					1,456	926		1,456	926	2,081
Vermont.....	462	578	1,040								462	573		462	573	1,040
Massachusetts.....	2,817	3,138	5,975	466	25	491	91	0	6	6	175	432	607	3,438	3,712	7,170
Rhode Island.....	297	284	581												284	581
Connecticut.....	1,280	1,454	2,734								112	68	180	1,392	1,522	2,914
New York.....	4,773	5,785	10,508	2,714	21	2,955	551				345	797	1,142	2,832	3,234	15,156
New Jersey.....	2,347	1,702	4,049	476	48	524					131	69	200	2,954	1,819	4,773
Pennsylvania.....	6,397	4,105	10,502	1,861	646	2,507	347				1,637	1,811	3,508	9,955	6,909	16,864
South Atlantic Division:																
Delaware.....	68	133									0	0	0	68	65	133
Maryland.....	932	1,217	2,149	619	79	698	359				40	36	76	1,591	1,691	3,282
District of Columbia.....	181	827	1,008	382	0	382					0	32	32	382	563	1,422
Virginia.....	1,565	1,364	2,929	290	102	392	194	60	57	117	100	84	184	2,015	1,801	3,816
West Virginia.....	589	615	1,204	43	71	114	43								689	1,318
North Carolina.....	3,355	2,562	5,917	658	314	972	398	35	33	68		94	174	4,128	3,401	7,529
South Carolina.....	716	904	1,620	380	257	637	168	36	129	156	9	6	15	1,411	1,485	2,925
Georgia.....	1,581	1,753	3,334	394	270	664	239	73	216	289	0	0	0	2,048	2,478	4,526
Florida.....	111	303	414	218	227	445		33	39	72	0	6	6	362	375	937
South Central Division:																
Kentucky.....	1,773	1,848	3,621	1,233	644	1,877	242	142	93	235	18	19	37	3,166	2,846	6,012
Tennessee.....	2,454	2,290	4,744	1,711	994	2,705	274	80	55	135	55	65	100	4,280	3,678	7,958
Alabama.....	933	1,764	2,707	1,012	85	1,917	197	207	128	335	0	0	0	1,255	2,334	3,589
Mississippi.....	977	976	1,953	172	18	190	613	5	10	15				1,514	1,079	2,593
Louisiana.....	495	888	1,383	383	263	646	74				0	0	0	878	1,225	2,103
Texas.....	2,047	1,873	3,920	1,089	516	1,605	293	62	32	94	223	380	603	3,424	3,034	6,458
Arkansas.....	806	555	1,361	298	224	522	40	60	23	83				3,421	2,006	5,427

	70	78	148	112	92	204	194	1,421	677	2,008	711	369	1,080	5,301	359	78	148
Oklahoma.....	247	269	516													361	720
Indian Territory.....																	
North Central Division:																	
Ohio.....	1,095	1,476	2,571	2,074	1,098	3,172	194	1,421	677	2,008	711	369	1,080	5,301	359	78	148
Indiana.....	791	1,001	1,792	851	261	1,112		929	985	1,914	0	0	0	2,571		384	9,115
Illinois.....	981	1,874	2,855	2,600	1,253	3,853	221	365	91	456	910	376	1,286	4,856		2,247	4,818
Michigan.....	588	872	1,469	433	174	607		58	121	179	0	0	0	1,079		3,815	8,671
Wisconsin.....	688	731	1,399	618	80	638	169				14	48	62	1,300		1,167	2,246
Minnesota.....	1,075	977	2,052	651	170	821	17	79	41	120	0	0	0	1,726		1,028	2,328
Iowa.....	1,137	1,802	2,439	1,435	1,088	2,623		107	97	204	0	0	0	2,651		1,164	2,890
Missouri.....	1,680	1,999	3,679	2,141	1,122	3,263	54				59	61	120	3,928		2,431	5,082
North Dakota.....	10	60	70	87	65	152								3,762		3,762	7,690
South Dakota.....	77	128	205	239	186	425								156		186	342
Nebraska.....	242	474	716	686	424	1,110		181	236	407				316		314	680
Kansas.....	336	354	690	1,186	677	1,863	80	20	21	41				1,109		1,124	2,233
Western Division:														1,542		1,132	2,674
Montana.....	22	134	156											22		134	156
Wyoming.....	8	20	37											8		20	37
Colorado.....	54	224	278	251	112	363		7	15	22	40	13	53	352		261	716
New Mexico.....	35	70	106											35		70	106
Arizona.....	1	55	56											1		55	56
Utah.....	1,193	944	2,137	296	244	940								1,489		1,188	2,677
Nevada.....																	
Idaho.....	72	106	178											72		106	178
Washington.....	333	399	732	305	134	439					0	0	0	638		333	1,171
Oregon.....	375	483	898	223	168	391								398		651	1,249
California.....	960	1,418	2,378	608	333	1,001	214				420	124	511	2,048		2,689	4,137

TABLE 41.—*Number of secondary students to each 1,000 inhabitants in each State in 1902; also number of students in higher education to each 1,000 of population.*

State or Territory.	Estimated total population in 1902.	Total number secondary students in 1902.	Number secondary students to each 1,000 inhabitants.	Total number students in higher education in 1902.	Number students in higher education to each 1,000 inhabitants.
United States.....	78,544,816	734,760	9.35	246,063	3.13
North Atlantic Division.....	21,802,750	238,079	10.92	73,298	3.36
South Atlantic Division.....	10,696,435	56,542	5.29	29,675	2.77
South Central Division.....	14,715,700	73,627	5.00	29,817	2.03
North Central Division.....	26,912,400	318,186	11.82	97,592	3.63
Western Division.....	4,417,531	48,326	10.94	15,681	3.55
North Atlantic Division:					
Maine.....	700,750	11,568	16.51	2,039	2.91
New Hampshire.....	419,000	5,965	14.24	1,056	2.52
Vermont.....	345,900	4,737	13.69	990	2.86
Massachusetts.....	2,856,000	46,421	16.25	14,992	5.25
Rhode Island.....	451,000	4,352	9.65	1,202	2.67
Connecticut.....	955,600	11,593	12.13	4,007	4.19
New York.....	7,553,500	84,726	11.22	24,741	3.28
New Jersey.....	1,986,000	17,029	8.57	3,314	1.67
Pennsylvania.....	6,535,000	51,688	7.91	20,957	3.21
South Atlantic Division:					
Delaware.....	184,735	1,265	6.85	142	0.77
Maryland.....	1,204,000	7,829	6.50	5,603	4.65
District of Columbia.....	289,560	4,929	17.03	3,315	11.45
Virginia.....	1,883,000	8,612	4.57	5,089	2.70
West Virginia.....	979,900	3,948	4.03	1,723	1.76
North Carolina.....	1,956,000	9,203	4.71	4,581	2.34
South Carolina.....	1,382,060	6,765	4.95	3,320	2.40
Georgia.....	2,256,000	10,949	4.85	5,366	2.38
Florida.....	561,300	3,042	5.42	536	0.95
South Central Division:					
Kentucky.....	2,210,000	11,512	5.21	5,096	2.31
Tennessee.....	2,044,000	13,191	6.45	8,022	3.92
Alabama.....	1,919,000	6,629	3.45	3,548	1.85
Mississippi.....	1,580,000	7,149	4.52	2,966	1.88
Louisiana.....	1,441,000	5,273	3.66	2,641	1.83
Texas.....	3,191,000	21,951	6.88	4,756	1.49
Arkansas.....	1,353,000	5,287	3.91	1,569	1.16
Oklahoma.....	519,700	1,579	3.04	1,196	2.30
Indian Territory.....	458,000	1,056	2.31	23	0.05
North Central Division:					
Ohio.....	4,238,000	56,399	13.31	12,953	3.06
Indiana.....	2,528,000	32,099	12.70	12,169	4.81
Illinois.....	4,940,000	50,760	10.28	19,723	3.99
Michigan.....	2,445,500	31,476	12.87	8,613	3.52
Wisconsin.....	2,103,000	22,071	10.50	6,869	3.27
Minnesota.....	1,858,000	18,300	9.85	5,543	2.98
Iowa.....	2,233,000	34,489	15.45	9,752	4.37
Missouri.....	3,200,000	28,876	9.02	11,126	3.48
North Dakota.....	371,800	2,151	5.79	592	1.59
South Dakota.....	428,100	4,156	9.71	1,128	2.63
Nebraska.....	1,080,000	18,554	17.18	3,696	3.42
Kansas.....	1,487,000	18,855	12.68	5,428	3.65
Western Division:					
Montana.....	261,600	2,496	9.54	319	1.22
Wyoming.....	92,531	564	6.10	126	1.36
Colorado.....	611,000	7,459	12.21	2,211	3.62
New Mexico.....	219,600	736	3.35	286	1.30
Arizona.....	139,500	505	3.62	136	0.97
Utah.....	286,100	4,720	16.50	683	2.39
Nevada.....	43,000	615	14.30	205	4.79
Idaho.....	180,600	831	4.60	404	2.24
Washington.....	618,000	6,319	10.22	1,736	2.81
Oregon.....	425,600	4,183	9.83	1,606	3.77
California.....	1,540,000	19,898	12.92	7,968	5.17

TABLE 42.—Public and private high schools for boys only, for girls only, and for both sexes, 1901-2.

State or Territory.	Public.						Private.							
	For boys only.		For girls only.		Coeducational.		For boys only.		For girls only.		Coeducational.			
	Schools.	Students.	Schools.	Students.	Schools.	Boys.	Girls.	Schools.	Students.	Schools.	Students.	Schools.	Boys.	Girls.
United States	34	13, 793	25	17, 586	6, 233	213, 121	306, 111	333	21, 378	535	25, 075	967	30, 158	28, 079
North Atlantic Division ...	16	10, 500	11	12, 655	1, 449	65, 388	92, 488	160	12, 022	210	10, 148	280	8, 878	8, 745
South Atlantic Division...	9	1, 403	7	2, 213	420	9, 621	14, 724	64	2, 961	82	4, 086	204	6, 137	5, 524
South Central Division ...	7	1, 144	6	2, 048	689	15, 306	21, 956	38	2, 084	61	2, 685	265	7, 721	6, 856
North Central Division ...	1	676			3, 332	109, 060	156, 714	42	3, 140	124	5, 904	177	5, 540	5, 344
Western Division	1	70	1	670	343	13, 746	20, 229	29	1, 171	58	2, 252	41	1, 882	1, 610
North Atlantic Division:														
Maine					145	3, 776	5, 092			4	99	28	1, 140	1, 152
New Hampshire	1	47			57	1, 575	2, 173	7	959	3	187	18	428	439
Vermont					58	1, 561	2, 136			2	67	15	462	511
Massachusetts	5	2, 238	2	1, 150	237	14, 955	20, 908	22	1, 760	42	2, 056	40	1, 057	1, 102
Rhode Island					22	1, 524	2, 160	3	226	6	212	3	71	72
Connecticut	1	5			74	3, 783	4, 891	18	826	21	1, 005	22	454	449
New York	6	6, 971	5	7, 681	382	21, 488	30, 595	59	3, 160	79	4, 052	56	1, 613	1, 683
New Jersey					93	4, 877	7, 198	21	1, 542	22	941	25	805	761
Pennsylvania	3	1, 239	4	3, 824	381	11, 849	17, 335	30	3, 549	31	1, 329	73	2, 848	2, 576
South Atlantic Division:														
Delaware					12	427	660	1	40	1	31	1	28	34
Maryland	6	1, 045	4	1, 196	39	904	1, 363	13	582	17	898	16	350	319
District of Columbia					7	1, 264	2, 075	4	108	17	798	2	73	29
Virginia	1	150			63	1, 411	2, 561	27	1, 136	17	844	26	429	520
West Virginia					28	627	1, 100	1	40	4	147	10	549	468
North Carolina					30	588	751	8	581	7	368	86	2, 774	2, 194
South Carolina	1	178	1	350	90	1, 416	2, 036	3	155	6	333	15	561	571
Georgia	1	30	2	667	111	2, 261	3, 000	7	319	7	517	43	1, 262	1, 236
Florida					40	723	1, 178			6	150	5	111	158
South Central Division:														
Kentucky	2	643	1	782	77	1, 609	2, 356	10	398	18	601	61	1, 375	1, 247
Tennessee	1	25			99	1, 971	3, 237	6	429	8	595	68	2, 025	1, 695
Alabama	1	101	2	494	70	1, 394	1, 791	4	221	7	197	25	715	567
Mississippi	1	22			88	1, 487	2, 182	5	331	6	198	27	646	778
Louisiana	1	279	2	682	38	970	1, 077	3	174	8	429	17	321	459
Texas					236	6, 161	8, 919	8	439	12	608	37	1, 608	1, 265
Arkansas					60	1, 248	1, 685	2	92	1	38	21	714	517
Oklahoma					16	390	613			1	19	2	70	59
Indian Territory	1	74	1	90	5	76	96					7	247	269
North Central Division:														
Ohio					720	20, 557	26, 409	7	553	23	1, 015	17	542	461
Indiana					382	11, 456	15, 825	4	397	12	658	10	394	363
Illinois	1	676			354	15, 523	25, 478	5	369	28	1, 193	25	612	681
Michigan					297	12, 282	16, 876	2	272	8	472	12	316	400
Wisconsin					215	8, 202	11, 521	4	344	7	475	11	324	256
Minnesota					128	5, 985	8, 837	6	537	12	668	10	588	309
Iowa					346	12, 030	16, 988	2	117	7	349	27	1, 020	953
Missouri					263	8, 250	12, 936	10	459	18	790	42	1, 221	1, 209
North Dakota					33	642	861					2	10	60
South Dakota					71	1, 253	1, 837			1	45	4	77	83
Nebraska					303	6, 609	9, 534	1	20	6	185	9	222	289
Kansas					220	6, 271	9, 612	1	72	2	74	8	264	280
Western Division:														
Montana					22	735	1, 312			3	77	2	22	57
Wyoming					10	159	275					1	8	29
Colorado					47	2, 452	3, 683			3	152	3	54	72
New Mexico	1	70			7	123	176	2	35	1	70			
Arizona					2	86	102			1	50	1	1	5
Utah					6	516	778	1	60	2	110	11	1, 133	834
Nevada					10	198	289							
Idaho					7	228	256			1	50	3	72	56
Washington					76	1, 860	2, 956	2	59	6	195	7	274	204
Oregon					39	1, 083	1, 617	3	165	8	328	4	210	155
California			1	670	117	6, 306	8, 785	21	852	33	1, 220	9	108	198

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.		Gradu-ates in 1902.		College prepar-atory stu-dents in the class that gradu-ated in 1902.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.										
												Male.	Female.		Male.					Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
ALABAMA.																					
1	Abbeville.....	Southeast Alabama Agricultural School.	1889	3	3	50	40	35	60	5	3			4	3	3	2	4	42	600	\$14,000
2	Albertville.....	Seventh District Agricultural School.		3	2	52	49	53	46					3	0	2	0	4		450	8,000
3	Alexander City.....	High School.		1	1	32	30	0	0									4		150	3,000
4	Ashville.....	St. Clair College.		1	1	20	20	40	40			1	1					4		200	1,500
5	Anburi.....	Female Institute.	1843	1	2	15	25	35	40					0	3	0	2	3		30	8,000
6	Bessemer.....	High School.	1892	1	1	13	38	0	0			1	2	1	2	1	2	4		30	30,000
7	Birmingham.....	J. B. Cunningham.	1883	4	5	90	213	0	0					2	22	1	9	4		8,500	
8	.....do.....	W. M. McDonald.		1	0	2	4	48	49	0	1	1	0								1,000
9	Brewton.....	Oakland School.		2	1	41	50	0	0					1	5			4		1,000	10,000
10	Bridgeport.....	Institute.		1	0	7	12	0	0												4,000
11	Brundidge.....	High School *.		1	1	20	16	0	0												1,250
12	Campbell.....	.....do *.		1	1	15	20	30	70	0	3			3	4			3			1,000
13	Cedar Bluff.....	.....do.	1893	2	1	11	7	27	19									2			500
14	Centerville.....	.....do.		1	0	11	15	35	38									4		100	1,600
15	Courtland.....	Masonic School.	1901	1	0	18	15	45	35											150	1,500
16	Courtland.....	Training School.		1	1	15	19	25	28					2				4		150	5,000
17	Dadeville.....	.....do.		1	0	14	20	0	0											20	3,000
18	Decatur.....	High School.		1	1	6	25	0	0			5	10	0	3	0	3	4		100	5,000
19	Dodhan.....	.....do *.		3	1	15	34	0	0									3		200	3,000
20	Edwardsville.....	Cleburne Institute.		1	1	12	5	53	55											25	3,000
21	Enterprise.....	High School.	1898	1	1	40	45	0	0			1	1					2			15,000
22	Eufaula.....	.....do.	1899	1	2	26	27	0	0			1	0	1	3	2	3	0		200	

	Evergreen.....	1894	4	0	57	75	76	66	.....	2	0	2	2	2	0	5	.....	357	1,600
22	Southwest Alabama Agricultural School.	Jas. A. Duncan.....	1	0	18	22	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	7,000
23	Fort Deposit High School *	W. W. Benson.....	1	0	12	17	18	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	280	2,500
24	Gainesville.....do.*	J. C. Smith.....	1	0	23	32	0	0	3	0	1	0	.....	.....	.....	.....	.....	2,000	20,000
25	Goodwater.....do.	O. T. Smith.....	1	0	10	17	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	523	20,000
26	Greenville.....do.	C. B. Gamble.....	1	0	15	25	25	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	500
27	Grove Hill.....do.	O. E. Bynum.....	1	0	15	25	25	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	500
28	Hamilton.....emy.	Edward F. Cauthen.....	1895	2	1	85	37	59	62	12	2	3	0*	8	0	.....	.....	200	3,000
29	Harpersville.....	C. H. Florey.....	1876	1	0	9	3	55	45	1	1	2	0	4	0	2	0	50	500
30	Heflin.....	W. M. Riddle.....	1876	2	0	60	40	30	35	.....	.....	.....	.....	.....	.....	.....	.....	8,000	2,000
31	Hillsboro.....	James N. Bragg.....	1897	1	0	3	12	32	28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
32	Holly Pond.....do.	.....Samuels.....	1897	1	0	9	1	61	57	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
33	Huntsville.....do.	S. R. Butler.....	1886	2	2	41	66	0	0	.....	.....	.....	.....	.....	.....	.....	.....	800	10,000
34	Jackson.....	J. B. Murphy.....	1891	3	2	25	32	89	90	.....	.....	.....	.....	.....	.....	.....	.....	400	10,000
35	Jackson.....	W. A. McGreless, M. Ped.	1901	1	0	5	7	40	30	.....	.....	.....	.....	.....	.....	.....	.....	100	6,000
36	Jemison.....	T. F. Wilkinson.....	1901	1	0	5	6	25	19	.....	.....	.....	.....	.....	.....	.....	.....	100	500
37	Kennedy.....	C. G. Lynch.....	1902	1	0	5	6	65	65	.....	.....	.....	.....	.....	.....	.....	.....	18	1,200
38	Leighton.....	W. H. Nabors.....	1902	1	0	9	21	60	46	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
39	McCalla.....	.....	.....	1	0	9	21	60	46	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
39	Midway.....	J. J. Moore.....	.....	1	0	14	18	37	26	1	3	.....	.....	.....	.....	.....	.....	1,100	.....
40	Mobile.....	Thos. A. Taylor.....	.....	3	1	101	0	261	0	.....	.....	.....	.....	.....	.....	.....	.....	200	.....
41	.....do.	Wm. A. Caldwell.....	1887	1	1	23	61	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
42	Montevallo.....	Francis M. Peterson.....	.....	1	25	0	314	0	0	.....	.....	.....	.....	.....	.....	.....	.....	300	125,000
43	Montgomery.....	Miss E. M. Bullock.....	1882	0	7	0	130	0	0	.....	.....	.....	.....	.....	.....	.....	.....	1,200	.....
44	Mounthope.....	Robt. L. Quinn.....	.....	1	0	21	17	29	28	2	1	1	0	.....	.....	.....	.....	125	1,500
45	Murphrees Valley.....	L. O. Scriggs.....	.....	1	0	3	3	30	39	.....	.....	.....	.....	.....	.....	.....	.....	900	.....
46	New Decatur.....	R. R. Harris.....	1890	1	14	53	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	200	15,000
47	New Hope.....	A. S. Hodges.....	1888	1	0	1	4	84	91	.....	.....	.....	.....	.....	.....	.....	.....	100	600
48	Oakman.....	J. O. Sturdivant.....	1888	1	1	22	29	0	0	5	3	2	3	.....	.....	.....	.....	100	6,000
49	Oremont.....	W. M. Riddle.....	1888	1	1	31	29	39	43	12	9	10	10	.....	.....	.....	.....	300	1,000
50	Pelham.....	J. W. Ellenburg.....	1891	1	1	29	22	15	8	.....	.....	.....	.....	.....	.....	.....	.....	1,000	1,000
51	Phoenix.....	W. F. Monk.....	1886	1	2	21	30	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3,750	3,750
52	Pineview.....	S. J. Hall.....	1897	1	0	5	1	37	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
53	Pollard.....	Bruce Allen.....	.....	1	0	5	7	28	36	.....	.....	.....	.....	.....	.....	.....	.....	500	500
54	Pratt City.....	W. W. Monroe.....	1894	2	1	25	36	0	0	2	3	4	0	2	3	3	.....	1,000	7,000
55	Roanoke.....	Robert M. Crawford.....	.....	2	2	35	40	0	0	.....	.....	.....	.....	.....	.....	.....	.....	250	25,000
56	Rock Mills.....	L. A. Ware.....	.....	1	0	7	7	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
57	Saltpa.....	Ben. B. McFeran, L. I.	.....	1	0	4	5	51	64	1	0	.....	.....	.....	.....	.....	.....	.....	.....
58	Selma.....	R. F. Hardaway.....	1874	1	3	15	60	0	0	.....	.....	.....	.....	.....	.....	.....	.....	1,800	25,000
59	Sheffield.....	Daniel Harmon.....	.....	1	0	2	10	0	0	.....	.....	.....	.....	.....	.....	.....	.....	1,200	2,500
60	Spring Garden.....do.	A. P. Johnston.....	.....	1	0	5	5	45	35	.....	.....	.....	.....	.....	.....	.....	.....	29	600
61	Sulligent.....	John B. Ziegler.....	.....	1	0	25	12	60	28	6	3	.....	.....	.....	.....	.....	.....	.....	.....
62	Sylacauga.....	A. G. Seay.....	.....	2	1	31	35	0	0	3	0	3	2	1	4	.....	.....	200	43,000

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ions.		Second-ary students.		Students.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Male.	Female.	Male.	Female.	Elementary students.		Preparing for college.		Graduates in 1902.						College preparatory students in the class that graduated in 1902.			
								Male.	Female.	Male.	Female.	Classic- al course.	Scien- tific courses.					Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
ALABAMA—cont'd.																					
63	Trussville	Academy	1887	1	0	20	23	40	35	7	5			2	1	2	1	3		450	\$1,500
64	Tuscaloosa	Graded School	1887	2	2	16	12	0	0					0	6					200	30,000
65	Tusculum	High School	1890	2	13	24	0	0	0					0	1	0	1	3		85	3,500
66	do.	High School (colored) *	1890	1	0	5	10	0	0	2	5			0	1	5	1	3		6,000	6,000
67	Union Springs	High School	1889	2	1	20	25	0	0	2	2			0	1	5	1	3		250	1,500
68	Warrior	do.	1882	1	1	24	34	0	0												
69	Weaver's Station	Weaver's High School	1889	1	0	5	2	74	46					3	5	2	4	2		200	1,200
70	Whisper	High School	1889	1	1	5	10	0	0	2	7										
71	Winfield	do.*	1889	1	0	8	2	62	58												
72	Wofford	do.*	1889	1	0	10	7	15	20											145	
73	Woodlawn	do.	1890	1	2	20	30	0	0					1	11			3		500	15,000
ARIZONA.																					
74	Globe	High School	1893	2	1	10	20	0	0					3	1			4	10	800	25,000
75	Phoenix	Union High School	1895	3	4	76	82	0	0					5	5	7	7	5	4	850	33,000
ARKANSAS.																					
76	Augusta	High School	1870	1	0	5	10	0	0	0	2			0	1	0	1	2		180	1,800
77	Benton	do.*		1	0	15	23	0	0	2	3			3	3	0		3		25	2,500
78	Booneville	Graded School		1	0	12	14	0	0	3	1							3		218	
79	Charleston	High School	1876	1	2	22	18	56	52	4	3			4	6	3	5	3		100	800

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stud-ents.		Students.								Number of volumes in the library.	Value of grounds, build-ings, furni-ture, and scientific apparatus.				
				Male.	Female.	Male.	Female.	Prepar- ing for college.		Gradu-ates in 1902.				Length of course in years.	Number in military drill.						
								Ele- men- tary stud-ents.	Classi- fic al course.	Schen- tific courses.		Gradu-ates in 1902.									
										Male.	Female.		Male.					Female.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
ARKANSAS—cont'd.																					
125	Searcy	High School *	A. V. Hamilton.	1	1	17	29	0	0	4	2	2		4	4	4	2			129	\$6,500
126	Sidney	Collegiate Institute	— Bingham.	1	0	2	10	18	15	2	2						2			20	1,000
127	Springfield	High School *	Will A. Berry	1	0	6	9	59	53	2	4						3			250	1,000
128	Stamps	Graded School	J. C. Benedict	1	0	3	6	22	21								4				3,500
129	Stephens	High School	Narcus E. Vinson	1	0	16	26	0	0			1	0							100	7,000
130	Texarkana	High School	J. T. Cantwell	1	2	35	53	0	0					1	8		3			100	25,000
131	Valley Springs	Academy	W. B. Schoggen	1	0	8	32	0	0			4	0				4			100	1,500
132	Vanburen	High School	A. L. Peacher	2	0	25	34	0	0					0	6		3			500	20,000
133	Waldron	do	C. Henderson	1	0	39	25	0	0			2	4				4			400	4,000
134	Walnut Ridge	do	W. H. Watkins	1	0	5	5	20	20	3	2			5	2	5	2	1			1,000
135	Wheatley	do	T. C. Nail.	1	0	8	9	22	23									4			
CALIFORNIA.																					
136	Alameda	High School.	Arthur W. Scott, M. D.	5	9	149	244	0	0			27	53	6	15	5	4	4		500	31,500
137	Alhambra	do	A. C. Wheat	1	2	16	29	0	0					1	4	1	4	4		1,000	12,000
138	Arcata	Union High School.	Alfred D. Tenney	1	1	18	25	0	0					2	5			4		170	750
139	Arroyo Grande	do.	A. F. Parsons	1	1	13	21	0	0					1	4			4		400	
140	Auburn	Placer County High School.	W. M. Mackay	2	1	34	43	0	0			8	8	1	1	1	1	4		200	
141	Azusua	Citrus Union High School.	Miss Sam L. Dolc	0	3	15	16	0	0			2	1	3	0	3	8	1	4	350	3,500
142	Bakersfield	Kern County High School.	Le Roy B. Peckham	5	2	63	88	0	0					1	3			4		1,200	35,000
143	Benicia	High School	Geo. E. Furbush	1	2	11	36	0	0			2	5	0	5			4		1,000	33,000
144	Berkeley	do.	M. C. James	7	10	255	330	0	0			2	13	31	5	34	36	18	4	1,300	80,000

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Second-ary stud-ents.		Ele-men-tary stud-ents.		Preparing for college.		Gradu-ates in the class that gradu-ated in 1902.		College prepar-atory stud-ents in the class that gradu-ated in 1902.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
CALIFORNIA—ctd.																					
189 Mendocino	High School.	Wayne P. Smith	1895	2	1	16	37	0	0					1	3	1	1			500	\$9,000
190 Merced	Merced County High School.	Irving E. Outcalt.	1895	4	1	50	60	0	0					7	10	7	7			850	25,000
191 Modesto	High School.	Thomas Downey	1893	2	2	24	47	0	0						1	13	1	11		835	25,370
192 Monrovia	do.	Nathan F. Smith.	1893	2	2	18	28	0	0	3	1	9	15	2	2	2	2			866	1,600
193 Napa	do.	Francis O. Mower.	1897	2	2	44	77	0	0						6	12	4	8		769	12,000
194 National City	do.	C. P. Evans.	1895	2	1	20	22	34	36					10	12	3	4			530	3,500
195 Nevada City	do.*	E. H. Barker		2	1	30	20	0	0	10	6	10	6	2	9	1	4			500	27,000
196 Oakdale	Union High School	Albert L. Jones.		1	1	19	24	0	0	0	2	3	2		3	6	2	3		260	6,778
197 Oakland	High School	J. H. Pond.	1898	11	17	345	612	0	0					33	54	36	50			500	207,500
198 do.	Polytechnic High School.	P. M. Fisher	1901	6	8	110	100	0	0					7	12					253	50,000
199 Oranite	Joint Union High School.	L. M. Reager	1895	1	0	6	14	0	0					1	6	1				100	
200 Oroville	Union High School	J. B. Hughes.	1895	4	0	37	33	0	0	12	13	15	2	7	6	4	2			150	
201 Pacific Grove	High School.	Richard L. Sandwick	1892	2	1	20	41	0	0					3	10	3	10			350	1,500
202 Palo Alto	High School*.	A. Morris Feedick	1896	2	3	56	64	0	0					4	7	4	7			225	95,000
203 Pasadena	Wilson High School.	James D. Graham		3	3	56	64	0	0	20	50	39	14	11	27	13	13			510	88,000
204 Paso Robles	High School*.	L. E. Petree		4	1	28	32	0	0					3	2	3	2			229	
205 Ferris	Union High School	U. H. Nicholson	1897	1	1	10	10	0	0											150	
206 Petaluma	High School.	James Ferguson		1	2	38	57	0	0					1	5	0	1			550	26,300
207 Pomona	do.	Frank H. Hyatt	1891	2	2	8	93	135	0	5	9	30	50	10	12	19	4			700	35,000
208 Portersville	do.	J. L. Dinwiddie	1896	2	1	37	35	0	0					2	7	1	1			400	800
209 Ramona	Union High School	W. Olin Lowe	1888	1	0	6	7	3	2					2	3					48	1,300
210 Redbluff	do.	O. E. Graves.	1898	2	1	0	22	0	0	20	4	2	2	2	7	2	7			465	

211	Redding	Shasta County High School	U. G. Durfee	1899	3	2	42	48	0	0	4	2	3	2	13	9	4	4	250	2,500
212	Redlands	Union High School	Lewis B. Avery	1891	5	3	81	125	0	0					12	9	9	4	850	85,300
213	Redwood City	Sequoia Union High School	Frank S. Rosseter	1895	4	2	42	49	0	0	18	22			4	6	4	4	600	1,500
214	Redwood	Alta Joint Union High School	W. P. Campbell	1898	1	1	9	15	0	0	0	2	0		0	2		4	40	800
215	Riverside	High School	Miss Eugene Fuller	1893	4	5	118	114	0	0					2	20	12	13	712	52,290
216	Sacramento	do	Frank Tade	1896	2	10	121	231	0	0			9	1	15	15	9	4	650	13,225
217	Saint Helena	Union High School	J. A. Metzler	1897	2	1	21	22	0	0	2	0	3	3	4	6	3	4	432	30,000
218	Salinas	High School	Charles G. Hill	1892	2	2	49	78	0	0					11	4	5	2	650	30,000
219	San Bernardino	do	D. B. Sturges	1891	3	4	68	119	0	0					9	21	6	8	900	75,000
220	San Diego	Girls' High School	Harry Holliday	1892	2	13	168	212	0	0			32	6	11	10	11	19	1,300	13,500
221	San Francisco	Lowell High School	Elisla Brooks	1894	4	16	0	670	0	0	0	16	28	175	95	46	21	68	1,577	180,000
222	do	Mission High School	Frank Morton	1895	5	8	128	246	0	0	44	28	175	95	46	21	68	9	1,577	180,000
223	do	Polytechnic High School	W. N. Bush	1892	3	3	157	40	0	0	5	9	28	41	4	22	3	6	516	250,000
224	do	Union High School	R. Y. Glidden	1899	2	1	17	38	0	0			2	0				3	1,000	50,000
225	Sanger	High School	Edward B. Oakley	1891	1	7	229	361	0	0	0	2						4	200	60,000
226	San Jacinto	do	A. E. Shumate	1894	1	7	229	361	0	0	0	2						4	1,000	200,000
227	San Jose	do	R. J. Buchanan	1893	3	2	37	42	0	0	11	39			2	6		4	550	3,000
228	San Rafael	do	R. H. Van Horn	1895	2	2	37	42	0	0	11	39			2	6		4	1,000	1,800
229	Santa Ana	do	Joseph C. Templeton	1889	5	6	112	166	0	0	0	3	5	4	0	9	21	4	1,754	37,150
230	Santa Barbara	do	William A. Wilson	1891	3	7	85	96	0	0					6	18	5	10	4,100	80,000
231	Santa Clara	do	D. C. Clark	1891	4	5	75	92	0	0	0	1	3	2	6	7	3	3	700	120,000
232	Santa Cruz	do	H. E. Pinnell	1891	1	2	37	47	0	0	0	2	6	10	5	7	3	4	563	11,500
233	Santa Maria	Lincoln High School	D. A. Eckert	1891	3	2	31	41	0	0					0	1		4	1,400	18,000
234	Santa Paula	Union High School	David H. Webster	1891	3	1	33	41	0	0					13	32		4	350	26,500
235	Santa Rosa	High School	E. M. Cox	1876	4	4	113	178	0	0								4	500	18,000
236	Santa Ynez	Union Valley High School	Frustus F. Potter	1896	1	1	7	16	0	0					2	8	6	0	1,500	1,500
237	Selma	Union High School	S. S. Ray	1892	3	1	47	48	0	0	12	6	10	2	8	6	6	0	703	6,000
238	Sonoma	Sonoma Valley Union High School	Glenn E. Mordock	1891	1	1	18	25	0	0			8	5	3	3	3	3	1,000	12,000
241	Stockton	High School	Darius A. Molley	7	4	127	160	0	0				12	21	14	20		4	1,157	30,000
242	Sutter	Union High School	W. H. Weslar	1892	1	2	22	29	0	0	4	5	5	0	3	7	1	3	500	9,000
243	Truckee	Meadow Lake Union High School	Miss Mertie R. Thompson	1899	0	3	13	11	0	0					0	1	0	1	125	7,000
244	Tulare	High School	G. J. Walker	1890	2	4	60	80	0	0					9	12		4	465	26,000
245	Ukiah	do	L. W. Babcock	1893	2	1	73	68	0	0	2	1	5	0	9	10	7	1	404	10,000
246	Vallejo	do	J. J. Rippee	1870	2	2	35	51	0	0			10	20	6	4	4	714		
247	Ventura	Union High School	P. W. Kaufman	1889	2	4	55	96	0	0					1	19		4	765	12,000
248	Visalia	High School	Edward Hohfeld	1891	4	1	53	92	0	0					6	9	5	3	1,000	25,000
249	Watsonville	do	Frying Townsend	1895	3	2	60	72	0	0	5	15	20	17	9	12	3	3	1,243	40,000
250	Willow	Glenn County High School	F. N. Miller	1895	1	1	27	21	0	0					3	1		4	425	
251	Winters	Union High School	E. E. Truck	1892	1	1	12	16	0	0	0	1			0	5	0	1	151	780
252	Woodland	High School	Francis A. Swanger	1895	2	2	43	48	0	0			3	2	6	8	3	2	310	16,550
253	Yreka	Siskiyou County High School	W. T. Mooney	1893	2	2	29	41	0	0	5	4	2	7	0	3	0	2	1,000	28,000

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the school year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Gradu-ates in the class that gradu-ated in 1902.									
										Classic-al course.		Scien-tific course.		Gradu-ates in 1902.		College prepar-atory.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
COLORADO.																							
254 Akron.....	High School *	J. S. Howe.....	1885	1	0	3	8	57	57					1	3	0	1		3	125	\$5,000		
255 Alamosa.....	do.	B. L. Bradford.....	1900	1	1	4	10	5	11							0			3	409	4,000		
256 Arvada.....	do.	J. C. Kenwell.....	1885	1	0	2	6	100	120	2	4					2	2	2	4	302	12,000		
257 Aspen.....	do.	Wm. W. Hall.....	1885	3	2	45	87	0	0	4	4	0	0	4	0	14			4	1,500	15,000		
258 Blackhawk.....	do. *	J. H. Matthews.....	1871	1	2	12	18	0	0	3	1	1	0						4	750	20,000		
259 Boulder.....	State Preparatory School.	Henry W. Callahan, Ph. D	1874	8	5	156	187	0	0					17	18	12	13		4	2,000	45,000		
260 Brighton.....	High School.	Miss Charlotte M. Lakin.	1880	0	1	4	10	0	0	2	6	12	17	8	6	3	2	2	4	250	7,500		
261 Canon City.....	do.	Miss M. Belle Minor.....	1880	2	4	84	101	0	0					0	1	8	6	3	4	1,000	30,000		
262 Castle Rock.....	Douglas County High School.	John J. Ward.....	1900	1	1	11	19	0	0			2	4	0	2	0	2	4		200	.....	
263 Central City.....	High School.	Miss Julia C. Taylor.....	1885	1	3	9	35	0	0					2	14	2	4	2	4	2,200	18,000		
264 Cripple Creek.....	do.	Arthur L. Corbin.....	1885	3	3	65	98	0	0	2	2	1	0	3	7	3	2	4		400	25,000		
265 Del Norte.....	High School (dist. No. 2).	Clay Tallman.....	1885	1	1	18	14	0	0	5	5	3	2	1	1	2	1	4		300	7,000		
266 Delta.....	High School.	U. W. Kepling.....	1892	2	22	42	0	0	5	2				1	1	1	1	4		490	7,000		
267 Denver.....	High School (dist. No. 1).	Wm. H. Smiley.....	1881	12	17	330	480	0	0	8	52	23	3	42	60	30	15	4	150	2,900	700,000		
268 do.....	High School (dist. No. 2).	Edward F. Hermanns.....	1881	10	7	194	307	0	0	11	12	104	104	23	41	17	14	4	79	5,000	100,000		
269 do.....	Manual Training High School.	Chas. A. Bradley.....	1881	12	12	290	253	0	0	0	1	15	8	23	28	17	9	3	75	2,215	200,000		
270 Denver (High-lands).....	North Side High School (dist. No. 17).	Edward L. Brown.....	1883	8	10	205	316	0	0			12	10	20	41	12	10	4		2,000	125,000		
271 Denver.....	South Side High School (dist. No. 7).	Miss Cora M. Corson.....	1891	1	5	25	40	0	0					2	1	2	1	4		540	57,000		
272 Durango.....	High School.	Edgar R. Downs.....	1885	3	3	34	91	0	0									4		4,000	45,000		
273 Florence.....	do.	Alfred Durfee.....	1885	8	1	82	41	0	0	2	8	12	15	5	9			4		400	42,000		

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Gradu-ates in 1902.		College prepar-atory stu-dents in the class that grad-u-ated in 1902.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
CONNECTICUT— <i>ctd.</i>																							
319	Glastonbury.....	Henry T. Cottle.....	.....	2	2	21	51	16	23	1	2	.....	.....	3	8	1	1	4	.....	150	\$6,000
320	Greenwich.....	Newton B. Hobart.....	.....	3	2	37	62	0	0	5	3	2	0	6	7	4	2	4	.....	1,500	.....	
321	Gulford.....	Carl A. Lewis.....	1875	1	2	20	40	0	0	2	5	.....	.....	1	7	1	0	5	.....	525	12,000
322	Hartford.....	Edward H. Smiley.....	1847	18	22	502	508	0	0	.....	.....	.....	.....	55	76	29	9	4	6,350	600,000	.....	
323	Hazardville.....	Elmer E. E. Randall.....	.....	1	0	7	15	7	4	.....	.....	.....	.....	2	6	.....	.....	2	.....	200	12,000
324	Lakeville.....	Fred. N. Clark.....	1892	1	0	21	19	0	0	.....	.....	.....	.....	0	1	.....	.....	3	21	1,000	15,000
325	Litchfield.....	Geo. A. Smith, B. A.....	.....	1	1	12	25	0	0	0	1	1	0	1	3	1	0	4	.....	1,100	7,500
326	Lyme.....	Winthrop Buck.....	1895	1	0	10	10	0	0	3	0	.....	.....	3	3	2	0	2	.....	400	.....	
327	Madison.....	Miss Mary F. Campbell.....	1884	0	2	12	15	0	0	1	4	1	0	1	6	0	4	4	.....	3,200	70,000	
328	Meriden.....	Willis J. Prouty.....	1884	2	10	117	158	0	0	48	67	10	0	9	16	8	8	4	.....	300	20,000	
329	Middletown.....	Walter B. Ferguson.....	.....	2	9	121	122	0	0	10	6	27	20	28	21	13	7	4	.....	400	8,000
330	Milford.....	H. I. Mathewson.....	.....	1	0	31	30	0	0	.....	.....	.....	.....	4	5	.....	.....	3	.....	100	10,000
331	Mystic.....	Miss H. E. Park.....	.....	0	1	9	11	0	0	0	5	1	0	0	2	.....	.....	4	.....	500	1,500
332	.....do.....	Snyder J. Gage.....	.....	1	0	6	15	107	94	0	.....	.....	.....	19	37	7	3	4	.....	1,035	.....	
333	Naugatuck.....	Frank W. Eaton.....	.....	3	5	69	73	0	0	7	8	.....	.....	5	7	3	2	4	.....	1,500	.....	
334	New Britain.....	Martin G. Beaudet.....	1850	5	11	185	206	0	0	.....	.....	.....	.....	15	37	7	3	4	.....	10,000	.....	
335	New Hartford.....	F. P. Daniels.....	1880	1	0	6	20	0	0	1	3	1	0	0	5	0	2	2	.....	500	165,000	
336	New Haven.....	Thomas W. Mather.....	1894	8	15	373	212	0	0	.....	.....	110	0	12	14	6	3	4	.....	600	.....	
337	.....do.....	John P. Cushing.....	1859	9	19	319	480	0	0	150	100	100	0	38	93	26	23	4	4,200	153,331	.....	
338	New Milford.....	Ernest L. Robinson, M.A.	1880	1	0	14	27	0	0	.....	.....	4	2	0	10	.....	.....	2	.....	500	15,000
339	Niantic.....	Geo. D. Taylor.....	.....	1	0	5	9	1	9	.....	.....	.....	.....	2	1	.....	.....	2	.....	400	3,000
340	Norwalk.....	Chas. A. Tucker.....	.....	1	0	12	6	0	0	.....	.....	.....	.....	1	1	.....	.....	8	.....	300	25,000
341	.....do.....	Horace B. Wigham.....	1901	1	2	13	32	0	0	.....	.....	.....	.....	1	3	.....	.....	4	.....	500	.....	

342	Orange	High School *	W. H. Sprenkle	1	1	9	16	5	4	1	3	1	0	0	3	0	2	4	156
343	Plymouth	Center High School	W. Dudley Yates	1	1	6	20	0	0	0	0	0	0	0	0	0	2	8,000	
344	Portland	High School	Walter J. Randolph	1	1	11	22	0	0	0	0	0	0	0	0	0	2	500	
345	Putnam	do *	1889	1	2	6	20	0	0	0	0	0	0	0	0	0	4	1,100	
346	Rockville	do	1889	3	3	11	65	0	0	0	0	0	0	0	0	0	4	25,000	
347	Salisbury	High School	Isaac M. Moore	2	8	77	125	0	0	0	0	0	0	0	0	0	4	350	
348	Saybrook	Academy	1870	2	0	3	65	0	0	0	0	0	0	0	0	0	4	20,000	
349	Seymour	High School	Albert M. Tibbets	1	0	8	31	0	0	0	0	0	0	0	0	0	1	1,500	
350	Sharon	do	1892	1	1	17	25	0	0	0	0	0	0	0	0	0	3	95	
351	Shelton	do	1892	1	1	23	38	0	0	0	0	0	0	0	0	0	3	2,000	
352	Somers	do	1892	1	1	17	25	0	0	0	0	0	0	0	0	0	3	400	
353	Southampton	Lewis High School	Frederick A. Carliss	1	1	23	38	0	0	0	0	0	0	0	0	0	3	10,120	
354	South Manchester	High School	Albert H. Kirtland, A. B.	1	1	9	23	0	0	0	0	0	0	0	0	0	3	500	
355	South Norwalk	do	1890	1	1	33	31	0	0	0	0	0	0	0	0	0	3	60	
356	South Oldford	do	1890	1	1	33	31	0	0	0	0	0	0	0	0	0	4	350	
357	Stafford Springs	do	1890	1	1	33	31	0	0	0	0	0	0	0	0	0	4	60,000	
358	Stafford High School	do	1893	1	1	33	31	0	0	0	0	0	0	0	0	0	3	350	
359	Stafford High School (dist. No. 9)	do	1893	1	1	33	31	0	0	0	0	0	0	0	0	0	3	200	
360	Stafford High School (disc. No. 18)	do	1893	1	1	33	31	0	0	0	0	0	0	0	0	0	3	200	
361	Stratford	High School	Miss Martha E. Hersey	1	1	40	50	0	0	0	0	0	0	0	0	0	4	500	
362	Terryville	do	1884	1	0	6	19	0	0	0	0	0	0	0	0	0	4	210	
363	Thomaston	do	1884	1	0	6	19	0	0	0	0	0	0	0	0	0	4	210	
364	Thompsonville	do	1884	1	0	6	19	0	0	0	0	0	0	0	0	0	4	210	
365	Torrington	High School	W. Arthur Turner	1	2	21	23	0	0	0	0	0	0	0	0	0	3	190	
366	Unionville	do	1884	1	2	21	23	0	0	0	0	0	0	0	0	0	3	190	
367	Wallingford	do	1884	1	2	21	23	0	0	0	0	0	0	0	0	0	3	190	
368	Wapping	do	1884	1	2	21	23	0	0	0	0	0	0	0	0	0	3	190	
369	Waterbury	do	1884	1	2	21	23	0	0	0	0	0	0	0	0	0	3	190	
370	Watertown	do	1884	1	2	21	23	0	0	0	0	0	0	0	0	0	3	190	
371	Westchester	Center High School	Stephen W. Wilby	1	0	9	12	0	0	0	0	0	0	0	0	0	4	350	
372	West Hartford	do	1878	1	0	9	12	0	0	0	0	0	0	0	0	0	4	350	
373	Westville	Day High School	Frederic J. Working	1	2	21	23	0	0	0	0	0	0	0	0	0	3	190	
374	Williamantic	do	1878	1	2	21	23	0	0	0	0	0	0	0	0	0	3	190	
375	Woodbury	do	1878	1	2	21	23	0	0	0	0	0	0	0	0	0	3	190	
376	Delaware City	High School	John F. Adams	1	0	5	12	0	0	0	0	0	0	0	0	0	4	200	
377	Dover	do	1872	1	0	5	12	0	0	0	0	0	0	0	0	0	4	200	
378	Felton	do	1872	1	0	5	12	0	0	0	0	0	0	0	0	0	4	200	
379	Georgetown	do	1872	1	0	5	12	0	0	0	0	0	0	0	0	0	4	200	
380	Laurel	do	1872	1	0	5	12	0	0	0	0	0	0	0	0	0	4	200	
381	Lewes	do	1872	1	0	5	12	0	0	0	0	0	0	0	0	0	4	200	
382	Middletown	Union School	George W. Mitchell, A. M.	1	1	12	33	0	0	0	0	0	0	0	0	0	3	500	
383	Milford	do	1875	1	1	12	33	0	0	0	0	0	0	0	0	0	3	500	
384	Newcastle	do	1875	1	1	12	33	0	0	0	0	0	0	0	0	0	3	500	
385	Seaford	do	1875	1	1	12	33	0	0	0	0	0	0	0	0	0	3	500	
386	Smyrna	do	1875	1	1	12	33	0	0	0	0	0	0	0	0	0	3	500	
387	Wilmington	do	1875	1	1	12	33	0	0	0	0	0	0	0	0	0	3	500	

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.		Gradu-ates in 1902.		College prepar-atory stu-dents in the class that gradu-ated in 1902.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
GEORGIA—cont'd.																					
441	Angusta.....	Tubman High School.....	1876	1	6	0	180	0	0	0	12	0	14	0	25	0	25	4	400	\$12,000	
442	Ansell.....	High School*.....		1	0	9	12	0	0	2	3	2	3	0	2	0	2	4	000	2,550	
443	Bainbridge.....	Georgia Southern Mil- itary College*.....		3	1	20	41	0	0	5	4							4	400	10,000	
444	Baldwinville.....	High School*.....		1	0	2	6	16	14			0	1					2			
445	Belville.....	do. *.....		1	0	5	2	60	30	5	2			3	2			4		200	
446	Bethlehem.....	do. *.....		1	0	10	7	50	53									3		500	
447	Blakely.....	Institute.....		2	2	20	30	0	0	0	4	3	0					3		150	
448	Brooks Station.....	High School.....		2	1	8	15	22	17									3		1,000	
449	Brunswick.....	Glynn Academy.....		2	2	62	57	0	0					2	8			4		500	
450	Buford.....	High School.....		1	0	14	24	0	0	1	3							3		100	
451	Byron.....	do. *.....	1901	1	1	10	14	20	22	2	4			2	4	2	4	4		100	
452	Carrollton.....	do. *.....		1	3	94	97	0	0	7	10	3	0	4	7			4		600	
453	Cartersville.....	do. *.....	1889	1	2	33	52	0	0					4	10			3		150	
454	Cedartown.....	do. *.....	1889	2	0	20	38	0	0									4		200	
455	Chamblee.....	do. *.....		1	0	2	3	24	38			1	0	2	3	1	0	2		8,000	
456	Coelman.....	do. *.....	1902	2	0	29	19	0	0									4		4,000	
457	Coleman.....	do. *.....		1	0	9	15	15	39	2	1							4		1,500	
458	Columbus.....	do. *.....	1892	4	1	41	77	0	0					5	8	3	4	3		25,000	
459	Concord.....	Middle Georgia Institute *.....		1	1	38	36	35	40	7	5			4	6	4	6	2		1,500	
460	Cordale.....	High School.....		2	0	10	17	0	0									3		6,000	
461	Culoden.....	Institute*.....		1	1	13	18	31	39	2	3	2	3					3		3,000	
462	Dallas.....	do. *.....	1902	1	0	20	24	0	0	6	4	8	0					4		6,000	
463	Dawson.....	High School.....	1890	3	1	36	49	0	0	4	10	3	0	2	7	2	6	4		400	15,000

404	Douglasville.	College	C. B. Le Hatte, Ph. D	1888	2	1	41	30	0	0	...	3	4	...	4	...	400	10,000			
405	Duluth	Academy	W. C. Lahmer	...	1	1	10	12	40	49	2	4	...	...	2	...	800	2,000	
406	Dunn	Pleasant Valley High School.	Charles P. Koney	...	1	1	20	35	40	5	6	1	0	...	4	...	...	...
467	Easton	High School.	O. B. Nisbet	1892	2	0	31	25	0	0	8	11	4	0	6	4	3	3	500		
468	Elberton.	do.	J. C. Langston	1900	2	1	25	35	0	0	4	0	...	...	...	...	...	15,000	
469	Elberton.	do.	S. O. Swafford	1896	2	1	21	31	0	0	...	...	...	...	3	1	0	3	100
470	Flower	do. *	Chas. C. King	...	1	0	6	8	28	34	1	0	...	...	...	...	...	185	...
471	Flowers Branch.	do.	G. W. St. John	...	1	0	10	20	40	60	...	...	...	...	...	...	...	85	...
472	Fort Gaines.	Academy	T. G. Polhill	...	1	0	15	20	36	54	1	2	...	...	...	...	...	100	1,150
473	Fort Valley.	Grady Institute.	R. F. Powell	1890	1	1	1	28	26	0	4	6	3	3	2	7	0	5	300		
474	Franklin	Collegiate Institute.	E. E. Lewis	...	1	0	9	6	60	75	5	4	...	...	...	...	...	800	3,000
475	Girard.	High School.	W. T. Usry	1885	1	0	11	17	54	45	1	3	...	...	...	...	...	70	3,500
476	Guyton.	do.	F. D. Seckinger	...	1	0	14	15	0	0	...	...	...	...	...	...	...	800	2,000
477	Hagan.	Academy.	Jos. E. Parker	1895	1	0	20	30	60	45	...	...	...	...	...	...	...	50	100
478	Hamilton.	West Georgia Agricultural and Mechanical College. *	E. C. Brittain.	...	1	0	7	4	21	13	2	0	2	0	...	...	...	2,000	5,000
479	Harmony Grove.	High School.	P. Zellars.	1902	2	2	25	35	0	0	4	6	2	0	2	4	2	4	100		
480	Harrison	do.	Mrs. M. Lilia Mayo	1896	0	1	5	8	21	28	2	3	...	...	...	...	...	15	15,000
481	Hawkinsville	do. *	N. E. Ware	...	1	2	15	35	0	0	10	30	...	...	4	10	4	10	1,200
482	Rephzibah	do. *	Jordan H. Sanford	...	1	0	33	25	41	42	...	...	...	...	6	4	6	4	...
483	Higdon	do.	Jas. D. Gilmore	...	1	0	5	2	14	13	...	...	...	...	...	...	...	...	...
484	Hillsboro	Ben Hill Academy	J. C. V. Worthy, A. M	...	1	0	10	15	50	45	4	5	...	...	...	...	...	...	...
485	Hoschton.	High School.	R. E. Carroll	...	1	0	10	35	0	0	...	...	...	...	...	...	...	...	...
486	Jesup	do. *	Minton H. Johnson	...	2	0	21	35	0	0	...	...	...	...	...	...	...	...	...
487	Knoxville.	do.	L. S. Barrett	...	1	1	3	22	33	24	...	...	...	...	...	...	...	...	...
488	Lafayette.	Academy	C. C. Childs.	1840	1	0	14	20	64	51	3	0	1	2	3	2	3	...	75		
489	Lagrange	Boys' High School	A. W. Lynch	...	0	0	30	0	23	0	2	0	3	0	...	...	...	...	2,000
490	Lakeland	High School.	J. M. Patten	...	1	0	2	58	62	...	...	...	...	...	...	...	...	1,000	1,000
491	Lawrenceville.	do. *	C. R. Ware	1880	5	0	75	125	0	0	12	18	4	1	21	26	7	6	3	20,000	
492	Leesburg	do.	W. T. Martin	...	1	0	4	3	45	24	50	2,500	
493	Lincolnton	Institute. *	Thos. O. Stephenson	...	1	0	19	13	20	23	2	2	...	...	...	...	...	...	5,000
494	Lithonia	do.	T. G. Callaway	...	1	2	32	29	0	0	4	3	36	700	
495	Lizella	Warrior High School. *	W. B. Redding	...	1	0	8	6	8	26	59	
496	Maletton	High School.	E. H. Beebe	...	1	0	3	3	65	58	1,600	33,000	
497	McDonough	do.	O. E. Ham	1892	1	1	20	20	52	56	8	6	4	4	4	3	4	3	20	500	
498	Macon	Gresham High School	C. B. Chapman	1873	1	12	143	212	0	0	21	31	7	10	3	...	
499	...	Union High School	Miss Mary Lightfoot	...	0	1	0	5	36	29	
500	Madison.	High School. *	M. F. Ramsey	...	1	1	10	44	0	0	2	8	1	0	0	5	0	4	3	...	
501	...	High School (colored).	G. W. Hill	1895	1	0	6	7	47	62	30	3,000	
502	Marshallville	do.	J. W. Frederiek	1892	1	1	25	15	35	25	1	3	0	3	150	4,000	
503	Milner	do.	J. H. Hall	...	1	0	12	20	27	25	50	2,500	
504	Mineralbluff	do. *	Miss Hattie Moore	...	0	1	22	18	18	22	1,000	...	
505	Monroe.	do.	Thomas C. Hoyt	1901	2	1	63	36	0	0	4	1	7	6	4	1	2	...	
506	Montezuma	do.	R. B. Daniel	1889	1	1	20	35	0	0	4	11	1	0	3	8	1	2	4	...	
507	Note.	Central Academy	C. M. Lewis	...	1	0	3	9	33	24	300	10,000	
508	Palmetto	Institute.	J. A. Richardson	1888	1	2	30	35	0	0	4	5	3	0	50	500	
509	Phoenix	Academy	Miss Mattie B. Waller	...	0	1	4	6	23	30	1	1	100	800	
510	Rockville	do.	F. G. Branch	1892	1	2	30	29	32	6	2	0	1	...	85	1,000
511	Rome	High School	Sydney S. Dean	1885	1	0	28	74	0	0	60	5,000	

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stud-ents.		Ele-men-tary stud-ents.		Preparing for college.				Gradu-ates in 1902.		College prepar-atory stud-ents in the class that gradu-ated in 1902.		Length of course in years.	Number in military drill.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
GEORGIA—cont'd.																					
512	Rome.....	High School (colored)....	1882	1	2	4	20	0	0	1	1								2	50	\$2,000
513	Roswell.....	High School.....	1896	2	0	13	19	0	0	3	3								3	110	5,000
514	Royston.....	Academy.....	1896	1	0	25	25	0	0	4	2								3	25	1,000
515	Rutledge.....	High School *	1890	1	0	20	10	45	40										1	50	2,000
516	Sandersville.....	High School (colored)....	1890	1	0	4	8	0	0										3		
517	Sargents.....	Farmers' High School.....	1892	1	0	6	4	44	42										3		
518	Savannah.....	A. L. Bevis.....	1808	6	3	94	169	0	0	4	15								3		
519	Sharpsburg.....	H. F. Train.....	1885	1	0	14	19	31	35	3	1								4	500	150,000
520	Shellman.....	do *	1885	1	1	24	16	34	38	7	6	5	2	1	2	1	0	4	4	60	2,000
521	Silom.....	Institute.....	1896	1	0	6	9	36	50										4		
522	Social Circle.....	Male and Female Insti-tute.....	1896	1	2	35	44	19	40	19	16	3	8	3	6	3	6	4	4	60	10,000
523	Soque.....	Providence High School.....	1890	1	0	5	9	40	26	5	4								2	20	
524	Sparta.....	High School.....	1890	2	0	29	36	0	0										3	467	16,000
525	Stone Mountain.....	Academy *	1890	2	0	4	12	61	58	0	4								4		1,500
526	Sumach.....	W. A. Ramsey.....	1890	1	0	10	6	58	41												
527	Sylvania.....	High School *	1874	1	0	9	11	46	34												
528	Tennille.....	Institute.....	1874	1	1	28	32	0	0	5	8	2	0	3	1	2	1	4	4	250	10,000
529	Thomaston.....	R. E. Lee Institute.....	1874	1	2	21	36	0	0										4	1,600	15,000
530	Tunnelhill.....	High School.....	1874	1	1	15	18	31	33	2	2	1	0	1	4	1	1	2	3	100	1,200
531	Turin.....	do. *	1891	1	0	30	17	31	13	1	5								4	100	1,500
532	Union Point.....	do. *	1891	1	0	13	20	0	0	2	4								4	1,000	15,000
533	Valdosta.....	Institute *.....	1891	2	1	40	48	0	0										4	1,300	7,500
534	Villa Rica.....	High School.....	1891	1	3	60	70	0	0	8	11	7	0	2	4	1	4	4	4		

555	Walden	do. *	C. W. Kilpatrick	1880	1	0	7	10	23	28						0	1			3		1,500
556	Walnutgrove	do.	W. M. Branton		1	0	5	7	47	43										2		2,000
557	Walworthville	Academy *	John L. Harden	1880	1	0	5	4	25	26												15
558	Warthen	High School	A. M. Duggan		1	0	11	12	33	38										3		150
559	Washington	do.	T. E. Hollingsworth	1893	2	2	36	45	0	0										10	4	8
560	Waycross	do.	E. A. Pond	1890	1	2	20	30	0	0										3	7	2
561	do.	High School (colored) *	Floyd S. Nelson		1	0	3	7	35	19										2		300
562	Waynesboro	Academy	I. L. McNair		2	0	16	19	0	0										0	10	0
563	Westport	High School	J. E. Parks	1873	2	1	29	41	0	0										3		350
564	Whigham	Connell Academy *	C. E. Duggan		1	0	10	15	15	15										2		10,000
565	Winder	High School	H. R. Hunt	1894	2	0	32	44	0	0										4		16,000
566	Winterville	Academy *	T. R. Edwards		1	1	9	10	52	43										2		5,000
567	Woodbury	High School	L. T. F. Arnall	1901	1	1	10	30	0	0										0	2	4,000
568	Woodville	do.	P. M. Cheney		1	1	21	23	32	25										5	8	1,000
IDAHO.																						
569	Boise	High School	Charles E. Shutt		5	1	75	89	0	0										4	4	55,000
570	Genesee	do.	Hartzell Cobbs	1900	2	0	21	28	0	0										3	6	100
571	Hailey	do. *	A. P. West		1	1	17	18	20	35										1	1	6,000
572	Kendrick	do.	Ben. C. Camp		1	1	25	25	0	0										2	3	1,000
573	Lewiston	do.	R. N. Wright	1897	3	0	24	19	0	0										4	2	3,000
574	Moscow	do.	Miss Malvina G. Grant	1890	1	2	28	32	0	0										5	10	1,500
575	Pocatello	do.	Miss Emma Rosger	1890	1	2	37	45	0	0										3	6	55,000
ILLINOIS.																						
576	Abingdon	North High School	George Bloomer		1	2	30	37	0	0										6	2	25,000
577	Albion	High School	Geo. C. Butler		2	0	13	40	0	0										3	2	375
578	Aledo	do. *	J. W. Collins	1888	2	3	77	87	0	0										1	5	10,000
579	Alexis	do.	R. W. Bolton		1	0	12	13	0	0										7	6	150
580	Altamont	do.	H. H. Bailey		1	0	20	20	10	10										2	0	200
581	Alton	do.	J. E. Turner	1893	3	3	55	123	0	0										1	8	3,000
582	Altona	do.	W. E. Burke	1866	3	3	55	123	0	0										2	5	150
583	Anna	do.	W. P. Miller		1	0	4	9	0	0										2	1	600
584	Apple River	do.	H. W. Sinton		2	1	41	51	0	0										5	20	50,000
585	Arcola	do.	Miss Anna E. Rogers		1	0	10	18	30	50										6	1	1,500
586	Arenzville	do.	Richard Under	1881	1	2	30	51	0	0										4	0	25,000
587	Arthur	do. *	Thomas H. Greaves		1	0	10	15	50	50										0	5	4,000
588	Ashtabula	do.	W. L. Martin		1	0	18	22	0	0										3	2	800
589	Ashtown	do.	Harry B. Price	1885	2	0	24	14	0	0										4	9	15,000
590	Assumption	do.	W. A. Wood		1	0	10	10	0	0										3	8	100
591	Astoria	do.	Albert W. Bailey	1880	1	3	30	41	24	30										1	2	16,000
592	Athens	do.	U. S. Collins		1	1	6	19	0	0										4	9	5,000
593	Atlanta	do.	Miss Emily Hochstein	1888	1	2	36	60	0	0										3	1	30,000
594	Atwood	do. *	Charles Gott		1	0	12	21	0	0										4	5	100
595	Augusta	do.	Wm. F. Faris		2	0	18	29	0	0										2	8	6,000
596	Aurora	East Aurora High School	Wm. F. Geiger	1870	3	7	135	218	0	0										3	2	300
597	do.	West Aurora High School	Miss Katharine Reynolds		3	4	82	120	0	0										10	9	6,000
598	Avon	High School *	J. R. Rowland		2	1	23	42	0	0										4	8	525
599	Barry	do.	M. R. Laird		2	0	22	33	0	0										4	0	750
600					2	0	22	33	0	0										4	0	12,000

*Statistics of 1900-1901.

[illegible]

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.		Gradu-ates in 1902.		College prepar-atory stu-dents in the class that gradu-ated in 1902.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
ILLINOIS—cont'd.																					
640	Clyde.....	Cicero-Stickney Town-ship High School.	1900	3	4	30	41	0	0	1	2	2	2	3	7	.....	.....	4	750	.....	\$20,000
641	Cobden.....	Miss Cecelia Whelpley ..	1895	1	1	20	32	0	0	6	2	.....	.....	3	10	3	1	4	2,000	.....	5,000
642	Coffeen.....	W. R. Duncan	1894	1	0	28	22	0	0	.....	.....	.....	.....	.....	.....	.....	.....	2	200	.....	200
643	Colchester.....	W. E. Downey	.....	1	0	15	40	0	0	.....	.....	.....	.....	.....	.....	.....	.....	2	300	.....	16,000
644	Collax.....	F. C. Provvidy	1892	1	2	35	40	0	0	.....	5	3	3	6	2	2	2	3	215	.....	25,000
645	Collinsville.....	Miss Carolyn Greene.	1880	1	2	12	30	0	0	.....	5	4	2	2	5	0	4	4	500	.....	.....
646	Coulterville.....	R. V. Black	1895	1	1	16	20	0	0	.....	.....	2	0	2	6	1	0	3	500	.....	5,000
647	Cuba.....	Geo. W. Hulvey	1880	1	1	27	45	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	200	.....	10,000
648	Dallas City.....	Chas. J. Fesler	.....	1	0	15	24	0	0	0	3	6	0	1	2	3	0	3	150	.....	20,000
649	Danvers.....	Austin L. Green	.....	1	0	13	22	45	53	.....	.....	.....	.....	.....	.....	.....	.....	4	100	.....	5,000
650	Davis.....	L. R. Langworthy	.....	1	0	19	12	48	46	.....	.....	2	2	3	3	2	2	3	300	.....	6,000
651	Decatur.....	Frank Hamsher	.....	6	13	230	350	0	0	.....	.....	.....	.....	32	60	3	0	4	1,100	.....	25,000
652	Dekalb.....	Chas. E. Skinner	.....	4	5	83	123	0	0	.....	.....	.....	.....	6	12	3	0	500	.....	.....	4,000
653	Deland.....	Noah A. Young	1894	1	0	5	15	60	60	2	7	.....	.....	.....	.....	.....	.....	1	490	.....	28,000
654	DeLavan.....	F. Von Eschen	.....	2	3	45	52	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	700	.....	50,000
655	Dixon.....	B. F. Bullard	1868	3	2	41	85	0	0	1	10	10	0	5	17	3	5	4	800	.....	40,000
656	Downers Grove.....	Miss Mabel E. Messner ..	1876	1	2	18	32	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	480	.....	28,000
657	Dundee.....	Miss Julia M. Gay	1872	0	4	29	42	0	0	.....	.....	.....	.....	4	10	4	3	4	700	.....	50,000
658	Duquoin.....	A. F. Ashbacher	1883	3	1	50	54	0	0	10	4	.....	.....	7	13	3	3	4	600	.....	40,000
659	Durand.....	Herbert Dyar	.....	2	0	17	23	0	0	1	1	1	2	2	4	2	4	3	800	.....	8,100
660	Dwight.....	Miss Lella Britt	.....	1	2	28	35	0	0	0	1	1	0	4	5	4	5	4	600	.....	40,000
661	Earlville.....	G. V. Chum	.....	2	1	25	37	0	0	0	2	1	0	1	4	2	3	3	314	.....	15,000
662	East St. Louis.....	Chas. L. Manners.	1874	3	8	108	213	0	0	.....	.....	.....	.....	9	18	3	3	4	270	.....	75,000

	Lincoln High School (colored).	B. F. Bowles.	1901	1	1	7	13	0	0	0	2	2	0	4	20	20,500
663	do															
664	Edinburg	J. W. D. Butcher.	1890	2	1	21	24	0	0	6	7	2	1	3	1	230
665	Edinham	M. S. Vance		2	0	24	40	0	0	10	15	4	3	5	9	325
666	Egin	E. J. Kelsey	1865	2	13	225	325	0	0					18	33	1,427
667	Elizabeth	O. S. Meyer	1893	2	0	5	23	0	0					0	8	0
668	Elkhart	G. E. Wright		1	0	10	8	30	50							25
669	Elmhurst	R. O. Stoops	1898	1	1	16				2	3					1,100
670	Elmwood	Chas. S. Stewart	1870	1	2	27	32	0	0	8	10	10	6	3	5	800
671	Elpaso	John L. Prier	1888	1	1	24	32	0	0	8	10	10	6	3	5	350
672	do	H. E. Wats.		1	2	21	35	0	0	2	4	1	1	1	5	550
673	Eureka	Carl Johann		1	1	20	36	0	0							10,000
674	Evanson	Henry L. Bollwood	1883	7	14	177	255	0	0					15	22	1,600
675	Fairbury	Miss Marcia O. Smith		2	2	35	47	0	0					10	12	1,200
676	Fairfield	W. G. Cline		2	2	30	45	0	0					1	12	600
677	Farmount	C. C. Corvey	1897	1	0	18	23	0	0	8	1			6	1	250
678	Farmer City	H. L. Roberts		3	2	52	48	0	0					9	5	600
679	Farmington	J. M. Stephens	1870	1	2	39	29	0	0	10	4	3	1	0	7	240
680	Flora	W. S. Perry		1	1	18	32	0	0	1	0			2	8	1,635
681	Forrest	I. D. Phillips	1856	1	1	13	19	0	0					1	5	600
682	Forreston	A. H. Glasgow	1895	4	6	87	178	0	0	1	2	2	3	7	2	200
683	Freepoint	S. E. Raines		2	0	15	25	0	0	5	15	4	2	1	6	350
684	Fulton	P. H. Clark		1	2	16	51	0	0					0		1,050
685	Galea	Miss Stella M. Case		3	1	45	75	0	0					1	3	3,000
686	Galesburg	Frank D. Thomson		7	8	208	309	0	0					48	76	73,000
687	Galva	R. F. McDuffee	1878	2	0	22	21	0	0					2	5	41,200
688	Gardner	H. H. Frost		2	3	55	76	0	0					8	4	3,000
689	Geneseo	John E. Nelson	1877	1	2	19	21	0	0					5	5	400
690	Genoa	S. S. Gabriel	1877	1	1	23	22	0	0					2	7	500
691	Georgetown	G. W. Sutton	1872	1	1	23	31	0	0	8	7			1	3	372
692	Gibson City	H. M. Radolph	1874	2	2	51	61	0	0	2	15	10	15	2	10	9,850
693	Gibson	L. W. Haviland		2	2	16	28	0	0	3	4	1	0	1	3	315
694	Gilman	Arthur Roberts		2	0	22	28	0	0	6	4	2	0	6	3	625
695	Golconda	J. Anton Spangler	1890	1	0	1	8	4	3					0		968
696	Goodhope	H. G. Russell	1876	1	2	4	38	0	0	0	1	0	1	0	3	2,500
697	Greenfield	H. C. Breese		1	0	9	19	0	0	0	5	1	0	2	8	600
698	Greenup	Robt. C. Heft		1	1	18	16	0	0	1	0	2	0	4	4	12,000
699	Greenville	Chas. F. Ford	1860	3	1	50	86	0	0					0		500
700	Greenville	L. L. McCreight	1895	1	1	12	28	0	0	0	2	0	0	4	6	15,000
701	Gridley	W. H. D. Meier	1875	1	1	16	33	0	0							520
702	Grogsville	C. H. Decker		1	1	16	28	0	0	0	2	0	3			150
703	Hamilton	M. M. Alden	1887	1	0	4	18	0	0	0	1			5	7	200
704	Hampshire	Miss Orma F. Butler		1	3	4	32	0	0					0	3	85
705	Harvard	J. E. Cable	1898	3	4	32	64	0	0	10	15	25	5	8	2	300
706	Harvey			3	4	32	64	0	0	10	15	25	5	8	2	1,400
707	do			3	4	32	64	0	0	10	15	25	5	8	2	45,000
708	Havana	Mrs. S. E. Pierce		2	2	22	47	0	0					5	5	500
709	Hebron	Benj. H. Scudder, Ph. M.	1878	1	1	25	35	0	0	1	0			3	11	500
710	Heyworth	C. C. Colwell		1	0	18	14	0	0					1	5	12,000

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.	
				Second-ary in-struct-ors.		Second-ary stu-dents.		Prepar-ing for college.				Gradu-ates in 1902.				College prepar-atory stu-dents in the class that gradu-ated in 1902.		Length of course in years.				Number in military drill.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
ILLINOIS—cont'd.																						
711 Highland	High School	C. L. Dietz	1894	1	2	16	23	0	0	5	12	5	0	4	4	4	3	3	...	600	\$35,000	
712 Township High School		W. A. Wilson	1900	2	5	55	42	0	0	...	...	6	3	4	4	2	1	4	...	450	60,000
713 Hillsboro	High School	S. T. Robinson	1874	2	2	37	63	0	0	5	15	10	25	4	1	1	0	4	...	600	25,000	
714 Hinsdale	do	Miss Mary Macalair		1	4	33	49	0	0	...	...	12	10	4	2	3	1	4	...	530	...
715 Hoopeston	do	Chas. F. Briscoe		2	2	38	68	0	0	...	...	8	12	3	5	1	0	4	...	425	17,000
716 Huntley	do	F. D. Oakley		1	0	6	16	0	0	...	...	...	...	0	4	...	...	3	...	200	10,000
717 Illinois	do	C. E. Peters	1867	1	0	8	7	0	0	...	...	...	...	...	...	...	...	2	...	459	8,000
718 Ipana	do	Wm. Hawkes	1883	1	0	23	22	0	0	...	...	2	1	6	2	3	0	3	...	500	...
719 Jacksonville	do	Hugh S. Weston	1867	3	5	104	169	0	0	...	...	4	6	18	16	4	6	4	...	500	60,000
720 Jerseyville	do	Edward B. Shafter	1873	3	2	93	85	0	0	...	...	...	...	15	17	...	...	4	...	520	60,000
721 Joliet	Township High School	J. Stanley Brown	1873	11	11	390	400	0	0	2	3	30	35	26	36	8	6	4	...	2,000	250,000	
722 Jonesboro	do	T. B. F. Smith	1890	1	2	7	40	0	0	...	...	...	...	...	...	...	...	4	...	600	6,300
723 Kankakee	do	Isaac E. Neff, A. M.		2	5	85	95	0	0	...	...	...	...	7	16	...	...	4	...	800	30,000
724 Kankakee	do	Jasper Bennett	1892	1	1	19	25	0	0	4	8	6	0	10	19	...	...	4	...	200	10,000
725 Kewanee	do	T. M. Birney		3	6	83	132	0	0	...	...	...	...	2	3	...	...	4	...	1,200	15,000
726 Kingston	do	J. H. Clark	1877	1	0	3	17	47	43	...	...	...	...	2	1	...	...	3	...	100	6,250
727 Kimbudy	do	J. L. Kinsley		1	0	25	20	10	16	...	...	...	...	2	1	...	...	4	...	267	10,000
728 Kirkwood	do	T. E. Savage		1	0	17	25	0	0	...	...	...	...	...	...	...	...	4	...	350	12,000
729 Knoxville	do	W. F. Jones		1	2	29	63	0	0	...	...	...	...	10	9	...	...	4	...	600	50,000
730 Lacon	do	Miss Della Murch		1	2	21	32	0	0	...	...	...	...	1	4	...	...	4	...	800	...
731 Lake Forest	do	...		1	9	9	11	0	0	...	...	...	...	...	...	...	...	2	...	400	...
732 LaMark	do, *	Albert E. Hill	1898	0	2	24	40	0	0	2	2	3	2	2	13	2	2	4	...	600	25,000	
733 Lasalle	Township High School	C. A. Farman	1898	1	2	35	145	0	0	1	1	...	...	...	...	...	...	4	...	1,250	87,000
734 Leal River	High School	W. T. Tuttle		1	6	2	7	10	9	...	...	...	...	0	1	...	...	2	...	30	...

735	Lena	do.	C. A. Langworthy	1	1	22	34	0	0	0	1	2	0	3	1	4	370	20,000	
736	Leroy	do.	Miss Flora M. Grady	1	2	31	35	0	0	0	4	2	15	6	5	4	385	11,000	
737	Lewis	do.	B. C. Moore	1	2	37	54	0	0	10	8	9	15	6	5	9	325	11,000	
738	Lexington	do.	R. G. Jones	1	2	27	49	0	0	5	8	3	0	3	2	4	400	32,000	
739	Lincoln	do.	Clyde Capron	2	3	42	87	0	0	16	19	1	7	2	4	4	712	33,350	
740	Litchfield	do.	C. E. Richmond	2	3	50	76	0	0	3	2	9	14	3	2	4	540	35,000	
741	Lockport	do.	J. E. Hooton	2	1	40	45	0	0	0	0	10	12	7	2	3	600	2,000	
742	London Mills	do.	T. F. McLamarrah	1	0	8	14	54	66	0	0	1	0	1	0	3	200	15,000	
743	Nacomb	do.	R. C. Fennick	1	2	3	57	105	0	0	0	0	1	5	16	4	350	5,000	
744	Mahomet	do.	H. A. Davis	1	1	0	9	20	0	0	0	0	1	1	2	4	108	12,000	
745	Mansfield	do.	J. M. Markel	1	1	0	9	20	0	0	0	0	0	0	0	0	300	8,000	
746	Manteno	do.	H. C. Drayer	1	1	8	11	0	0	0	0	1	1	1	1	3	350	25,000	
747	Marengo	do.	Miss Lillian Wherry	1	2	20	43	0	0	0	3	2	1	2	8	1	600	12,500	
748	Maros	do.	William S. Fry	1	1	28	37	0	0	4	8	3	0	4	2	0	544	22,000	
749	Marselles	do.	F. M. Kline	2	1	31	38	0	0	0	4	1	3	1	10	4	300	15,000	
750	Marshall	do.	L. A. Wallace	1	2	16	22	0	0	0	5	0	6	2	6	0	400	15,000	
751	Martinsville	do.	J. H. Brewer	3	1	48	28	0	0	0	6	2	4	10	5	7	750	22,000	
752	Mascoutah	do.	Otto P. Klopsch	2	5	38	53	0	0	0	0	6	10	6	2	0	200	3,000	
753	Mason City	do.	Mrs. E. A. Naylor	2	1	10	18	38	55	0	0	1	0	2	7	3	300	1,500	
754	Mattoon	do.	Will A. Marlow	2	1	10	30	0	0	0	0	1	0	2	5	0	500	15,000	
755	Mazon	do.	W. R. Blackwelder	1	1	20	30	0	0	0	0	0	15	10	5	3	450	35,000	
756	Medora	do.	W. J. Chapman	1	1	22	27	32	61	2	3	0	0	0	0	0	250	10,000	
757	Mendon	do.	W. H. Adams	3	3	31	23	0	0	0	0	0	5	5	0	4	190	10,000	
758	Mendota	do.	George C. Griswold	2	2	17	32	0	0	0	0	0	0	0	0	0	160	6,000	
759	do.	East Side High School	ning.	1	0	18	24	0	0	4	7	3	4	4	4	1	3	550	10,000
760	Meredosia	High School	Heywood Coffield	1	0	6	24	74	56	0	0	0	0	6	1	0	700	10,000	
761	Metamora	do.	G. W. Courts	2	0	26	56	0	0	0	2	1	0	2	2	1	4	540	40,000
762	Metropolis City	do.	Clarence Bonnell	2	0	22	20	0	0	0	0	0	0	0	0	0	370	8,500	
763	Millford	do.	William T. Skinner	1	1	10	21	0	0	0	0	0	0	0	0	0	2,011	73,000	
764	Milledgeville	do.	W. C. Perry	1	0	10	10	0	0	0	0	0	0	0	0	0	520	12,000	
765	Miner	do.	Chas. T. Law	1	2	32	38	0	0	0	0	0	0	0	0	0	300	30,000	
766	Minooka	do.	Miss Helen M. Clarke	1	0	13	23	0	0	0	0	0	0	0	0	0	2	340	50,000
767	Moline	do.	T. B. Wortman	4	7	148	184	0	0	0	0	0	0	0	0	0	300	47,000	
768	Moline	do.	J. H. Heil	2	1	18	51	0	0	2	3	8	12	10	12	4	250	18,000	
769	Monmouth	do.	W. L. Bonn	2	4	30	85	0	0	0	0	0	0	0	0	0	0	0	0
770	Monmouth	do.	W. L. Hanson	2	7	93	151	0	0	11	0	16	0	7	15	7	4	1	0
771	Morris	do.	Harry Pearson	2	1	35	44	0	0	3	1	20	25	0	4	0	4	2	0
772	Morris	do.	Miss Mattie Castro	1	0	11	23	0	0	0	0	15	20	2	12	2	4	2	0
773	Morris	do.	Miss Ella M. Ellsworth	1	3	32	51	0	0	0	3	0	0	2	9	1	0	0	0
774	Morrisonville	do.	James A. Foster	1	0	11	23	0	0	0	0	0	0	0	0	0	0	0	0
775	Mount Carmel	do.	Miss Kate Marsh	0	3	28	44	0	0	0	3	3	3	3	0	7	4	1	0
776	Mount Carroll	do.	Miss Lillian H. Deming	0	3	25	29	0	0	0	0	0	0	0	0	0	0	0	0
777	Mount Morris	do.	Geo. A. Jacobs	2	0	18	19	0	0	0	0	0	0	0	0	0	0	0	0
778	Mount Olive	do.	J. U. Uzzell	2	0	9	13	0	0	2	3	7	10	3	6	2	250	18,000	
779	Mount Pulaski	do.	J. H. Gordon	2	1	31	46	0	0	0	0	0	0	0	0	0	0	0	0
780	Mount Sterling	do.	Miss Winifred Nellis	1	2	35	50	0	0	0	0	0	0	0	0	0	0	0	0
781	Mount Vernon	do.	J. W. Barrow	2	2	30	66	0	0	0	0	0	0	0	0	0	0	0	0
782	Morway	do.	Wm. McGinley	3	3	30	31	0	0	0	0	0	0	0	0	0	0	0	0
783	Murphysboro	do.	Ellis H. Rogers, A. B.	3	3	88	107	0	0	12	22	4	1	5	12	3	4	620	20,000
784	Naperville	do.	W. H. Umbach	2	0	10	26	0	0	0	0	0	0	0	1	4	4	480	40,000

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in struct-ors.		Second-ary stud-ents.		Ele-ment-ary stud-ents.		Preparing for college.				Gradu-ates in 1902.				College prepar-atory stud-ents in the class that gradu-ated in 1902.			
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
ILLINOIS—cont'd.																					
785	Naperville.....	R. F. Bunnell.....	.....	1	0	8	13	0	0	0	0	1	0	5	0	6	0	5	3	1,100	\$8,300
786	Nashville.....	C. E. Freed.....	.....	3	0	34	50	0	0	7	5	8	0	2	4	1	3	4	.....	575	10,000
787	Nauvoo.....	W. F. Sloan.....	1882	1	0	13	12	0	0	0	0	4	0	0	2	1	0	.....	283	.....
788	Neoga.....	J. H. Keller.....	1884	1	1	16	19	0	0	2	3	3	2	5	6	2	3	4	.....	100	14,000
789	Newman.....	J. T. Gale.....	.....	1	1	25	32	0	0	0	9	3	2	2	5	2	2	4	.....	250	.....
790	Nokomis.....	Miss Charlotte Holmes.....	.....	1	1	25	30	0	0	0	3	4	0	9	11	2	1	4	.....	200	20,000
791	Normal.....	Chas. A. Rice.....	1857	3	2	83	141	0	0	0	0	0	0	2	5	.....	3	4	.....	2,000	40,000
792	Nunda.....	L. W. Ragland.....	1888	1	1	9	26	0	0	0	0	0	0	0	0	0	0	.....	800	5,000	
793	Oakland.....	O. L. Minter.....	1879	1	1	10	30	0	0	3	7	3	4	0	1	0	1	4	.....	450	6,000
794	Oakpark.....	John Calvin Hanna.....	.....	8	9	159	217	0	0	0	0	0	0	13	23	6	9	4	.....	1,500	.....
795	Oblong.....	Geo. B. Walker.....	.....	2	0	25	30	0	0	0	0	0	0	0	0	0	0	.....	163	1,400	
796	Odell.....	L. T. Earnheart.....	1880	1	1	15	15	0	0	2	1	1	3	3	4	3	4	.....	500	25,000	
797	Odin.....	S. G. Burdick.....	1873	1	0	8	17	0	0	0	0	0	0	4	5	.....	3	.....	200	.....
798	Olney.....	J. P. Gilbert.....	.....	2	2	50	90	0	0	3	6	2	0	5	13	.....	4	.....	800	55,000	
799	Omaha.....	A. M. Reedy.....	.....	1	0	3	5	70	90	0	0	0	0	0	3	.....	2	.....	30	6,000	
800	Onarga.....	R. E. Selby.....	.....	1	2	20	40	0	0	0	0	2	5	2	5	1	3	4	.....	300	15,000
801	Onida.....	R. V. Field.....	.....	2	0	19	21	0	0	0	2	1	0	5	5	2	1	3	.....	350	20,000
802	Oregon.....	E. S. Hady.....	.....	1	3	45	35	0	0	8	6	4	0	7	8	4	0	4	.....	400	25,000
803	Orion.....	J. A. Warrick.....	.....	1	0	16	23	0	0	0	0	0	0	1	3	.....	3	.....	300	5,000	
804	Oswego.....	C. H. Newman.....	.....	1	0	10	23	0	0	0	0	0	0	4	6	.....	3	.....	150	12,100	
805	Ottawa.....	J. O. Leslie.....	1878	7	5	116	180	0	0	2	3	25	35	17	29	11	13	4	.....	1,524	34,000
806	Palatine.....	W. L. Smyser.....	1898	1	1	16	22	0	0	1	0	1	0	0	4	2	0	4	.....	500	.....
807	Pana.....	H. C. McCarrel.....	.....	2	1	34	47	0	0	0	0	0	0	3	2	1	0	4	.....	570	800

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Prepar-ing for college.				Gradu-ates in the class of 1902.		College prepar-atory stu-dents in the class gradu-ated in 1902.									
								Ele-men-tary stu-dents.															
								Classic-al course.		Selen-thic courses.													
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	19	20	21	22				
ILLINOIS—cont'd.																							
858	Sorento.....	W. W. Griffith	1893	1	0	10	11	0	0	0	0	4	0	0	1	1	0	3	0	200	\$4,500		
859	Spartan.....	J. R. Bouton.....	1895	1	0	12	15	6	0	0	0	0	0	3	5	1	0	2	0	300	1,000		
860	Sparta.....	L. J. Sexton.....	1873	2	0	43	63	29	21	4	0	2	3	5	10	2	3	4	0	1,300	16,000		
861	Springfield.....	L. M. Castle.....	1857	9	9	297	385	0	0	0	0	0	0	26	46	0	0	4	0	800	111,000		
862	Spring Valley.....	R. V. De Groff.....	1889	1	2	7	13	0	0	0	0	1	0	1	2	1	0	3	0	200	55,000		
863	Stanford.....	Carl D. Garlough.....	1889	1	1	10	20	0	0	0	0	1	0	0	3	0	2	4	0	250	7,500		
864	Stirling.....	A. K. Jenkins.....	1898	4	6	77	152	0	0	4	5	13	30	4	30	4	5	4	0	536	45,000		
865	Stockton.....	B. F. Kepner.....	1894	1	0	15	18	0	0	4	7	2	3	2	3	2	1	2	0	125	12,000		
866	Streator.....	S. B. Hursh.....	1875	4	7	66	160	0	0	0	0	0	0	4	22	0	0	2	1,700	112,000			
867	Sugar Grove.....	E. M. Harris.....	1875	1	3	28	16	18	4	2	2	0	0	0	0	0	4	18	275	5,000			
868	Sullivan.....	O. B. Lowe.....	1880	3	1	40	60	0	0	10	12	2	0	6	10	4	5	4	0	500	20,000		
869	Summer.....	Clarence M. Petty.....	1885	3	0	27	38	0	0	1	2	1	0	1	8	1	2	3	0	300	10,000		
870	Sycamore.....	Miss Sarah E. Robinson.....	1889	3	2	44	74	0	0	1	3	1	0	4	7	1	3	4	1,050	51,000			
871	Table Grove.....	A. C. Norton.....	1889	1	0	16	25	0	0	0	0	0	0	3	3	3	3	3	215	7,000			
872	Tallula.....	Miss Martha Hunt.....	1889	0	1	5	14	0	0	0	0	0	0	4	1	2	1	3	0	500	15,000		
873	Taylorville.....	William E. Andrews, Ph.D.	1890	3	2	75	78	0	0	0	0	0	0	5	5	0	0	4	600	38,000			
874	Thomson.....	E. F. Smith.....	1889	1	1	9	20	0	0	0	0	0	0	0	4	0	0	3	168	3,400			
875	Toledo.....	H. C. Breese.....	1889	1	2	11	17	0	0	0	0	3	0	0	0	0	1	3	267	8,000			
876	Tolono.....	C. E. Jeffers.....	1874	1	0	15	10	0	0	0	0	0	0	2	5	2	2	4	905	12,000			
877	Toulon.....	Geo. C. Baker.....	1874	1	1	24	44	0	0	0	3	5	0	2	3	0	0	3	370	20,000			
878	Tremont.....	Miss Etta C. Ruhaak.....	1874	0	1	11	14	0	0	0	0	0	0	2	2	1	2	3	570	6,000			
879	Tuscola.....	W. D. Huggan.....	1873	2	3	49	42	0	0	3	3	0	0	4	3	3	3	4	50	50,000			
880	Upper Alton.....	Miss Helen Taggart.....	1885	1	2	12	36	0	0	0	0	0	0	2	3	0	0	4	110	20,000			

[illegible]

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Prepar-ing for college.				Gradu-ates in 1902.		College prepa-atory stu-dents in the class that gradu-ated in 1902.									
				Male.	Female.	Male.	Female.	Classic-al course.		Scien-tific courses.		Male.	Female.	Male.	Female.								
								Male.	Female.	Male.	Female.					Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
INDIANA—Cont'd.																							
928	Avilla	High School	W. E. Harsh	2	0	9	10	0	0	3	0			2	2			3		390	\$3,000		
929	Batesville	do	Wm. A. Austin	1	0	3	8	0	0			1	0	1	3	1	0	2		608	12,000		
930	Battleground	Tippecanoe Township High School.	E. A. Tower	2	0	13	17	0	0					2	4			3		50	1,200		
931	Bedford	High School.	Arda Knox	2	2	48	83	0	0	8	12	7	17	3	6			4		300			
932	Ben Davis	Wayne Township High School.*	A. E. Martin	2	0	22	18	0	0	2	1			5	5			4		657	6,000		
933	Bentonville	Graded School.	J. M. Bailey	1	0	5	4	33	42					2	2			2		500	2,000		
934	Berne	High School.	B. A. Winans	1	0	7	11	0	0					0	2			3		683	10,000		
935	Bicknell	do	James Garrard	2	0	36	39	0	0					8	3	2	3	3		350	8,000		
936	Blippus	Warren Township High School.*	J. H. Shock	1	0	10	11	25	39									4		225	10,000		
937	Birdseye	High School*	W. J. Hawkins	1	0	6	8	24	12	1	0	0	2	1	2			4		100	5,000		
938	Bloomfield	do	C. B. McLean	2	0	23	29	0	0			7	8	5	5	4	1	4		900	20,000		
939	Bloomington	do	James K. Beck	4	3	110	132	0	0					15	25	15	25	4		2,500	12,000		
940	Bluffton	do	F. C. Whitcomb	2	4	40	68	17	21	5	4	8	6	2	2	2	2	4		3,500	20,000		
941	Boonville	do	M. W. Rothert	2	1	25	38	0	0					2	8	2	2	4		500	25,000		
942	Boswell	do	Chas. F. Miller	2	1	29	31	0	0					3	5	2	2	4		400	8,000		
943	Bourbon	do	Louis E. Steinhach	2	0	26	40	0	0			4	5	3	4	2	4	4		430	15,000		
944	Boxley	Adams Township High School.	W. S. McMurry	3	0	30	16	0	0			15	5	4	2	3	0	4		350	4,000		
945	Brazil	High School.	T. N. James	3	1	30	61	0	0	1	1	3	0	1	4			4		500	12,300		
946	Bremen	do	Milo F. Hale	2	0	19	18	0	0	0	0	2	1	6	5	1	3	4		890			
947	Bristol	do	Chas. F. Blue	1	1	27	33	30	21	11	4	0	0	1	4			3		54	2,000		

[illegible]

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Grad-u-ates in 1902.				College prepar-atory stu-dents in the class that grad-u-ated in 1902.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
1	2	3	4	5	6	Female.	Male.	7	Female.	Male.	8	Female.	Male.	9	Female.	Male.	10	Female.	Male.	11	Female.	Male.	12	Female.	Male.	13	Female.	Male.	14	Female.	Male.	15	Female.	Male.	16	Female.	Male.	17	Female.	Male.	18	Female.	Male.	19	20	21	22																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
INDIANA—cont'd.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
998	Dunlapville	High School		1	0	5	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Farmland	do *	J. P. Rabbit	1	1	0	8	12	0	0	2	3	0	3	1	2	0	3	850	3,000	
Fishers Switch	High School	J. W. Starn	3	0	37	26	0	0	0	2	0	1	4	0	0	0	0	225	5,000	
Flora	do	Charles Cooks	1893	0	0	0	0	0	0	0	0	0	0	0	0	0	0	544	10,800	
Fort Branch	do	Oris Mitchell	1893	0	0	8	15	0	0	0	0	0	0	0	0	0	0	300	4,800	
Kortville	do	James A. Moody	1892	3	0	20	26	0	0	0	3	2	5	8	3	2	4	750	7,500	
Fort Wayne	do	Cheser T. Lamm	1890	2	6	173	247	0	0	0	0	12	22	6	3	4	4	5,000	22,000	
Fountain City	do	Miss Carrie Griffiths	1892	1	1	14	11	48	32	5	8	7	5	2	2	3	0	600	20,000	
Fowler	do	Miss G. Perrin	1892	1	0	36	46	0	0	10	15	7	5	2	2	3	0	200	2,000	
Frankford	do	K. W. Harris	1892	1	0	36	46	0	0	10	15	7	5	2	2	3	0	200	2,000	
Frankfort	do	Jno. J. Mitchell	1893	4	3	126	140	0	0	0	0	14	24	8	4	4	600	13,000		
Frankton	do	Alva O. Neal	1873	1	3	78	116	0	0	10	15	8	24	4	15	4	300	8,000		
Frankton	do	Miss M. Carson	1897	1	0	12	13	23	21	2	5	6	0	0	2	2	4	300	11,000	
Freemont	do	Charles McClure	1897	1	2	20	17	0	0	2	2	0	0	0	2	2	4	183	5,000	
Galveston	do	C. S. T. Mitchell, supt	1897	2	0	14	30	0	0	2	4	0	0	0	14	2	4	623	10,000	
Garrett	do	Elmer E. Tyner	1876	3	0	16	21	0	0	1	0	8	6	5	1	4	4	475	27,300	
Gas City	do	Ezra E. Lollar (supt.)	1893	3	0	43	40	0	0	1	0	8	6	5	1	4	4	600	40,000	
Geneva	do	W. E. Schoonover	1898	2	2	19	28	0	0	0	0	0	0	3	2	4	4	500	10,000	
Goodland	do	Robert Peor	1898	2	0	14	37	0	0	0	0	0	0	3	2	4	4	500	10,000	
Goshen	do	Miss Dillian E. Michael	1893	2	1	21	30	0	0	0	0	0	0	3	2	4	4	500	10,000	
Gosport	do *	Hervey Henderson	1893	2	1	21	30	0	0	0	0	0	0	3	2	4	4	500	10,000	
Grandview	do	Miss Edith L. Martin	1893	2	2	26	26	0	0	4	1	16	18	4	1	4	4	2,000	2,000	
Greencastle	do	J. H. B. Logan	1875	1	0	14	14	0	0	0	0	5	14	6	19	5	10	6,926	26,000	
Greensfield	do	Miss Martha J. Ridpath	1875	4	1	69	94	0	0	0	5	2	2	0	16	12	5	3,500	50,000	
Greensboro	do	John H. Whitely	1892	3	1	64	75	0	0	7	8	5	0	10	12	10	8	300	35,000	
Greensburg	do	Edgar Mendenhall	1879	2	1	14	21	0	0	4	6	0	0	1	5	1	4	270	2,000	
Greentown	do	John H. Stanley	1879	2	1	25	40	0	0	5	7	1	0	1	5	1	4	833	20,000	
Greenwood	do	John R. Carr	1879	2	0	28	25	0	0	0	5	7	1	0	1	4	4	725	5,000	
Hagerstown	do	W. J. Bowden	1879	1	4	42	76	0	0	10	20	10	6	7	3	4	4	1,100	70,000	
Hammond	do	W. A. Hill	1879	1	0	4	8	0	0	0	0	0	0	1	0	1	3	400	3,000	
Hanna	do	A. B. Miner	1879	1	0	4	8	0	0	0	0	0	0	1	0	1	3	400	3,000	
Hardinsburg	do	Ora Hopper	1879	1	0	5	5	5	5	33	33	44	44	44	44	44	44	1,500	15,000	
Harlan	Mayesville High School	J. McBeth Smith	1893	1	0	8	18	54	54	22	22	33	33	44	44	44	125	6,000	6,000	
Hartford City	High School	W. P. Modlin	1893	3	1	24	51	0	0	0	0	1	1	4	1	4	600	27,000	27,000	
Hartsville	do	C. C. Morrison	1898	1	0	7	5	5	6	6	6	6	6	6	6	6	275	1,200	1,200	
Hastabstad	do *	M. R. Epperson	1897	1	0	11	7	45	22	0	1	1	1	0	1	0	1	75	6,000	6,000
Hayden	do	C. W. Miller	1897	1	0	6	14	0	0	0	0	0	0	1	1	1	400	20,000	20,000	
Hazleton	do	W. F. Fisher	1897	1	0	8	8	0	0	0	0	0	0	1	1	1	400	13,000	13,000	
Helron	do	G. A. Lovett	1897	1	1	14	22	0	0	0	0	1	0	1	1	1	35	10,500	10,500	
Hobart	Township High School	W. R. Curtis, B. S	1888	2	1	30	41	0	0	0	0	3	4	1	3	4	600	6,000	6,000	
Hope	High School	C. C. Kacy	1891	1	0	15	20	0	0	2	3	0	0	1	1	2	275	1,200	1,200	
Hudson	do	W. S. Lee	1895	1	0	5	12	46	60	0	0	0	0	4	4	4	75	6,000	6,000	
Huntingburg	do	Miss Nelle McMahon	1895	3	1	20	30	0	0	0	0	0	0	3	4	4	400	20,000	20,000	
Huntington	do	W. A. Shock	1897	2	0	21	22	19	22	0	0	0	0	1	1	1	400	13,000	13,000	
do	School	Miss Evangeline E. Lewis	1893	3	5	79	127	0	0	0	0	2	13	0	0	0	800	45,000	45,000	
do	Union Township High School	James B. De Armit	1893	1	0	7	12	30	40	0	0	1	2	0	1	4	150	4,000	4,000	
Indianapolis	Irrington High School *	E. T. Forsyth	1895	2	1	20	35	0	0	0	0	4	3	4	1	4	250	40,000	40,000	
do	Manual Training High School	Charles E. Emmertich	1895	22	19	765	720	0	0	48	36	112	4	62	60	0	3,500	265,000	265,000	

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Gradu-ates in 1902.		College prepar-atory stu-dents in the class that gradu-ated in 1902.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
INDIANA—cont'd.																							
1066	Indianapolis	Shortridge High School	1864	16	18	438	923	0	0	0	0	0	0	52	102	25	18	4	4	6,500	\$5,000		
1067	Jamesdown	High School	1892	1	1	0	17	9	0	3	0	0	0	2	4	3	1	3	4	200	5,000		
1068	Jasper	do	1892	1	1	17	9	0	0	10	15	4	6	2	20	2	5	4	4	150	2,000		
1069	Jeffersonville	do	1880	4	3	43	115	0	0	0	0	0	0	0	4	0	1	4	4	1,200	106		
1070	do	High School (colored).	1890	2	2	0	8	19	0	0	0	0	0	0	4	0	1	4	4	106	14,000		
1071	Jonesboro	High School	1895	4	2	23	33	0	0	2	2	4	1	1	1	1	0	4	4	470	31,000		
1072	Kendallville	do	1879	4	1	34	31	0	0	8	5	3	0	3	5	3	1	4	4	1,500	40,000		
1073	Kennard	do	1894	1	0	6	10	0	0	0	0	0	0	0	0	0	0	4	4	142	4,375		
1074	Kentland	do	1871	2	1	8	27	0	0	1	2	4	1	4	4	4	3	4	24	150	8,600		
1075	Kewanna	do	1896	2	0	30	30	0	0	1	2	4	1	4	4	4	3	4	4	300	15,000		
1076	Kirklin	do	1883	1	1	21	19	0	0	9	8	5	4	1	2	1	2	4	4	800	10,000		
1077	Knightstown	do	1875	4	0	35	49	0	0	20	30	0	0	12	3	7	2	4	4	500	15,000		
1078	Knox	do	1891	2	1	23	33	0	0	10	12	5	1	4	1	4	1	4	4	816	60,000		
1079	Kokomo	do	1885	6	5	136	223	0	0	0	0	0	0	10	20	8	15	4	4	273	7,000		
1080	Konts	do	1898	1	0	7	2	0	0	0	0	0	0	4	2	4	2	2	2	100	1,500		
1081	Lacoma	do	1885	1	0	9	7	0	0	0	0	0	0	1	0	3	4	2	4	226	14,950		
1082	Ladoga	do	1888	2	1	37	47	0	0	9	3	1	0	8	7	5	0	4	4	326	14,950		
1083	Lafayette	do	1888	6	4	131	245	0	0	2	5	20	10	8	28	10	5	4	4	14,000	10,000		
1084	do	Oakwood High School *	1887	3	2	59	61	0	0	0	0	0	0	6	10	0	0	4	4	100	10,000		
1085	Lafontaine	do	1887	1	0	15	8	0	0	0	0	0	0	3	1	5	1	4	4	225	30,000		
1086	Lagrange	do	1874	2	3	68	80	0	0	0	0	0	0	6	13	4	1	4	4	650	6,500		
1087	Lagro	do	1880	2	0	15	17	0	0	7	8	5	0	0	0	0	0	4	4	850	12,000		
1088	Laketon	Pleasant Township High School *	1880	3	0	18	16	0	0	0	0	0	0	2	4	2	4	4	4	850	12,000		

1089	Lapel.....	High School.....	E. L. Holton.....	1900	1	3	30	28	0	0	0	3	4	7	2	2	2	4	12	4	300	25,000
1090	Laporte.....	do	Isaac N. Warren.....	1895	6	1	90	117	0	0	0	8	40	15	6	7	27	3	1	2	2,400	50,000
1091	Larwill.....	do	S. W. Ryall.....	1891	2	0	12	13	0	0	0	2	1	4	2	6	3	1	0	3	180	5,000
1092	Laurel.....	do	N. V. Patterson.....	1870	4	2	16	47	0	0	0	0	0	1	0	5	13	2	0	3	1,500	25,000
1093	Lawrenceburg.....	do	Geo. C. Cole.....	1870	2	0	9	8	0	0	0	4	2	1	0	1	0	1	0	3	1,100	800
1094	Leavenworth.....	do	Chas. W. Dodson.....	1865	1	0	9	8	0	0	0	0	0	0	0	12	13	4	4	1,500	74,800	
1095	Lebanon.....	do	Henry H. Lane.....	1865	4	2	76	95	0	0	0	0	0	0	0	4	4	1	1	313	6,000	
1096	Leesburg.....	do	J. H. Armstrong.....	1877	2	1	23	22	0	0	0	0	0	0	4	4	1	1	3	250	4,000	
1097	Leo.....	Cedar Creek Township Graded School.....	Calvin H. Brown.....	1877	1	0	9	10	46	46	0	0	0	0	0	0	0	0	0	250	5,000	
1098	Lewisville.....	Rich Square High School.....	William C. Pidgeon, A. M.....	1871	2	0	17	20	17	21	5	5	1	1	1	0	2	0	2	300	5,000	
1099	Lexington.....	High School.....	J. W. Simmons, A. B.....	1873	5	1	21	53	0	0	0	0	0	0	0	4	6	1	4	250	7,000	
1100	Liberty.....	do	P. B. Nye.....	1875	1	0	23	48	0	0	0	0	0	0	4	6	1	1	4	824	15,000	
1101	Ligonier.....	do	Miss Poppy.....	1873	2	1	30	48	0	0	0	0	0	0	4	6	1	1	4	260	8,000	
1102	Lincolnvale.....	do	Will Couson.....	1873	1	0	18	12	23	28	0	0	0	0	2	1	2	1	3	163	2,000	
1103	Linton.....	do	Miss Laura M. Moore.....	1873	1	0	21	28	0	0	0	0	0	0	0	2	1	2	1	126	20,000	
1104	Little York.....	do	W. S. Griffith.....	1873	1	0	2	8	0	0	0	0	0	0	0	0	0	0	0	25	2,000	
1105	Livonia.....	do	James L. Couder.....	1867	1	5	117	203	0	0	2	2	12	19	11	37	8	0	4	10	50,000	
1106	Logansport.....	do	John M. Ashby.....	1867	1	0	9	1	2	12	0	0	0	0	2	0	5	1	3	15	20,000	
1107	London.....	do	Edwin H. Pritchard.....	1890	2	1	32	59	0	0	0	0	0	0	7	7	4	2	4	375	8,000	
1108	Lowell.....	do	Wm. M. Sheets.....	1890	1	1	17	17	0	0	5	5	2	0	7	7	4	2	3	150	8,000	
1109	McCordsville.....	do	O. L. Morrow.....	1890	2	0	5	15	55	45	0	0	0	0	1	4	0	0	3	50	1,000	
1110	Macy.....	do	E. L. Powell, B. S.....	1890	2	0	6	10	0	0	0	0	0	0	0	0	0	0	0	210	2,000	
1111	Madison.....	Broadway High School (colored).....	A. W. Bailey.....	1890	2	0	6	10	0	0	0	0	0	0	1	0	0	0	0	210	2,000	
1112	do.....	High School *.....	M. J. Bowman, Jr.....	1896	2	4	33	48	0	0	2	1	2	0	6	9	4	1	4	375	2,000	
1113	Marengo.....	do	Emmett Taylor.....	1896	1	0	8	12	0	0	0	0	0	0	1	1	1	1	3	12	2,000	
1114	Marion.....	do	Virgil R. McKnight.....	1880	6	6	180	220	0	0	20	30	60	40	18	16	8	2	4	300	80,000	
1115	Markle.....	do	John Reber (supl.).....	1900	2	0	10	15	0	0	0	0	0	0	2	2	0	0	4	750	3,000	
1116	Medaryville.....	do	P. H. Teeter.....	1893	1	0	15	11	0	0	0	0	0	0	0	1	1	0	3	24	4,000	
1117	Mentone.....	do	W. H. Davis.....	1893	1	0	17	17	0	0	0	0	0	0	2	3	1	2	3	350	10,000	
1118	Michigan City.....	do	George M. Bemis.....	1875	3	3	43	73	0	0	0	9	3	9	3	9	8	7	1	4	600	63,000
1119	Michigantown.....	do	A. E. Bond.....	1878	1	0	17	16	53	44	0	0	0	0	1	0	0	0	2	66	3,000	
1120	Middleburg.....	do	C. S. Harmon.....	1878	1	0	18	23	0	0	0	0	0	0	1	1	2	0	4	207	7,200	
1121	Middletown.....	do	R. S. Rice.....	1888	3	0	17	22	0	0	0	0	0	0	1	1	4	0	4	1,175	2,000	
1122	Millersburg.....	do	J. W. Devol.....	1888	1	0	3	6	9	13	0	0	0	0	3	4	0	0	2	100	4,000	
1123	Mitroy.....	do	J. L. Shauk.....	1894	1	1	15	28	0	0	0	0	0	0	3	4	3	4	4	300	6,000	
1124	Milton.....	do	Miss Elizabeth Smelser.....	1887	1	1	16	22	0	0	0	0	0	0	3	3	0	0	4	400	9,300	
1125	Mishawaka.....	do	Miss Mary D. Welch.....	1887	0	3	32	56	0	0	7	5	2	0	6	8	5	0	4	1,700	11,000	
1126	Mitchell.....	do	A. F. Wood.....	1869	3	0	25	30	0	0	5	3	2	1	2	1	1	1	4	300	25,000	
1127	Monon.....	do	Clyde C. Tull.....	1894	2	1	32	35	0	0	0	0	0	0	6	6	1	1	4	300	300	
1128	Monroe City.....	do	L. J. Driver.....	1894	1	0	7	7	0	0	0	0	0	0	3	2	0	0	2	50	3,000	
1129	Monroeville.....	do	W. W. Merston.....	1894	2	0	18	12	0	0	6	3	6	3	6	2	3	2	4	315	5,000	
1130	Monroeville.....	do	C. R. Bader.....	1873	1	0	6	5	28	28	0	0	0	0	1	0	0	0	3	125	2,500	
1131	Montezuma.....	do	Miss Lulu Case.....	1873	1	1	8	13	0	0	0	0	0	0	0	2	0	0	4	75	8,000	
1132	Montgomery.....	do	J. S. Westhafer.....	1873	1	0	5	58	44	0	0	0	0	0	9	6	2	2	4	600	25,000	
1133	Monticello.....	do	Lewis E. Wheeler.....	1885	2	3	61	63	0	0	0	0	0	0	1	4	0	0	6	1,000	500	
1134	Montpelier.....	do	W. S. Hall.....	1895	3	0	23	32	0	0	0	0	0	0	9	6	2	2	4	210	2,000	
1135	Monument City.....	Polk Township High School.....	J. E. First.....	1891	1	0	16	12	20	16	0	0	0	0	0	0	0	0	4	75	500	
1136	Moorefield.....	High School.....	M. E. Smith.....	1891	1	0	7	9	24	27	0	0	0	0	0	0	0	0	3	200	2,000	

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary mem-ber-stu-dents.		Students.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, build-ings, fur- niture, and scientific apparatus.				
				Male.	Female.	Male.	Female.	Ele-mentary stu-dents.	Preparing for college.		Gradu-ates in 1902.		College prepar-atory stu-dents in the class that grad-in-ated in 1902.								
									Male.	Female.	Male.	Female.	Male.					Female.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
INDIANA—cont'd.																					
1137	Moreland.....	Blue River Township High School.		1	0	12	13	0	0	0	1	1	0					4	...	200	\$10,000
1138	Mooreville.....	High School.		2	1	20	35	0	0	0				3	8			4	...	700	20,000
1139	Morrisdown.....	do. *		1	0	9	15	0	0	2	1			3	4			2	...	370	6,000
1140	Mount Etta.....	do.		1	0	5	9	0	7	0	1	2	0	3	1	2	1	4	...	157	1,000
1141	Mount Sterling.....	do.		1	1	8	8	5	6	3	1	1	9					3	...	45	1,500
1142	Mount Vernon.....	do.		3	2	65	67	0	0	10	15	3	0	4	10	2	8	4	...	500	20,000
1143	do.....	High School (colored)	1871	1	0	3	16	0	0									4	...	50	12,000
1144	Mulberry.....	do.	1880	2	0	18	19	0	0	3	2			3	2	1	1	4	...	200	2,000
1145	Muncie.....	High School.	1900	9	4	130	270	0	0					15	25			40	...	150	
1146	Nappanee.....	do.		3	0	28	31	0	0	1	2			2	6	0	2	4	...	260	50,000
1147	New Albany.....	do.	1885	3	3	83	141	0	0					8	18			4	...	622	
1148	do.....	Scribner High School (colored).	1880	1	1	11	14	27	31					0	4			4	...	450	1,500
1149	New Augusta.....	do.		2	0	14	10	0	0	0	3	0		4	0	3	0	4	...	150	
1150	Newburg.....	High School.	1889	1	0	10	11	0	0					2	2			3	...	225	10,000
1151	New Carlisle.....	do.		1	1	23	23	0	0	0	1	2	0			1	1	4	...	160	6,000
1152	Newcastle.....	do.	1875	3	2	72	78	0	0			5	6	8				4	...	1,300	70,000
1153	New Harmony.....	do.		1	1	19	31	0	0	4	6	2	0	2	2	2	2	4	...	500	9,300
1154	New Haven.....	do.		1	0	12	13	53	52					2	2			3	...	40	
1155	New London.....	do.		1	1	23	32	0	0			1	0	1	4	1	0	4	...	500	7,000
1156	New Palestine.....	do.		1	1	0	14	20	0	0			2	1	1	1	1	3	...	200	10,000
1157	Newport.....	do.	1895	1	1	1	7	14	0			1	1	1	1	1	1	4	...	175	
1158	Nineveh.....	do.		1	1	1	11	0	0					3				4	...	300	4,000

[illegible]

* Statistics of 1900-1901.

1230	South Whitley	do	H. B. Church.	2	3	0	20	43	47	0	0	0	0	3	2	2	0	7	5	3	2	4	400	15,000
1231	Spencer	do	W. J. Early	1	0	45	17	0	37	0	43	0	0	0	0	14	13	7	7	4	5	4	20	200
1232	Springport	do	L. M. Combs	1	0	13	18	0	0	0	0	0	0	0	0	1	0	1	0	0	0	3	140	
1233	Star City	do	C. M. E. Andrews	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	150	
1234	Staudine	do	Chas. E. Moore	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	50	
1235	Stellwell	do	Leah C. M. Cary	1	0	4	7	21	20	21	3	0	0	0	2	5	0	2	5	0	2	2	225	
1236	Stewart	do	J. W. Shackley	1	0	14	8	0	57	47	3	0	0	0	10	14	8	6	4	0	4	300		
1237	Township Graded School	do	F. M. Price	1	2	55	67	0	0	0	0	8	10	2	0	2	0	0	0	0	0	200		
1238	High School	do	A. C. Woolley	2	0	25	30	0	0	0	0	0	0	0	2	3	0	0	0	0	4	200		
1239	Summitville	do	T. B. Weaver	2	0	14	16	0	0	0	0	0	0	2	3	2	0	2	0	0	4	200		
1240	Swayzee	do	Geo. T. Harness	0	0	6	7	62	37	0	0	0	0	0	0	0	0	0	0	0	2	150		
1241	Sycamore	do	A. A. Norris	0	0	7	25	0	0	0	0	0	0	0	0	0	0	0	0	0	700			
1242	Terre Haute	do	Wm. A. Lake	8	16	972	404	0	0	0	2	8	10	0	12	31	12	8	4	0	1,000			
1243	Thornstown	do	Burhard Hooker	2	2	125	335	0	0	0	0	0	0	0	3	5	5	7	4	0	850			
1244	Tipton	do	E. E. Hoscheller	3	3	48	92	0	0	0	2	3	3	3	3	3	6	4	3	0	1,900			
1245	Topeka	do	H. D. Miller	1	0	20	25	0	0	0	0	0	0	0	0	0	0	0	0	0	200			
1246	Trafalgur	do	J. A. Moore	1	0	10	20	0	57	38	1	0	2	1	0	2	0	2	4	0	1,112			
1247	Union City	do	Edithbert Woodburn	3	1	30	70	0	0	0	0	10	7	2	0	13	13	7	4	0	523			
1248	do	do	S. Wilkin	2	0	30	35	0	0	0	0	0	0	0	0	0	0	0	0	0	591			
1249	Union Mills	do	W. Bert Siders	1	0	10	29	0	0	0	0	0	0	0	5	2	7	2	0	0	75			
1250	Upland	do	Claude C. Whiteman	1	0	20	18	0	0	0	0	0	0	0	1	0	1	0	0	0	125			
1251	Urbana	do	John H. Minnick	1	0	12	13	0	0	0	0	0	0	1	1	0	1	1	0	0	80			
1252	Utica	do	Allen Harbott	1	0	10	20	0	0	0	0	1	1	1	0	1	1	0	0	0	200			
1253	Valparaiso	do	Miss Rebecca A. Bartholomew	3	3	56	72	0	0	0	0	0	0	0	4	7	5	8	0	0	2,200			
1254	Vanburen	do	J. W. Phillips	1	0	8	19	0	0	0	0	0	0	0	0	2	2	4	5	1	2	3		
1255	Veedersburg	do	Geo. L. De Vilbiss	1	3	24	34	15	10	6	5	0	0	4	4	8	3	2	4	0	500			
1256	Vernon	do	J. C. Farris (supt.)	1	0	12	16	0	0	0	0	0	0	2	2	4	0	0	0	3	150			
1257	Vessalles	do	Will E. Peters	1	1	0	8	8	0	0	0	2	0	1	0	5	2	2	0	0	400			
1258	Vevay	do	Miss Julia L. Knox	1	0	4	25	40	0	0	0	0	0	0	2	8	0	0	0	2	500			
1259	Vincennes	do	C. E. Morris	6	4	94	116	0	0	0	2	3	2	0	6	10	0	0	0	4	10,000			
1260	do	do	Robt. L. Anthony, A. M.	1	0	11	112	186	0	0	1	2	1	2	1	16	22	4	6	4	50,000			
1261	Wabash	do	Miss Adelaide S. Baylor	2	0	16	19	0	0	0	0	4	1	0	1	0	0	0	0	0	400			
1262	Walkerton	do	E. McKesson	1	0	22	23	0	0	0	0	3	5	5	2	7	6	2	1	3	7,000			
1263	Wanatah	do	John B. Gower	2	0	25	30	0	0	0	0	2	1	2	3	3	2	1	4	0	9,000			
1264	Warren	do	P. M. Brickley	2	0	67	86	0	0	0	0	3	3	3	14	8	17	9	17	4	971			
1265	Warsaw	do	Miss Mary H. Curtis	3	2	70	79	90	0	0	0	0	0	0	0	6	4	6	4	0	10,300			
1266	Washington	do	Hamlet Allen	1874	7	0	17	25	0	0	0	0	0	0	0	6	4	4	4	0	25,000			
1267	Waterloo	do	Orrin A. Ringwalt	1872	2	0	17	25	0	0	0	0	0	0	1	1	1	1	0	1	500			
1268	Waveland	do	M. Anderson	1	0	13	12	0	0	0	0	1	1	1	4	1	4	1	4	0	500			
1269	Wawaka	do	J. W. Earle	1	2	22	25	0	0	0	0	0	0	0	1	5	0	1	0	0	75,000			
1270	Waynetown	do	E. E. Vanscoyoc	2	0	19	13	0	0	0	0	1	1	0	1	0	5	5	1	0	500			
1271	Webster	do	J. W. Oulhard	1	0	12	12	0	0	0	0	0	0	0	1	1	4	1	4	0	300			
1272	Westfield	do	Miss Sara V. Hanna	2	1	36	40	0	0	0	3	7	11	2	6	7	4	5	4	0	6,000			
1273	West Lebanon	do	Harry Evans	1	0	16	23	0	0	0	0	0	0	0	6	4	0	0	0	0	250			
1274	West Newton	do	H. C. Deist	2	0	13	28	0	0	0	0	0	0	0	6	4	0	0	0	0	300			
1275	Westpoint	do	Omar Caswell	1	0	9	11	0	0	0	0	0	0	0	1	1	1	1	0	0	8,000			
1276	Westport	do	John H. Bobbitt	1	0	8	10	0	0	0	0	0	0	0	2	1	3	5	2	1	500			
1277	Westville	do	Fred K. Powers, B. S.	1	0	7	8	0	0	0	0	0	0	0	0	0	0	0	0	0	175			
1278	Wheatland	do	Philip R. Blue	1	0	8	10	0	0	0	38	47	2	2	3	3	1	1	1	0	200			
1279	Wheatland	do	John Garrigus	1	0	8	13	0	0	0	0	0	0	0	1	0	1	2	0	0	5,000			

*Statistics of 1900-1901.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1901-2*—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.						College prepar-atory stu-dents in the class that gradu-ated in 1902.							
				Male.	Female.	Male.	Female.	Classic- al course.		Selen- tic courses.		Grad- ates in 1902.		Male.	Female.						
								Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
INDIANA—cont'd.																					
1280	Whitewater	Franklin Township High School.	1892	1	0	8	7	0	0					1	0			3		268	\$6,000
1281	Whiting	John C. Hall	1896	2	0	14	25	0	0	0	1	5	0	1	0	1	0	4		500	15,000
1282	Williamsburg	Chas. O. Williams	1888	2	0	13	15	8	24	5	2	2	2	1	0			4		200	16,000
1283	Williamsport	Edgar Webb	1884	2	1	30	28	0	0	2	2	2	0	4	6	2	2	4		425	10,000
1284	Winamac	Joseph E. Layton	1889	2	1	31	41	20	20			4	0	5	5	3	1	4		780	3,000
1285	Winchester	Lee L. Driver	1891	3	1	60	56	0	0					4	3	4	1	4		629	35,500
1286	Windfall	Oscar H. Williams	1894	1	1	29	26	0	0	4	4	2	0	3	6	3	4	4		250	10,000
1287	Winslow	E. W. Rust	1901	1	0	2	6	16	16					2	5			2		93	
1288	Wolcott	W. R. Neel	1901	1	1	15	30	0	0					2	5			4		100	20,000
1289	Wolcottville	C. E. Troxel	1901	1	1	10	15	70	80					2	2	2	2	4		100	9,000
1290	Worthington	W. B. Van Gorder (supt.)	1901	2	1	28	42	0	0					1	4			4		325	25,000
1291	Young America	C. R. Lybrook	1894	1	0	9	8	0	0					1	0			3		400	7,000
1292	Zionsville	Miss Edna Johnson	1894	2	1	13	22	0	0					5	4			4		600	1,200
INDIAN TERRITORY.																					
1293	McAlester	High School		1	2	20	30	0	0									2			4,000
1294	Salina	Cherokee Orphan Asylum.	1875	1	0	6	8	79	87									4	6	150	100,000
1295	Tahlequah	Cherokee National Female Seminary.		0	3	0	90	0	173					0	11			4		600	100,000
1296	.....do	Cherokee National Male Seminary.	1847	3	0	74	0	165	0					7	0			4	74	1,000	100,000

Terra	High School	J. Newton Campbell	1	0	15	10	45	44																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
-------	-------------	--------------------	---	---	----	----	----	----	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

* Statistics of 1900-1991.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in struct-ors.		Second-stu-dents.		Elle-men-tary stu-dents.		Preparing for college.		Gradu-ates in the class of 1902.		College prepar-atory stu-dents in the class that gradu-ated in 1902.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
IOWA—continued.																					
1344	Casey.....	High School.....		1	0	5	20	0	0					1	1			4		75	\$6,000
1345	Cedarfalls.....	do.....		0	7	52	100	23	33					9	24			4		600	45,000
1346	Cedar Rapids.....	Washington High School.....		6	13	255	375	0	0					18	20			4		1,000	125,000
1347	Center Junction.....	High School.....		1	0	20	20	0	0					3	4	2	4	4		510	2,000
1348	Centerpoint.....	do.....		1	0	15	10	0	0					2	3	0	2	3		200	20,000
1349	Centerville.....	do.....		2	5	62	103	0	0					14	14	6	9	4		411	50,000
1350	Central City.....	do.....	1898	1	1	32	38	0	0	5	6	6	4	6	4	2	4	4		500	7,000
1351	Chariton.....	do.....		1	3	63	89	0	0	1	0	1	0	5	5	1	0	4		129	
1352	Charter Oak.....	do.....		4	3	66	113	0	0					4	16			4		150	13,200
1353	Cherokee.....	do.....		1	0	1	12	21	28	1	1	1	0					2		200	4,000
1354	Chillicothe.....	do.....	1902	1	1	9	16	0	0					3	8	2	1	4		350	
1355	Cincinnati.....	do.....		1	1	4	43	83	0	0				7	13	1	1	4		500	40,000
1356	Clarinda.....	do.....		1	2	46	45	0	0					7	11	3	5	4		253	25,000
1357	Clarion.....	do.....		1	1	20	27	0	0					4	0	2	0	3		700	6,050
1358	Clarksville.....	do.....		2	0	30	38	0	0	2	0	2	0	3	1	3	9	4		300	3,800
1359	Clearfield.....	do.....		1	0	30	38	0	0	4	3	4	3	3	1	8	9	3		307	25,000
1360	Clearlake.....	do.....	1886	1	2	30	50	0	0	1	5	3	4	11	31			4		4,000	50,000
1361	Clinton.....	do.....		2	7	106	170	0	0					8	9			2		300	3,000
1362	Coggon.....	Manhattan High School.....		1	1	16	15	0	0					3	4	3	4	2		50	30,000
1363	Collax.....	High School.....	1890	2	1	40	37	0	0					5	10			2		284	2,000
1364	Collins.....	do.....		1	0	20	9	0	0					3	10	6	0	4		700	30,000
1365	Columbus Junction.....	do.....		2	2	26	49	0	0	2	3	10	6	1	6	4	4	4		175	7,000
1366	Conrad.....	do.....		2	0	30	30	0	0					3	9			4		300	7,500
1367	Coon Rapids.....	do.....		1	2	23	34	0	0					4	9	1	9	4			

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of estab-lish-ment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furni-ture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Gradu-ates in the class that gradu-ated in 1902.		College prepar-atory stu-dents in the class that gradu-ated in 1902.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
IOWA—continued.																							
1418	Fredericksburg.....	Ino. P. Woodroff.....	1892	1	1	28	12	0	0					2	0	2	1	3		280	\$5,000		
1419	Freemont.....	G. C. Brandenburg.....	1892	1	0	10	15	0	0					2	3	2	1	2		200	5,000		
1420	Galva.....	Miss K. A. Hummer.....	1898	0	2	10	8	25	12	0	2	3	0	4	5	3	2	4		225	10,000		
1421	Gardensgrove.....	G. W. Monroe.....	1893	1	1	8	20	0	0	0	1			0	2					225	1,800		
1422	Garnaville.....	E. O. Fiske.....	1894	1	0	12	18	34	43			6	7							300	6,000		
1423	Garnett.....	W. J. Jerome.....	1894	1	1	19	35	0	0			6	3	1	2	1	2	4		700	15,000		
1424	George.....	B. H. Culver.....	1895	1	0	6	9	56	55						3					98	4,000		
1425	Gilman.....	Miss Jessie L. Catlow.....	1895	0	1	9	6	0	0					5	2					300	.....	
1426	Glenwood.....	Miss Blanche Blackwell.....	1870	0	6	57	93	0	0					5	16	4	14			500	15,000		
1427	Gladwin.....	J. H. Beveridge.....	1879	2	1	49	57	0	0					6	18	4	6			350	4,500		
1428	Goldfield.....	L. C. Welby.....	1881	1	1	15	15	0	0					5	5					450	3,000		
1429	Gowrie.....	A. H. Earhart.....	1885	1	0	11	32	0	0	2	0	2	0	1	8	1	1	3		400	3,000		
1430	Grand Junction.....	A. J. Oblinger.....	1885	1	1	33	25	0	0					1	5	1	2	4		450	10,300		
1431	Gray.....	Wm. M. Cunningham.....	1880	1	1	9	14	29	36					3	6	2	3			135	3,000		
1432	Greene.....	W. W. Overmyer.....	1880	2	0	30	30	0	0	4	6	6	5	3	6	2	3	4		100	10,000		
1433	Greenfield.....	Miss Cora Smith.....	1880	1	2	20	52	0	0					1	3	1	2	4		200	8,000		
1434	Grinnell.....	D. A. Thornburg.....	1867	3	5	56	139	0	0					9	18	8	13		24	36,175	36,175		
1435	Griswold.....	W. R. Andrews.....	1867	2	0	8	15	0	0					4	4	4	4			200	8,225		
1436	Guthrie Center.....	M. F. Moine.....	1880	1	1	20	30	0	0					5	5	4	3			300	23,000		
1437	Guthrie.....	E. A. Schiefelhein.....	1893	2	2	0	8	12	0			1	0	4	3	3	3			250	12,000		
1438	Hamburg.....	J. E. Clayton.....	1875	2	2	42	41	0	0	8	12	4	0	6	3	3	3			1,826	33,500		
1439	Hampton.....	Miss Lenna Prater.....	1875	3	2	4	55	73	0	21	20	3	0		12	3	7			800	25,000		
1440	Harlan.....	Chas. K. Buckle.....	1875	3	3	80	97	0	0					10	10	2				500	.....	
1441	Hartley.....	D. M. Odle.....	1875	1	2	25	36	0	0					2	3	2	3			700	25,000		

1442	Hayward.	S. T. May	2	1	36	47	0	0					10	1	3	4	652
1443	Hedrick	John E. Foster	1	2	18	18	24	3	4	4	0	6	5	4	3	4	280
1444	Hobbin	J. W. Elwood	2	0	8	16	0	0				1	4			1,200	
1445	Hobkinson	John G. Soam	1	0	26	12	0	0			6	1	7			75	
1446	Hubbard	W. O. Reed	1	2	20	28	0	0	1	1	2	2	4	2	2	310	
1447	Hudd	H. A. Wolfy	1	1	8	28	0	0	3	3						1,800	
1448	Humboldt	M. E. Lambor	1	3	37	28	0	0				5	3	1	2	400	
1449	Hunston	G. A. Axline	1	1	22	28	0	0			6					30,000	
1450	Hunter	Miss Jessie R. Johnston	1	3	52	66	0	0	4	6						416	
1451	Hutchinson	Miss Clara M. Travis	2	3	67	96	0	0				5	3	1	2	48,005	
1452	Iowa City	T. J. Fitzpatrick	1	5	67	96	0	0	3	6	4	7	9	21	4	320	
1453	Iowa Falls	Miss Anna L. Burdick	6	4	120	178	0	0				17	26			50,000	
1454	Iowa Falls	Joel E. Johnson	2	4	49	78	0	0	20	1	3	5	13	2	3	700	
1455	Jackson	P. B. Cardale	1	0	14	18	0	0			4	2	0			530	
1456	Kellogg	R. S. Whitney	1	4	92	101	0	0	1	6			13			300	
1457	Kellogg	R. S. Whitney	1	4	92	101	0	0					13			852	
1458	Kendall	A. A. Reed	4	5	94	143	0	0			17	21		5	4	500	
1459	Kesauqua	A. A. Reed	4	5	94	143	0	0			17	21		5	4	1,000	
1460	Kingsley	William C. Farmer	2	1	37	30	0	0	1	1	8	6	1	1	4	200	
1461	Kirkville	James E. Fitzgerald	1	2	33	27	0	0	3	3		3	5	1	2	5,000	
1462	Knoxville	T. Perkins	1	0	26	27	0	0				3	4	1	3	535	
1463	Kossuth	T. V. Hart	1	0	10	17	53	54								300	
1464	Lake City	C. G. Hayden	2	3	75	78	0	0			11	7	4	5	4	25,000	
1465	Lake Mills	Miss Grace Fogen	1	3	22	15	15	16	3	2	3	4	11	4	9	10	
1466	Lakeview	E. G. Clark	1	3	27	51	0	0								1,000	
1467	Lamoni	John R. Slacks	1	1	20	27	0	0				3	5	3	3	300	
1468	Laurens	W. W. Griffith	1	1	10	15	0	0	0	1	0	1				2,000	
1469	Laurens	Geo. Galloway	2	1	19	47	0	0								3,580	
1470	Laurens	Charles Henry	1	2	22	38	0	0			4	4	2	7	2	300	
1471	Laurens	W. H. Reeve	1	2	53	42	0	0				1	13	2	2	10,000	
1472	Leclaire	T. E. McGary	1	3	16	32	0	0	1	2	4	21	3	2	1	553	
1473	Leclaire	J. F. Ogden	1	0	7	16	57	52					2	1	0	16,000	
1474	Leclaire	Harry Haas	1	1	7	18	0	0				0	4			256	
1475	Leclaire	Miss Anne W. Evans	1	0	5	10	49	50								2,200	
1476	Leclaire	J. H. Drake	2	5	61	82	0	0	9	26	20	18	2	15	1	10,000	
1477	Leclaire	A. L. Holiday	2	1	50	93	0	0	2	6	10	9	4	18	3	52,000	
1478	Leclaire	Pyron J. Reid	1	0	15	16	35	44				1	7	1	2	7,000	
1479	Lincolning	D. L. Grannis	1	1	19	26	0	0	0	0		4	3			225	
1480	Lincolning	W. B. Hoadley	1	1	11	26	0	0	0	0		2	0	0	4	9,000	
1481	Lisbon	W. B. Hoadley	1	1	18	35	0	0			4	8				366	
1482	Lohrville	Miss Edith M. Fischer	1	2	15	22	0	0	1	2	1	0	4	12	0	33	
1483	Lorimer	P. M. Herson	1	1	16	27	0	0	1	1	0	2	3	3	4	500	
1484	Lorimer	M. I. Roberts	1	1	16	27	0	0	1	1	0	2	3	3	4	7,000	
1485	Lorimer	F. M. Haynes	1	1	20	26	0	0	1	1	0	6	8	3	4	300	
1486	Lorimer	F. M. Haynes	1	1	20	26	0	0	1	1	0	6	8	3	4	3,600	
1487	Lynnville	Miss Lula Newcomb	1	0	14	15	0	0	2	2		7	10	2	2	12,000	
1488	Lynnville	Miss J. V. Harrison	3	2	52	68	0	0			5	7	10	2	3	175	
1489	Lyons	K. G. Lancelot	1	2	22	33	0	0				2	10	2	10	500	
1490	Magnolia	W. C. Lyons	1	1	21	15	32	27	3	1	2	1				900	
1491	Malcom	G. L. Gillies	1	2	31	42	0	0	4	6	1	6	4	3	2	75	
1492	Manchester	Miss Lida J. Colton	1	1	13	21	0	0				2	6	1	5	200	
1493	Manchester	A. B. Carrithers	1	1	13	21	0	0				2	6	1	5	398	
1494	Manchester	A. B. Carrithers	1	1	13	21	0	0				2	6	1	5	250	
1495	Manchester	A. B. Carrithers	1	1	13	21	0	0				2	6	1	5	12,500	

*Statistics of 1900-190

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.				Grad-uates in 1902.		College prepar-atory stu-dents in that class gradu-ated in 1902.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
IOWA—continued.																					
1493	Manning	A. C. Fuller .....	.....	2	1	33	45	0	0	0	5	10	0	3	2	.....	.....	4	.....	700	\$15,000
1494	Manson	G. W. Young	1880	1	1	25	27	0	0	.....	.....	.....	.....	2	5	.....	.....	3	.....	2,000	40,000
1495	Mapleton	W. B. Buckley	1880	1	1	26	33	0	0	.....	.....	1	3	2	9	1	3	4	.....	500	1,200
1496	Maquoketa	A. Palmer .....	.....	1	4	72	91	0	0	5	10	10	4	8	10	4	5	4	.....	537	57,900
1497	Marble Rock	A. H. Hoffman .....	.....	1	0	20	11	0	0	.....	.....	1	0	3	6	1	2	3	.....	150	8,000
1498	Marens	R. H. Minkel	1880	1	1	20	15	0	0	3	2	1	1	7	13	4	3	4	.....	600	7,700
1499	Marengo	C. H. Carson .....	.....	2	4	31	61	0	0	.....	.....	.....	.....	7	12	4	5	4	.....	760	25,000
1500	Marion	Miss Alice E. Duffy .....	.....	1	5	73	105	0	0	.....	.....	.....	.....	11	28	3	7	4	.....	416	25,400
1501	Marshalltown	E. U. Groff	1872	3	6	86	118	0	0	5	3	12	9	.....	.....	.....	.....	4	.....	5,570	25,000
1502	Mason City	Miss Anna D. Fay .....	.....	1	1	17	35	0	0	.....	.....	.....	.....	2	3	.....	.....	4	.....	80	6,600
1503	Maxwell	C. W. Kirk .....	.....	1	0	12	20	38	50	.....	.....	.....	.....	2	3	.....	.....	3	.....	250	6,000
1504	Maynard .....	..... Hunt .....	.....	1	1	20	25	0	0	0	2	.....	.....	3	12	.....	.....	4	.....	800	10,000
1505	Mechanicsville	Clarence McCracken	1873	1	0	16	16	0	0	0	0	.....	.....	1	7	0	2	3	.....	300	5,000
1506	Mento	M. P. Kenworthy .....	.....	1	0	22	18	30	55	3	2	.....	.....	3	9	2	3	4	.....	373	2,300
1507	Miles	R. C. Colton .....	.....	1	2	42	45	0	0	.....	.....	.....	.....	3	9	.....	.....	4	.....	284	11,250
1508	Milton	D. T. Sollenbarger .....	.....	1	0	42	45	0	0	.....	.....	.....	.....	0	6	.....	.....	3	.....	500	15,000
1509	Missouri Valley	J. E. Barrett	1870	2	3	46	83	0	0	.....	.....	.....	.....	0	5	.....	.....	3	.....	359	2,000
1510	Mitchell	H. E. La Rue .....	.....	1	1	5	15	62	57	.....	.....	.....	.....	0	5	.....	.....	3	.....	50	8,000
1511	Modale	J. T. Atkinson	1890	1	1	0	7	3	53	57	.....	.....	.....	3	1	2	4	1	.....	500	8,000
1512	Monroe	J. H. Ellison	1872	1	1	20	20	0	0	5	6	1	2	3	3	1	2	4	.....	600	20,000
1513	Montezuma	Miss Ida J. McKee .....	.....	1	1	3	32	40	0	0	.....	.....	.....	5	10	2	4	4	.....	500	20,600
1514	Monticello	Miss Mary L. Jarman .....	.....	1	1	3	59	64	0	0	2	8	2	9	8	3	4	4	.....	150	1,500
1515	Montour	H. B. Shoemaker	1876	1	1	13	16	52	38	.....	.....	0	1	3	3	0	1	4	.....	525	10,000
1516	Montrose	J. P. Kennedy	1880	1	2	18	22	0	0	.....	.....	.....	.....	0	2	.....	.....	3	.....	525	10,000

1517	Morning Sun	do	L. T. Hill	1875	1	2	22	43	0	0	2	3	---	2	4	4	350
1518	Monkton	do *	W. L. Cochran	1881	1	2	46	56	0	0	2	0	---	10	10	4	400
1519	Mount Pleasant	do	Adam Pickett	1884	2	1	48	58	0	0	16	13	---	5	7	4	453
1520	Central High School	do	Miss Lida A. Pittman	1884	1	2	35	61	0	0	---	---	---	7	18	7	200
1521	Mount Vernon	do	P. W. Peterson	1884	1	1	24	38	0	0	8	12	2	0	5	2	500
1522	Murray	do	W. Guyton	1884	1	1	26	33	0	0	---	---	---	5	5	7	12,500
1523	Muscatine	do *	E. F. Schall	1892	1	1	7	112	0	0	---	---	---	7	18	4	110
1524	Mystic	do	W. H. Kalkofen	1892	1	1	6	10	0	0	---	---	---	0	3	3	200
1525	Nashua	do	J. M. Trumbauer	1892	1	3	40	50	0	0	---	---	---	0	3	3	149
1526	Neola	do	C. J. Rapp	1892	1	3	30	27	0	0	2	1	1	1	0	3	522
1527	Newada	do	Miss Anna C. Bauman	1872	1	3	26	33	0	0	12	19	1	5	6	3	13,000
1528	New Hampton	do	A. T. Rutledge	1872	1	3	26	33	0	0	12	19	1	5	6	3	370
1529	New London	do	N. E. Johnson	1892	1	4	51	72	0	0	2	8	0	4	9	3	200
1530	New Sharon	do	W. J. Dean	1892	2	0	11	9	0	0	2	2	2	1	1	2	400
1531	Newton	do	E. J. H. Beard	1873	1	3	50	61	0	0	---	---	---	5	11	5	316
1532	Nora Springs	do	J. Ralph Magee	1873	1	3	17	26	0	0	---	---	---	4	11	4	15,000
1533	North English	do	John Meissner	1880	1	1	29	31	0	0	1	3	---	---	---	4	1,200
1534	Northwood	do	J. Lenox Ward	1870	1	1	20	30	0	0	6	---	---	---	---	4	728
1535	Norway	do	E. F. Green	1870	1	1	9	11	42	0	---	---	---	---	---	4	9,040
1536	Oakland	do	L. B. Moffet	1883	1	1	14	20	0	0	1	1	1	2	1	4	250
1537	Oakton	do	Miss Anna A. Fesenbeck	1883	1	2	31	46	0	0	---	---	---	3	10	4	1,200
1538	Oatman	do	Miss Clara E. Thompson	1883	2	2	46	68	0	0	2	3	3	0	4	2	300
1539	Ogden	do	Miss Clara E. Reed	1883	0	1	17	24	0	0	---	---	---	5	5	3	25,000
1540	Omaha	do	E. W. Davis	1883	1	3	39	62	0	0	1	2	1	0	4	8	1,800
1541	Orange City	do	R. L. Curry	1880	2	3	43	72	0	0	5	12	7	2	6	7	1,200
1542	Osage	do	O. E. Dixon	1880	3	3	53	74	0	0	---	---	---	3	15	26	1,050
1543	Osgood	do	F. L. Kold	1880	3	8	128	244	0	0	3	6	4	3	15	7	200
1544	Oskaloosa	do *	Eugene C. Peirce	1880	3	13	125	240	0	0	---	---	---	0	2	4	500
1545	Oto	do	P. H. Paulsen	1880	3	13	125	240	0	0	---	---	---	3	15	15	1,728
1546	Ottumwa	do	P. H. Paulsen	1880	3	13	125	240	0	0	---	---	---	3	15	15	400
1547	Oxford	do	M. L. Fowler	1886	1	1	19	17	0	0	---	---	---	2	3	3	300
1548	Oxford Junction	do	B. E. Finley	1876	1	1	17	32	0	0	---	---	---	2	4	4	200
1549	Pacific Junction	do	J. F. Overmyer	1876	1	0	14	29	0	0	---	---	---	1	1	1	139
1550	Panora	do	John Gentry	1876	2	4	78	119	0	0	---	---	---	13	13	10	1,800
1551	Parkersburg	School	E. E. Martin	1890	2	1	30	47	0	0	10	15	5	10	0	1	500
1552	Patterson	High School	Mrs. M. E. Mair	1890	1	0	5	3	18	23	---	---	---	0	1	0	12,000
1553	Paulina	do	Miss Evelyn Miller	1876	1	1	29	24	0	0	---	---	---	0	4	4	35
1554	Pella	do	M. J. Lamb	1876	1	2	35	38	0	0	---	---	---	2	3	3	500
1555	Perry	do	W. C. Kennedy	1885	1	5	53	117	0	0	---	---	---	4	9	3	2,000
1556	Petersen	do	G. W. Randlett	1885	1	1	22	24	0	0	---	---	---	4	4	4	450
1557	Pleasantville	do	R. G. Anderson	1885	1	1	10	25	0	0	1	2	1	2	5	1	400
1558	Pomeroy	do *	S. G. Richards	1870	1	1	23	25	0	0	---	---	---	1	2	3	200
1559	Postville	do	J. A. Griffith	1880	1	2	24	44	0	0	2	4	7	4	6	3	8,000
1560	Prairie City	do	E. W. B. Mark	1880	1	1	10	15	45	53	0	0	0	2	1	2	200
1561	Prescott	do	H. D. Mitchell	1880	1	0	10	15	0	0	1	0	3	4	0	1	1,000
1562	Preston	do	L. D. Salisbury	1880	2	2	22	28	0	0	0	4	2	0	5	3	78
1563	Pringham	do	J. M. Pierce	1880	1	1	14	11	0	0	---	---	---	1	3	0	4,000
1564	Randolph	do	J. E. Pearson	1890	1	0	16	13	0	0	0	0	0	1	3	9	210
1565	Redfield	do	J. E. Pearson	1890	1	2	22	28	0	0	0	4	2	0	5	5	9,450
1566	Redonk	do	J. E. Pearson	1890	1	1	23	27	0	0	---	---	---	1	1	5	700
		do	J. E. Pearson	1890	3	3	136	136	0	0	---	---	---	10	29	3	15,000
		do	J. E. Pearson	1890	3	3	136	136	0	0	---	---	---	10	29	3	25,000

* Statistics of 1900-1901.

1891	Shenandoah	Miss Elizabeth Marley	1882	1	4	62	105	0	0	0	0	14	4	500	10,000
1892	Shenandoah	Frank N. Nisley	1888	1	0	13	59	7	6	0	0	3	4	425	11,735
1893	Sidney	C. E. Hanchett		1	2	43	56	0	0	2	8	6	4	975	25,000
1894	Sidney	L. H. Mans		1	3	50	53	0	0	6	1	3	4	407	50,000
1895	Sigourney	Miss Mary A. Roberts		1	3	52	63	0	0	1	7	3	4	300	25,000
1896	Sioux City	Geo. E. Marshall	1869	6	11	226	375	0	0	0	0	13	4	300	14,300
1897	Sioux Rapids	P. L. Dorland		1	1	15	37	0	0	0	0	13	4	383	5,000
1898	Smithland	J. C. Nodolf		1	1	12	22	73	63	0	1	5	4	376	16,000
1899	Spencer	A. H. Avery		2	3	41	60	0	0	0	0	1	5	736	42,000
1900	Spirit Lake	J. T. Velin		2	1	19	18	0	0	0	0	1	5	800	16,000
1901	Springdale	F. W. Hicks		1	1	27	27	46	32	0	0	3	4	400	10,000
1902	Springville	R. R. Lewis		2	0	26	32	0	0	0	0	11	5	460	8,000
1903	Stanton	C. G. Carlton		1	0	7	11	0	0	0	0	0	6	30	12,050
1904	Stanwood	F. E. Fowle		1	1	15	28	0	0	0	0	0	3	350	15,000
1905	State Center	E. N. Gibson	1875	1	2	24	23	0	0	0	0	7	9	600	20,000
1906	Storm Lake	Miss Clara R. Bamber	1890	2	4	58	90	0	0	0	0	10	4	800	27,500
1907	Story City	A. R. Gardiner	1897	1	1	13	17	0	0	3	7	2	5	250	10,000
1908	Stratford	J. M. Holaday		1	1	20	27	0	0	0	0	10	13	1,800	50,000
1909	Sumner	Thos. J. Durant	1880	1	1	40	50	0	0	0	0	3	5	400	8,000
1910	Sutherland	Merton P. Fobes	1890	1	2	20	25	0	0	2	2	0	0	500	5,000
1911	Tabor	Wm. E. Kline	1892	2	2	38	51	0	0	0	0	5	12	300	15,000
1912	Tama	R. B. Williamson	1869	2	2	28	41	0	0	0	0	0	2	450	40,000
1913	Thurman	M. E. Shuck		1	1	18	22	0	0	4	5	4	6	400	8,000
1914	Thuley	Chas. Murray		1	1	7	17	0	0	1	0	2	3	75	6,000
1915	Tipton	R. B. Croyne	1875	2	3	45	56	0	0	0	0	10	17	1,087	26,634
1916	Toledo	L. W. Soth		2	2	44	56	0	0	0	0	10	17	630	15,500
1917	Traer	E. C. Meredith		1	0	6	12	0	0	11	20	4	5	200	3,000
1918	Union	Wm. Sparks		1	2	4	12	0	0	0	0	2	3	725	5,000
1919	Vail	B. M. Taylor		1	0	16	20	39	46	0	0	4	2	92	3,050
1920	Vannatter	H. B. Stewart		1	0	13	14	0	0	3	3	1	6	15	8,000
1921	Vannert	Frank Reed	1868	2	0	20	40	0	0	0	0	3	16	300	15,000
1922	Vinton	W. H. Whitford		1	5	63	81	0	0	4	6	7	26	547	20,000
1923	Villisca	Miss Adel Sampson	1872	2	4	51	80	0	0	0	0	2	9	370	5,000
1924	Vinton	Miss Barton		1	2	13	23	0	0	1	1	0	1	1,000	20,000
1925	Wall Lake	W. H. Meek		1	2	27	23	0	0	1	5	4	2	667	35,000

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Elem-en-tary stu-dents.		Prepar-ing for college.				Gradu-ates in the class of 1902.				College prepar-atory stu-dents in the class that gradu-ated in 1902.					
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
KANSAS—cont'd.																							
1708	Florence	High School.	1880	1	1	21	29	0	0	15	23	11	0	9	24	3	13	4	4	600	\$12,000		
1709	Fort Scott	do. *	1887	3	4	123	155	0	0	8	10	4	0	3	6	3	3	3	4	3,579	25,000		
1710	Frankfort	do.	1885	1	2	21	30	0	0	1	2	1	0	4	4	4	4	4	700	600	20,000		
1711	Fredonia	do.	1900	0	1	4	6	0	0			1	0					2	10	5,000			
1712	Fulton	do.	1885	3	1	35	65	0	0					4	8			3	650	15,000			
1713	Galena	do.	1890	1	0	15	25	30	50	2	2							1	50	5,000			
1714	Galva	do.	1882	1	0	41	46	0	0	4	10	1	0	3	6	2	4	4	---	26,000			
1715	Garden City	do.	1884	2	1	39	48	0	0	5	9			2	12	1	3	3	500	2,100			
1716	Garnett	do. *	1887	1	0	11	21	0	0					3	3	3	3	2	150	1,500			
1717	Gaylord	do.	1887	1	0	20	51	0	0					7	8			3	300	1,500			
1718	Geuda Springs	do.	1860	1	0	16	16	0	0	2	0	4	5	3	3	2	3	3	3	703	15,000		
1719	Ghord	do.	1891	1	0	16	16	0	0	2	0	8	15	1	1	1	1	4	225	8,000			
1720	Glen Elder	do.	1885	3	0	20	45	0	0	12	26			0	5	0	3	4	500	45,000			
1721	Goodland	High School.	1894	1	0	5	12	55	55	1	1			2	4	0	1	2	50	5,000			
1722	Goodland	do.	1891	1	2	18	23	0	0	2	3			0	3	2	3	3	400	4,500			
1723	Grealey	do.	1896	1	0	4	7	0	0	1		1		1	3			3	150	---			
1724	Greene	do.	1885	1	0	6	4	0	0	1	0	1		1	0	1	0	4	---	3,000			
1725	Greene	do.	1885	2	0	27	20	0	0	4	3	10	1	2	4	2	4	2	500	10,000			
1726	Gypsum	do. *	1901	0	1	6	4	57	53					3	3	0	2	3	400	8,000			
1727	Haddon	do.		1	0	10	20	0	0					3	3			259	15,000				
1728	Halstead	do.																					
1729	Hamlin	do.																					
1730	Hanover	do.																					

1772	Hartford	do	J. H. Sawtell	1	1	12	16	0	0	4	6	3	4	0	4	3	230	5,000
1773	Ray	do	J. E. Grayford	1	1	11	21	0	0	5	7	3	6	3	5	4	300	15,000
1774	Ferrington	do	Miss Kate B. Miles	1884	2	36	44	0	0	0	0	0	0	0	0	500	25,000	
1775	Waltham	do	A. R. Williams	1890	1	3	43	60	0	0	1	0	8	4	6	4	500	15,000
1776	Wrentham	do	Mrs. L. J. Wilson	1890	1	5	14	0	0	0	0	0	4	4	0	521	2,500	
1777	Wrentham	do	U. G. Mitchell	1	0	8	6	0	0	3	2	1	0	0	0	2	8,000	30,000
1778	Hillsboro	do	E. W. Hosack	1	44	59	0	0	0	12	22	8	0	10	12	6	2,875	30,000
1779	Horton	do	Miss Gertrude M. Chapman	1887	1	3	25	52	0	0	3	7	2	0	3	7	2,100	21,000
1780	Howard	do	J. M. Pioratti	1886	2	1	33	42	0	0	5	8	12	14	2	4	800	21,200
1781	Roxie	do	R. G. Mueller	1897	1	0	2	5	53	57	1	0	1	1	1	0	70	1,000
1782	Humboldt	do	J. L. Shelham	1878	2	0	24	25	0	0	2	3	1	2	0	4	450	22,000
1783	Hudson	do	Richard R. Price, A. M.	1890	5	2	54	116	18	16	3	1	7	12	4	5	1,800	23,000
1784	Independence	do	S. M. Nees	1899	2	3	92	132	0	0	15	20	10	15	9	4	1,600	37,000
1785	Toft	do	Willis Henderson	1874	2	3	54	131	0	0	0	0	8	24	0	4	950	68,000
1786	Jewell	do	Z. E. Wyatt	1871	2	5	33	102	0	0	16	14	11	6	3	8	800	110,000
1787	Juniper City	do	T. P. Danmore	1871	2	0	13	17	48	58	1	0	1	2	7	6	1,130	10,000
1788	Kanopolis	do	A. M. Woodhouse	1886	9	11	252	463	0	0	0	0	16	33	10	6	716	115,000
1789	Kansas City	do	Geo. E. Rose	1895	1	0	6	10	41	63	2	3	0	2	0	5	350	35,000
1790	Kensington	do	W. L. Earl	1885	1	1	25	48	0	0	0	0	6	10	2	4	350	35,000
1791	Kingman	do	J. E. Boyer	1885	1	1	11	22	0	0	0	0	4	2	0	0	550	20,000
1792	Kinsley	do	D. A. Baugher	1885	1	1	11	22	0	0	0	0	4	2	0	0	550	20,000
1793	Kiowa	do	C. A. Kent	1886	1	1	32	47	0	0	3	4	1	0	4	3	500	15,000
1794	Lacrosse	do	W. S. Robb	1884	1	1	23	22	0	0	0	0	5	8	2	3	175	10,000
1795	Lacrosse	do	Geo. F. Gorow	1884	1	1	11	18	35	35	0	1	0	1	0	1	480	18,000
1796	Lakin	do	J. T. Clark	1881	1	0	5	15	0	0	0	0	6	12	4	3	50	6,000
1797	Larned	do	B. F. Adler	1871	1	1	20	40	0	0	0	0	6	12	4	3	900	25,000
1798	Lawrence	do	F. H. Olney	1872	3	3	223	327	0	0	0	0	15	41	2	11	330	50,000
1799	Leavenworth	do	William A. Evans	1870	2	5	86	102	0	0	0	0	21	76	7	12	400	16,000
1800	Lenora	do	Miss Kittie M. Fisher	1887	0	1	4	3	63	42	0	0	0	1	1	2	2,500	20,000
1801	Lecompton	do	W. A. Starin	1899	1	0	4	6	79	69	0	0	4	4	6	1	8,000	80,000
1802	Leoti	do	J. Van Arsdale	1887	1	0	4	5	40	31	2	2	5	5	2	1	10,000	10,000
1803	Leroy	do	W. W. Jones	1887	1	1	12	22	0	0	4	16	2	2	6	3	340	12,000
1804	Lincoln	do	C. N. Poc, A. M.	1885	2	0	25	35	0	0	0	0	5	3	2	0	400	16,000
1805	Lindsborg	do	Luther Anderson	1890	1	0	10	16	0	0	10	8	1	0	5	2	2,000	7,000
1806	Little River	do	I. C. Meyer	1890	1	0	5	20	0	0	0	0	0	4	4	2	500	3,500
1807	Logan	do	W. R. Arthur	1881	1	0	5	16	0	0	0	0	1	0	1	2	225	2,000
1808	Lyndon	do	L. A. Parke	1883	2	1	30	48	0	0	0	0	1	5	1	5	200	10,000
1809	Lyons	do	J. J. Caldwell	1881	3	0	30	37	0	0	2	2	5	2	2	3	500	20,000
1810	McAure	do	W. H. Conner	1894	1	1	18	23	0	0	1	0	5	6	3	75	6,500	
1811	McPherson	do	Miss Mamie A. Curry	1878	1	2	30	65	0	0	3	14	4	8	2	5	530	25,000
1812	Macksville	do	Charles M. Hilloury	1895	1	1	2	30	0	0	0	0	6	0	7	2	150	3,500
1813	Mamlatau	do	H. L. Snodgrass	1866	2	1	28	42	0	0	27	31	0	6	0	26	2,000	20,000
1814	Mankato	do	F. W. Simmonds (supt.)	1880	2	1	40	58	0	0	3	5	10	4	5	8	500	8,000
1815	Marion	do	A. E. Vestling	1882	1	1	13	39	0	0	2	3	0	4	0	4	500	40,000
1816	Marquette	do	A. E. Vestling	1894	1	1	0	7	11	0	0	0	3	6	2	3	306	7,000
1817	Marysville	do	C. B. Myers	1881	2	1	33	39	0	0	3	1	2	0	1	4	1,500	28,000
1818	Medicine Lodge	do	E. A. Sheppardson	1881	1	1	37	41	0	0	10	15	1	2	1	1	500	28,000
1819	Melvern	do	O. M. Becker	1885	1	0	9	12	0	0	4	3	1	2	1	3	375	1,600
1820	Miltonvale	do	Willis A. Cain	1885	1	0	2	4	12	16	0	0	1	2	1	2	75	1,000

****Statistics of 1900-1901.**

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Prepar-ing for college.		Gradu-ates in the class that gradu-ated in 1902.		College prepar-atory.							
										Classic-al course.		Gradu-ates in 1902.		in the class that gradu-ated in 1902.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
KANSAS—cont'd.																					
1781	Minneapolis	High School	.....	2	1	40	55	0	0	20	15	4	0	4	1	3	0	4	2,000	\$20,000
1782	Moline	do	.....	1	0	10	20	0	0	0	0	0	0	0	4	0	4	3	600	7,000
1783	Moran	do	.....	1	0	11	13	0	0	0	0	0	0	2	2	4	2	3	300	3,500
1784	Mount City	do	.....	1	1	21	19	0	0	4	6	3	0	4	2	4	2	3	150	4,000
1785	Monmouth	do	.....	1	0	15	15	0	0	0	0	0	0	8	7	4	2	2	625	6,000
1786	Mound Valley	do	.....	2	0	20	30	0	0	0	0	0	0	4	9	3	6	3	250	2,000
1787	Mulvane	do	.....	1	1	18	18	0	0	0	1	1	1	2	3	1	2	3	500	9,500
1788	Neodesha	do	.....	1	1	19	31	0	0	0	0	0	0	1	3	0	2	4	200	1,000
1789	Neosho Falls	do	.....	2	0	20	30	0	0	0	0	0	0	1	3	0	2	4	300	1,000
1790	Ness City	do	.....	1	0	2	10	0	0	0	0	0	0	1	3	1	2	2	750	3,000
1791	Niawaka	do	.....	1	0	15	12	0	0	0	0	0	0	1	3	0	2	2	160	5,000
1792	New Albany	do	.....	1	0	10	15	27	25	0	0	0	0	2	4	0	0	3	130	5,000
1793	Newton	do	.....	3	4	64	152	0	0	0	0	0	0	8	26	6	17	4	250	40,000
1794	Norton	do	.....	3	1	17	44	28	31	0	0	0	0	4	14	2	10	4	100	100
1795	Nortonville	School.*	.....	1	1	20	22	0	0	10	12	3	0	3	3	2	2	4	300	6,000
1796	Oakley	High School*	.....	1	0	20	10	45	29	0	0	0	0	0	2	0	2	2	200	2,000
1797	Olathe	do	.....	2	2	42	67	0	0	0	0	0	0	3	16	3	16	3	250	2,000
1798	Osage	do	.....	1	0	4	2	36	28	1	0	1	0	4	4	2	1	1	75	5,000
1799	Osage City	do	.....	2	1	23	39	0	0	0	0	0	0	3	7	1	7	4	1,000	25,000
1800	Oswatimite	do	.....	1	2	21	34	0	0	0	0	0	0	0	0	0	0	4	325	20,000
1801	Osburne	do	.....	2	1	38	47	0	0	2	2	0	0	8	6	1	4	4	400	5,500
1802	Oskaloosa	do	.....	1	1	10	27	0	0	4	4	0	0	1	6	1	3	4	470	10,000
1803	Oswego	do	.....	2	1	25	50	0	0	3	7	1	2	3	10	0	1	3	476	10,000

1874	Carsville	Graded School *	W. K. Ragsdale	1881	1	0	4	4	50	31	12	2	1	1	6	1	125	3,000		
1875	Cadetsburg	High School	J. B. Leach	1881	2	1	22	38	0	0	3	12	1	1	6	1	4	600		
1876	Cloverport	do	W. B. Muple	1891	1	1	9	25	0	0	1	1	0	1	0	2	25	3,000		
1877	Cold Spring	Walnut Hill Seminary *	Clarence Tegarden	1891	1	0	1	7	34	38	0	1	0	2	1	0	50	8,000		
1878	Corydon	High School	A. C. Burton	1891	1	1	32	38	0	0	9	10	8	6	8	2	300	14,000		
1879	Covington	William Grant High School (colored).	Frank L. Williams	1891	1	2	11	30	0	0	0	0	0	0	2	3	4	25,000		
1880	Crittenden	Graded School *	Henry Newton	1872	1	1	14	4	45	48	2	0	0	0	0	4	69	3,000		
1881	Cynthiana	High School	Chas. A. Leonard, A. M.	1872	1	2	22	32	0	0	1	1	2	4	1	1	1,975	8,200		
1882	Danville	do	W. C. Grinstead	1890	1	0	15	13	0	0	6	6	6	6	6	2	16,000			
1883	Dixie	Graded School	W. H. Suggs	1888	1	1	20	26	0	0	0	0	0	0	3	4	50	1,500		
1884	Dixon	High School	J. P. Pool	1886	1	0	30	30	0	0	2	0	0	2	0	2	2,000			
1885	Eastpoint	do	Green Sturgill	1886	1	0	5	2	0	0	0	0	0	0	0	0	500			
1886	Elizabethtown	Graded School	E. E. Olcott	1877	1	1	8	24	0	0	3	4	0	0	1	3	400	1,500		
1887	Elizaville	Willow Dell Academy	W. Wallace Stuart	1825	1	1	10	20	15	13	0	2	13	1	4	0	15,000			
1888	Elkton	High School	H. L. Trimble	1880	1	0	3	14	0	0	0	8	2	5	5	0	600			
1889	Fallsburg	Normal High School *	J. H. Ekers	1878	1	0	32	19	32	42	0	0	0	7	0	5	10,000			
1890	Falmouth	Graded High School *	E. B. Buffington	1878	1	1	13	22	0	0	0	0	0	0	0	0	1,400			
1891	Farmington	Institute	T. B. Wright	1880	2	0	34	37	0	0	12	11	6	4	6	4	126	40,000		
1892	Flemingsburg	Graded High School	T. A. Laman	1890	2	0	1	5	89	115	0	5	1	1	1	1	2,500			
1893	Ford	Graded School *	James W. Park	1898	1	0	1	6	0	0	0	0	0	0	0	0	300	8,000		
1894	Fordsville	do	S. G. Drushel, B. S.	1898	1	0	6	6	0	0	0	0	0	0	0	0	8,000			
1895	Frankfort	Clinton Street High School (colored)	Wm. H. Mayo	1893	1	3	11	30	0	0	0	0	0	1	6	0	152	16,500		
1896	do	High School	George C. Downing	1895	1	3	29	52	0	0	3	4	6	15	2	0	300	15,000		
1897	Frankton	do	J. C. Cheek	1895	1	2	27	43	0	0	2	4	5	7	0	4	150	2,500		
1898	Glennville	Utopia College	Joel H. Pile	1892	1	0	15	20	47	60	0	1	5	8	1	2	400	6,000		
1899	Grand Rivers	High School	W. C. Canterbury	1900	1	0	17	21	0	0	0	0	0	0	0	0	270	3,000		
1900	Greensburg	Academy	W. G. Oran	1872	1	0	13	24	0	0	1	1	0	1	5	0	548	4,000		
1901	Greenvale	High School	George W. Chapman	1872	2	1	13	24	0	0	0	1	3	1	0	2	315	6,000		
1902	Greenville	Seminary	P. G. Shaver	1897	2	1	28	32	0	0	0	0	0	3	0	3	200	12,000		
1903	Harrodsburg	Graded School *	Chas. W. Bell	1897	1	1	20	15	0	0	0	0	0	0	0	0	15	8,000		
1904	Hawesville	High School *	Nathan T. Groves	1897	1	0	9	17	0	0	0	0	7	12	9	8	408	13,000		
1905	Henderson	do	Henry A. Hayes	1888	1	6	56	103	0	0	0	0	3	11	3	0	400	1,200		
1906	Hickman	College	S. A. Link	1881	1	1	16	18	0	0	0	4	6	8	18	4	1,800	25,000		
1907	Hopkinsville	High School	Livingstone McCartney	1881	1	0	5	29	72	0	0	0	0	0	0	0	3,000	40,000		
1908	Lamasco	Academy *	D. F. Brightwell	1880	1	1	7	8	0	0	0	0	0	1	3	0	200	40,000		
1909	Lawrenceburg	Graded School *	H. V. Bell	1880	1	5	58	95	0	0	0	0	0	7	15	7	254	35,000		
1910	Lexington	Dudley High School	J. R. Graves	1887	1	5	50	70	0	0	9	27	14	11	12	1	8	2	2	2
1911	do	Johnson High School	Ernest B. Bradley	1887	3	0	22	53	0	0	0	0	0	4	9	0	100	1,000		
1912	do	Russell High School (colored)	C. W. Reynolds	1886	1	0	3	6	57	84	0	0	0	0	0	0	300	12,000		
1913	Livermore	Graded School	T. T. Kincheloe	1880	1	0	3	6	57	84	0	0	0	0	0	0	400	400		
1914	Louisville	High School	Chas. C. Hill	1880	9	1	72	16	0	0	1	0	5	32	0	4	2,207	135,000		
1915	Louisville	Central High School	Faustin S. Delany	1880	9	1	72	216	0	0	0	0	0	0	0	0	2,400	135,000		
1916	do	Girls' High School	W. H. Bartholomew	1856	14	0	782	0	0	0	0	0	0	0	98	0	5	4	2,207	135,000
1917	do	Male High School	Reuben P. Hallbeck	1855	11	0	363	0	0	0	32	0	100	0	61	0	25	0	4	2,400
1918	do	Manual Training High School	Harry G. Brownell	1892	13	0	280	0	0	0	100	0	26	0	11	0	4	850	135,000	
1919	Lndlow	High School	Miss Lida McBride	1886	1	2	14	42	0	0	2	2	0	7	1	1	300	42,500		

Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Prepar-ing for college.				Grad-uates in the scholastic year 1902.		College prepar-atory stu-dents in the scholastic year 1902.									
								Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
KENTUCKY—cont'd.																							
1920	Magnolia.....	Classical and Normal College.*	.....	1	0	3	4	32	35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$1,200
1921	Mayesville.....	High School.....	1874	1	3	40	30	0	0	7	4	2	1	7	7	3	1	3	.....	200	10,000	
1922	Middlesboro.....	.....do.....	1891	1	3	13	21	0	0	.....	.....	.....	.....	4	4	0	.....	.....	300	2,500	
1923	Minerva.....	Male and Female College.*	.....	1	0	4	8	38	38	.....	.....	.....	.....	0	1	.....	.....	.....	250	2,000	
1924	Mount Sterling.....	High School.....	.....	2	1	26	33	0	0	5	10	1	0	1	5	1	3	4	.....	250	25,000
1925	Murray.....	Institute.....	1870	2	1	100	90	0	0	20	15	.....	.....	.....	.....	.....	.....	.....	.....	200	20,000
1926	Newport.....	Bellevue High School *	1873	2	0	27	29	0	0	.....	.....	3	2	0	9	0	2	3	.....	200	50,000
1927	Newport (Dayton).....	Dayton High School.....	1889	1	2	21	37	0	0	.....	.....	.....	.....	7	6	.....	.....	.....	225	34,000	
1928	Newport (Fort Thomas).....	HIGHLANDS High School.....	1892	1	0	13	27	0	0	.....	.....	1	3	1	5	0	3	4	.....	200	6,000
1929	Nicholasville.....	High School.....	.....	1	0	18	10	0	0	3	0	10	5	3	2	3	2	3	.....	.....	10,000
1930	Owensboro.....	.....do.*	.....	3	6	76	100	0	0	.....	.....	.....	.....	12	12	2	0	4	.....	300	75,000
1931	.....do.....	Western High School (colored).	.....	2	1	15	40	0	0	.....	.....	.....	.....	0	3	.....	.....	.....	300	.....		
1932	Paducah.....	High School.....	.....	1	3	54	107	0	0	.....	.....	.....	.....	11	25	6	2	3	.....	723	100,000
1933	.....do.....	Lincoln High School (colored).	1895	1	0	10	16	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1934	Paris.....	High School (colored).....	.....	1	0	7	19	0	0	.....	.....	.....	.....	4	5	.....	.....	.....	700	30,000	
1935	Rochester.....	High School *	.....	1	0	5	3	79	58	.....	.....	4	3	.....	.....	.....	.....	.....	50	2,000	
1936	Russell.....	.....do.*	.....	0	1	15	26	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	.....		
1937	Scottsville.....	John D. Spears.....	.....	2	0	14	16	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	3,000	
1938	Shelbyville.....	Shelby Graded School....	.....	1	2	30	20	0	0	8	1	4	0	4	0	4	0	4	.....	150	20,000

Year	School	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920
1889	Somerset	High School.	Alfred Livingston.	1	2	15	25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1890	Upton	Uptonville Institute.	C. W. Matthis, sr.	1	2	40	42	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1891	Vanceburg	High School *	T. M. Games	2	1	38	39	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1892	Vernon	do.*	J. A. White	1	1	12	17	36	41	3	5	7	4	1	2	3	4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1893	Willard	Graded School	W. C. Koze	1	0	13	14	57	68	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1894	Williamstown	do.	Chas. W. Strother	1	1	14	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1895	Wingo	do.	Thos. W. Davis, Jr.	2	1	30	35	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOUISIANA.																																	
1896	Alexandria	High School *	A. M. Hendon	2	1	23	23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1897	Amite	do.	Robt. L. Menue, t.	1	1	11	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1898	Arcadia	Graded and High School	W. C. Roatan	2	0	35	40	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1899	Bastrop	Morehouse High School	W. H. Buck	1	0	6	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1900	Centerville	High School	J. G. Crayford	1	0	17	13	29	37	9	6	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1901	Cheneyville	do.	George Wallace	1	0	12	17	46	42	3	2	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1902	Clinton	do.*	Mrs. S. E. Munday	0	1	2	6	32	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1903	Collins	do.	James Fernon	1	0	12	10	46	52	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1904	Dowdsville	do.*	O. B. Staples	1	0	5	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1905	Fort Jesup	Subine Central High School.	S. K. Cummins	2	1	14	16	46	64	6	8	2	0	1	6	1	6	1	6	1	6	1	6	1	6	1	6	1	6	1	6	1	6
1906	Franklin	St. Mary Central High School.	Clarence A. Ives	1	1	8	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1907	Gibland	High School.	Miss Sallie Spencer	0	2	5	11	46	36	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1908	Grandean	do.	N. B. Lowery	1	1	12	18	38	42	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1909	Hammond	High and Graded School.	Benj. R. Crandall	1	1	7	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1910	Homer	High School.	Geo. W. Reid	2	0	27	34	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1911	Jena	Seminary	J. D. Dodson	1	0	8	14	50	40	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1912	Lafayette	S. W. La. Industrial Institute.	Edwin L. Stephens	3	3	95	50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1913	Lake Charles	Central High School.	James N. Yeager	4	3	54	68	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1914	Logansport	High School.	D. A. Leak	1	0	15	30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1915	Mansfield	do.	J. F. McClellan	1	1	16	13	24	30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1916	Many	do.	D. B. Shovalter	1	1	17	45	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1917	Monroe	do.*	John Dyer	1	4	17	45	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1918	Montgomery	High School.	S. A. Allenman	0	1	5	4	33	38	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1919	Napoleonville	do.	W. B. Hale	2	1	22	46	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1920	New Iberia	do.	Frank W. Gregory	12	1	279	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1921	New Orleans	No. 1, Boys.*	Miss Harriet A. Suter	0	17	0	429	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1922	do.	McDonogh High School	Miss Eugenie Suydam	0	13	0	253	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1923	do.	No. 2, Girls.	H. A. Hill	3	2	29	50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1924	do.	No. 3, Girls.	do.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1925	Opelousas	Southern University and School (colored).	W. B. Prescott	2	3	24	41	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1926	Patterson	St. Landry High School.	Alvin Covert, L. I.	1	1	7	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1927	Plaquemine	High School.	A. G. Singletary	1	2	15	35	60	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1928	Rayville	do.	T. H. McGregor	1	0	9	10	37	48	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.				Prepar-atory college.				Grad-uates in 1902.								College prepar-atory stu-dents in the class that grad-uated in 1902.	
				Ele-men-tary stu-dents.		Classic-al course.		Sci-entific courses.		Grad-uates in 1902.											
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
LOUISIANA—cont'd.																					
1979	Robeline	High School.	1892	1	1	18	10	20	20	3	4	4	4	0	1	0	1	4	400	50	\$5,000
1980	Ruston	do.	1894	14	8	319	215	0	0	0	0	0	0	0	0	0	0	2	50	8,000	
1981	do.	Louisiana State Industrial Institute.	1894	1	0	9	8	43	35	0	0	0	0	0	0	0	0	0	1,400	75,000	
1982	St. Francisville.	Graded School.	1892	4	1	42	35	0	0	5	10	2	4	2	5	1	4	3	126	2,000	
1983	Shreveport.	Central High School.	1892	0	2	5	11	24	30	0	0	2	0	0	2	0	2	500	100	3,550	
1984	Vidalia.	High School.	1900	1	0	12	18	0	0	1	0	2	0	0	1	1	0	300	300	3,500	
1985	Washington	do.	1895	1	0	12	18	53	47	0	0	0	0	0	1	1	0	100	100	3,000	
1986	Winnsboro	do.	1895	1	0	12	18	53	47	0	0	0	0	0	1	1	0	3	3	3	
MAINE.																					
1987	Addison	High School.	1890	1	1	16	15	0	0	0	0	4	4	0	0	0	0	4	100	100	1,000
1988	Alfred	do.	1862	1	0	14	16	0	0	0	0	0	0	0	0	0	0	4	500	2,000	
1989	Andover	do.*	1862	0	1	8	24	23	43	2	1	2	0	3	5	2	1	4	49	1,500	
1990	Anson.	Garfield High School.	1899	1	0	12	15	0	0	0	1	1	0	0	0	0	0	4	100	10,000	
1991	Ashtand	High School.	1899	1	1	19	21	21	37	0	0	0	0	1	8	0	0	4	650	25,000	
1992	Augusta	Cony Free High School.	1850	2	5	58	93	0	0	10	3	1	0	13	18	0	0	4	90	500	40,000
1993	Bangor	High School.	1850	5	11	106	260	0	0	25	5	20	20	10	41	6	10	4	150	10,000	
1994	Bar Harbor.	do.	1850	1	3	22	30	0	0	3	4	4	0	2	3	1	2	4	300	3,000	
1995	Baring	do.	1850	1	0	10	9	9	5	1	0	0	0	1	1	1	1	4	900	25,000	
1996	Bath	do.	1850	4	4	28	128	0	0	26	6	2	0	9	24	5	1	4	35	25,000	
1997	Bellast	do.*	1850	1	3	40	61	0	0	1	3	2	0	7	11	1	1	4	35	25,000	
1998	Berry Mills.	do.	1850	1	0	3	4	14	4	0	0	0	0	0	0	0	0	4	1,100	1,100	

[illegible]

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.			
				Second-ary in-struct-ors.	Second-ary students.		Preparing for college.				Gradu-ates in the class that gradu-ated in 1902.		College prepar-atory students in the class that gradu-ated in 1902.								
					Male.	Female.	Elementary students.	Classic-al course.		Schen-tific courses.	Male.	Female.	Male.	Female.							
								Male.	Female.						Male.				Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MAINE—cont'd.																					
2122 Waterville.....	High School.....	John E. Nelson.....		2	4	64	65	0	0					13	19	10	6	4		500	\$20,000
2123 Wells.....	do.....	George F. Parsons.....	1900	1	1	8	24	0	0									4		65	5,000
2124 Westbrook.....	do.....	W. B. Andrews.....		2	3	58	62	0	0	18	15			10	10	5	4	4		150	
2125 West Buxton.....	Hollis High School.....	L. M. Harmon.....		1	0	27	18	0	0					3	3			4		55	
2126 Windham Center.....	Windham High School.....	Clarence W. Proctor, A. B.....	1902	1	1	22	20	0	0					4	6			4			700
2127 Winslow.....	High School *.....	Alfred S. Goody.....		1	0	19	8	0	0									4		30	1,000
2128 Windthrop.....	do.....	Guy E. Healey.....		1	1	20	26	0	0	6	4	2	0	9	1	2	0	4		150	2,500
2129 Wiscasset.....	Academy.....	Chas. S. Sewall, A. B.....	1877	1	2	36	41	0	0	2	2			2	5			4		150	2,500
2130 Woodfords.....	Deering High School.....	William M. Marvin.....	1876	2	8	80	97	0	0	14	22	10	10	11	16	7	5	4	20	850	65,000
2131 York.....	High School.....	Guy Howard.....	1882	1	1	30	40	0	0	1	0	2	0	1	9			4			26,000
MARYLAND.																					
2132 Baltimore.....	Baltimore City College.....	Francis A. Soper.....	1839	21	0	663	0	0	0									5		8,000	200,000
2133 do.....	Baltimore Polytechnic Institute.....	Wm. R. King, U. S. Navy.....	1884	13	0	210	0	40	0			29	0	29	0	29	0	4		2,000	100,500
2134 do.....	Colored High and Training School.....	Hugh M. Browne.....	1885	8	4	60	128	47	18					4	19			4		350	
2135 do.....	Colored Polytechnic Institute.*.....	W. Robinson Ryan.....		3	0	60	0	33	0					7	0			3			
2136 do.....	Eastern Female High School.....	William F. Wardenburg.....	1844	2	15	0	386	0	0	0	3			0	52	0	3	4		400	

2137	do	Western Female High School.	Henry S. West, Ph. D.	1848	1	21	0	702	0	0	0	0	97	4	799
2138	Belair	Academy, and Graded School.*	W. D. Maynard		2	3	80	30	85	95			1	6	300
2139	Boonsboro	Graded School.	W. A. Henneberger		1	0	17	20	0	0			1	6	95
2140	Cambridge	Female Seminary	Charles H. Lefevre		3	1	36	67	0	0			1	0	487
2141	Centerville	High School *	Wm. Stafford Jackson		1	1	13	10	29	53			1	0	230
2142	Chesapeake City	do.*	High W. Caldwell		1	1	19	11	107	101			3	2	50
2143	Clearspring	Tower Hill Academy	J. Martin Lohr		1	1	25	32	45	40			1	5	125
2144	Cumberland	Allegheny County High School.	A. Taylor Smith		2	2	26	49	0	0			1	4	1,300
2145	Darlington	Academy and High School	A. F. Galbreath	1841	1	1	5	12	0	0			0	2	300
2146	Denton	Caroline High School	Edward M. Noble	1891	2	2	29	52	11	8			5	1	1,000
2147	East Newmarket	High School	G. E. Williamson		1	0	16	27	50	33	0	4	0	2	130
2148	Easton	High and Manual Training School.	Edward Reiser		2	1	30	60	0	0			2	4	300
2149	Elkton	Cecil County High School.	George A. Steele, Ph. D.	1896	3	3	51	75	0	0			5	14	300
2150	Elliot City	High School.	Frank C. Kirk		1	0	17	8	0	0			1	0	300
2151	Foresthill	Graded School *	Miss Hanna A. Coale		0	1	16	15	23	23			0	0	250
2152	Frederick	Girls' High School.	Miss Margaret M. Robinson.	1889	0	4	0	48	0	0	2		0	12	500
2153	do	Male High School	Amon Burgee, A. M.	1891	2	1	45	0	0	0	20	0	9	0	500
2154	Frostburg	Beall High School *	Geo. W. Craig		1	1	24	40	270	350			2	1	200
2155	Galena	Shrewsbury Academy	S. Walter Sparks		1	0	2	8	32	48	0	3	7	3	52
2156	Hagerstown	Washington County Boys' High School.	C. Edwin Carl	1879	2	2	51	0	9	0	5	0	17	0	500
2157	do	Washington County Girls' High School.	John B. Houser	1888	1	1	0	60	0	75			0	20	250
2158	Harre de Grace	do	Chas. T. Wright		3	3	20	41	0	0			3	10	100
2159	Laurel	do	Roger L. Manning	1899	3	1	29	44	0	0			1	9	100
2160	Lonaconing	Central High School	Arthur F. Smith, A. M.	1895	1	2	20	38	0	0	4	6			516
2161	Marion Station	Marion High School.	N. Price Turner, A. M.		1	0	17	19	46	40	1	3			3,000
2162	Middletown	High School.	Oscar B. Coblentz	1887	1	0	17	9	0	0	0	2	1	2	160
2163	Northast	do	E. B. Foelker	1898	1	1	11	26	0	0			1	1	75
2164	Oxford	do	Edwin R. Jump	1876	1	3	20	20	40	35			1	7	100
2165	Pocomoke City	do	H. J. Handy	1878	1	1	55	71	0	0			1	0	600
2166	Preston	do	W. Lee Whately, A. B.	1868	2	1	16	24	39	33			1	7	100
2167	Princess Anne	Washington High School.	R. Thomas West		2	0	15	32	0	0			1	1	600
2168	Rockville	High School.	S. J. Lockner		1	2	25	36	0	0			1	0	2,500
2169	Seale	do	Henry E. Adams		2	1	21	39	41	36			2	0	300
2170	Salisbury	do	William J. Holloway	1872	2	0	17	23	0	0			2	6	300
2171	Sharpsburg	do	J. B. H. Bowser		2	0	17	23	0	0			2	6	12,000
2172	Smithsburg	do	Eugene A. Spessard		1	5	13	55					3	10	15,000
2173	Snowhill	do	Jno. I. Coulbourne	1886	1	2	40	65	0	0	10	25	5	10	800
2174	Thurmont	do	H. D. Beachley, M. A.	1892	1	0	12	12	0	0	1	1	0	3	20,000
2175	Trappe	do	Nicholas Orem		1	2	18	18	16	20			4	4	1,800
2176	Upper Fairmount	Fairmount Academy	George H. Myers	1870	1	0	14	10	0	0	4	0	0	2	1,800
2177	Upper Marlboro	Marlboro Academy *	Thomas J. Grant, A. M.		1	0	16	0	0	38	0	4	0	0	1,000
2178	Vienna	Academy	E. F. Webb	1879	1	1	22	39	32	27			1	3	1,400
2179	Westport	High School.	O. H. Bruce	1893	1	0	21	29	0	0			1	3	50
2180	Williamsport	do	J. D. Wolfinger		2	0	25	33	0	0			1	2	1,000

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.				Second-ary stu-dents.				Preparing for college.				College prepar-atory stu-dents in the class that grad-uated in 1902.					
				Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.			
				5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			21	22
MASSACHUSETTS.																					
2181	Abington.....	Henry W. Porter.....	.....	4	4	32	46	20	24	6	8	6	0	6	15	4	4	4	.....	300	\$15,000
2182	Adams.....	J. C. Hull.....	.....	3	6	59	81	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	.....
2183	Amesbury.....	Forrest Brown.....	.....	2	4	61	73	0	0	7	10	7	0	13	15	4	4	4	58	350	25,000
2184	Amherst.....	Charles W. Marshall.....	.....	2	5	57	98	0	0	11	15	5	0	.....	.....	.....	.....	.....	.....	550	14,000
2185	Arlington.....	Ira W. Holt.....	.....	2	5	58	81	0	0	12	19	3	1	7	8	5	4	4	1,200	.....	.....
2186	Ashby.....	Miss Lucy F. Sanderson.....	.....	0	1	10	8	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	45	.....
2187	Ashfield.....	Frederick C. Hosmer.....	.....	1	1	14	18	0	0	3	1	4	2	2	1	1	0	4	.....	.....	10,000
2188	Ashland.....	C. S. Bragdon.....	.....	1	1	9	20	0	0	1	4	2	1	1	1	1	0	4	500	15,000	.....
2189	Ashley High School.....	Miss Lucy F. Sanderson.....	1895	1	1	13	14	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	60	.....
2190	Assinippi High School.....	Allison G. Catherton.....	1889	1	1	23	19	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	660	.....
2191	Attleboro.....	Wilbur D. Gilpatrick.....	.....	3	4	66	86	0	0	2	11	17	1	16	9	8	1	4	.....	100	5,000
2192	Avon.....	John Carroll.....	1899	1	1	34	30	0	0	4	5	2	0	3	6	3	1	4	.....	300	12,000
2193	Ayer.....	Allen C. Cummins.....	1872	1	2	32	47	0	0	1	4	2	0	2	4	1	0	4	.....	50	.....
2194	Baldwinsville.....	Clarence E. Sibley, L. B.....	1856	1	1	20	41	0	0	0	3	2	.....	.....	.....	.....	.....	.....	.....	200	50,000
2195	Barre.....	Chas. L. Randall.....	1860	3	1	21	32	0	0	4	4	4	.....	.....	.....	.....	.....	.....	.....	500	.....
2196	Belchertown.....	C. A. Guild.....	.....	1	1	24	31	0	0	1	0	1	0	4	4	3	4	4	.....	900	.....
2197	Belmont.....	Chas. Jenney.....	.....	1	5	29	55	0	0	6	4	1	0	4	4	3	3	4	.....	327	50,000
2198	Bernardston.....	E. E. Sawyer.....	.....	1	1	19	19	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6,500	.....
2199	Beverly High School.....	B. Sumner Hurd.....	1868	6	8	108	188	0	0	7	17	47	81	13	24	9	5	5	.....	500	.....
2200	Blackstone.....	Ambrose Kennedy.....	.....	1	2	25	40	0	0	3	2	.....	.....	.....	.....	.....	.....	.....	.....	300	10,000
2201	Brighton High School.....	Miss Lucy E. Blake.....	1849	0	1	10	15	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	135	2,000
2202	Boston (Brighton).....	Miss Lucy E. Blake.....	1849	7	10	100	200	0	0	1	1	.....	.....	.....	.....	.....	.....	.....	.....	80	.....
2203	Boston (Charlestown).....	Frederic A. Tupper.....	1841	7	10	100	200	0	0	15	25	9	0	.....	.....	.....	.....	.....	.....	500	175,000
2204	Boston (Charlestown).....	John O. Norris.....	.....	3	11	104	263	0	0	8	14	8	6	20	78	11	8	4	100	2,300	.....

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Second-ary stu-dents.		Elic-mentary stu-dent.		Prepar-ing for college.		Gradu-ates in 1902.		College prepar-atory stu-dents in the class that gradu-ated in 1902.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MASSACHUSETTS—continued.																					
2248	Edgartown	Arthur G. Cummings.	1875	2	0	19	17	0	0	1	0	0	0	2	2	1	0	4	...	50	\$4,000
2249	Essex	Herschel W. Lewis.	1875	1	1	19	15	0	0	0	1	1	0	5	6	1	1	4	...	1,600	16,000
2250	Everett	Wilbur J. Rockwood.	1872	4	8	118	212	0	0	1	10	16	9	19	32	9	11	5	...	800	78,000
2251	Fairhaven	W. A. Charles	1852	1	3	27	42	0	0	0	2	0	5	7	2	0	4	...	100	8,000	
2252	Fall River	Charles C. Ramsay	1849	12	10	294	352	0	0	20	16	10	2	33	58	2	0	4	222	1,675	500,000
2253	.....do	Everett B. Durfee .....	.....	4	1	33	24	162	602	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2254	Falmouth	Leland B. Lane .....	.....	1	2	34	45	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2255	Fitchburg	George P. Hitchcock	1849	8	17	235	245	0	0	50	50	72	0	23	39	24	17	4	.....	903	250,000
2256	Foxboro	W. Edgar Horton .....	.....	1	2	24	39	0	0	2	6	3	2	7	2	0	3	4	.....	60	27,000
2257	Frammingham	Alfred C. Lay	1851	2	6	106	136	0	0	5	6	3	0	14	20	4	5	4	.....	50	35,000
2258	Franklin	Irving H. Gamwell .....	.....	1	6	32	68	30	25	1	2	1	0	4	10	2	2	6	32	500	40,000
2259	Gardner	E. D. Osborne .....	.....	2	7	81	112	0	0	3	4	11	6	13	13	3	2	4	65	387	100,000
2260	Gloucester	Albert W. Bachelor	1847	4	11	153	281	0	0	23	21	16	13	22	48	6	11	14	147	8,700	102,000
2261	.....do	Francis A. Smith	1853	1	2	43	48	0	0	4	12	3	2	5	8	1	0	4	147	250	2,200
2262	.....do	Mrs. Fred'k T. Sharp .....	.....	0	1	11	11	11	8	0	5	2	3	2	.....	.....	.....	.....	.....	100	.....
2263	Scarles High School *	George R. Pinkham .....	.....	2	5	69	91	0	0	5	7	.....	.....	15	25	3	3	4	.....	1,000	100,000
2264	Greenfield	W. H. Whiting .....	.....	2	5	76	120	0	0	9	18	2	0	8	14	3	7	4	.....	210	41,200
2265	Groton	John H. Manning	1858	1	2	36	40	0	0	0	1	.....	.....	6	6	0	0	4	.....	.....	.....
2266	Groveland	Ernest W. Butterfield.	1876	1	1	35	33	0	0	5	2	0	2	2	6	0	2	4	.....	50	3,000
2267	Hardwick	Joseph S. Burns	1887	1	1	15	10	0	0	0	3	1	0	0	2	0	1	4	.....	200	.....
2268	Harwich	Herman N. Knox	1880	1	1	16	27	0	0	0	0	.....	.....	5	8	1	1	4	.....	400	5,000
2269	Haverhill	Allison E. Tuttle	1841	6	13	252	305	0	0	60	36	40	0	34	64	21	6	4	.....	1,200	115,000

2270	Hingham Center	Hingham High School	Jacob O. Sanborn	1872	2	4	49	84	0	4	5	12	...	0	13	2	3	4	...	175	20,000
2271	Hinsdale	High School	Geo. J. Walsh	1889	1	4	17	35	0	0	1	1	0	1	7	0	0	2	...	40	20,000
2272	Hinsdale	Summer High School	E. O. Hopkins	1889	1	1	27	35	0	0	0	1	0	2	7	1	0	4	...	50	15,000
2273	Holden	High School	A. K. Learned	1880	1	1	17	18	8	13	2	4	1	0	1	0	1	4	...	5,184	40,000
2274	Holliston	do	Raymond H. Cook	1880	1	2	28	16	0	0	2	2	1	0	3	4	1	4	...	1,000	4,000
2275	Holyoke	do	Raymond C. Akers	1882	10	14	278	322	0	0	0	0	1	0	32	49	13	18	...	1,800	262,000
2276	Hopkdale	do	Henry W. B. Arnold	1886	0	1	5	30	38	0	0	0	1	2	0	1	0	4	...	1,300	0
2277	Hopkinton	do	M. A. Supple	1881	0	1	3	12	0	0	0	0	2	...	...	7	1	0	...	48	23,000
2278	Hopkinton	do	Miss Lillian M. Turner	1881	0	1	5	11	6	2	...	...	...	...	1	2	...	3	...	150	5,000
2279	Hubardston	do	Walter B. Norris	1870	1	0	3	11	0	0	...	...	...	...	...	...	...	4	...	12	8,000
2280	Hudson	do	Charles A. Williams	1870	1	4	48	103	0	0	2	3	2	4	0	13	2	3	...	240	20,000
2281	Huntington	Murrayfield High School	L. M. Drake	1900	1	1	12	20	0	0	0	...	...	...	0	1	...	4	...	500	20,000
2282	Hyannis	Barnstable High School	Louis M. Moody	1900	1	2	35	43	0	0	0	...	...	...	2	0	...	4	...	75	...
2283	Hydepark	High School	Merle S. Getchell	1808	2	1	32	169	0	0	7	23	10	0	12	22	0	1	...	122	200
2284	Ipswich	Manning High School	John P. Marston, A. B.	1908	1	2	35	51	0	0	1	2	1	0	3	11	0	3	...	500	15,000
2285	Kingston	High School	Alvan A. Kempton	1908	1	1	40	12	0	0	0	...	...	...	5	4	1	0	...	750	15,000
2286	Lancaster	do	Miss Edith J. Swett	1908	1	2	21	39	0	0	1	3	...	...	...	12	1	3	...	600	1,000
2287	Lawrence	Evening High School *	Frederic N. Chandler	1887	10	3	25	75	0	0	0	...	...	...	14	4	3	...	200	30,000	
2288	Lawrence	Johnson High School	Ralph L. Wigginn	1887	1	3	18	32	0	0	2	3	3	4	...	...	0	4	...	...	...
2289	Lee	High School	John D. Seacord	1851	1	2	28	53	0	0	6	7	...	...	5	11	2	0	...	374	30,000
2290	Leominster	Field High School	Wallace E. Mason	1890	4	9	108	114	0	0	10	15	10	0	11	17	3	4	...	105	200
2291	Lexington	High School	J. I. Buck	1890	1	3	38	67	0	0	4	7	2	2	6	11	3	4	...	4	300
2292	Littleton	do	Arthur C. Johnson	1890	1	2	25	27	0	0	3	7	4	1	3	1	3	...	...	50	...
2293	Lowell	Evening High School	Carl D. Burr	1833	6	6	60	67	438	0	0	...	...	...	...	...	...	...	...	...	...
2294	do	High School	Cyrus W. Irish	1833	10	19	417	463	0	0	63	52	60	0	72	34	19	10	...	256	1,200
2295	Ludlow	do	Frederic F. Smith	1895	1	2	6	9	5	4	0	1	0	1	0	1	0	4	...	100	30
2296	Lunenburg	do	F. H. Hadlock	1895	1	1	12	29	5	9	0	...	...	...	...	...	...	...	...	...	...
2297	Lynn	Classical High School	Eugene D. Russell	1849	5	8	115	132	0	0	0	...	...	...	10	31	8	13	...	500	6,000
2298	do	English High School	Charles S. Jackson	1857	8	10	221	315	0	0	10	2	37	70	5	2	4	215	...	400	100,000
2299	Malden	High School	John W. Hutchins	1857	8	15	244	364	0	0	56	94	69	0	20	46	7	13	...	1,700	173,000
2300	Manchester	do	Alfred L. Saben	1890	1	1	17	35	15	18	0	2	1	0	3	0	1	4	...	300	25,000
2301	Mansfield	High School	George W. Stone	1890	1	2	26	59	0	0	5	4	4	0	4	10	2	3	...	30	21,000
2302	Marblehead	do	Joel W. Reynolds	1890	2	4	43	70	0	0	0	...	...	...	4	14	1	3	...	15,000	...
2303	do	do	W. F. O'Connor	1890	1	8	75	100	0	0	1	7	20	40	6	13	1	0	...	800	300,100
2304	Marshfield	do	Charles R. Copeland	1890	1	1	18	32	0	0	...	...	...	...	3	4	...	4	...	130	...
2305	Mattapoisett	Barstow High School	Geo. W. Morris	1890	1	1	4	18	0	0	...	...	...	...	...	...	...	...	...	40	70,000
2306	Maynard	High School	J. Henry White	1875	1	2	25	35	0	9	4	6	3	0	0	3	0	5	...	700	40,000
2307	Medfield	do	Clarence H. Jones	1875	1	0	4	15	0	0	...	...	...	...	0	3	1	3	...	30	5,000
2308	Medford	do	Lorin L. Dame	1885	9	8	228	285	0	0	25	32	42	0	20	28	13	5	...	140	800
2309	Medway	do	Willard J. Fisher	1881	2	7	21	30	0	0	1	8	3	0	9	3	1	4	...	75	...
2310	Melrose	do	Wm. C. Whiting	1881	7	7	123	173	0	0	34	52	24	0	14	28	10	14	...	1,100	140,000
2311	Mendon	do	W. G. Park	1881	1	1	14	14	0	0	1	1	1	0	2	3	1	1	...	60	...
2312	Merrimac	do	Charles W. Curtis	1881	1	2	35	47	0	0	3	3	3	0	5	8	1	2	...	50	7,000
2313	Methuen	do	Caleb A. Page	1881	1	4	40	66	0	0	10	12	4	0	4	9	2	3	...	250	28,000
2314	Middleboro	do	Walter Sampson	1880	2	2	43	104	0	0	8	19	5	0	2	15	1	3	...	500	70,000
2315	Milford	do	Ivory F. Frisbee	1880	2	5	41	78	0	0	0	5	4	28	50	20	3	0	...	350	10,000
2316	Milbury	do	John F. Roache	1881	1	1	2	50	59	0	0	2	7	0	5	12	2	1	...	92	8,000
2317	Mills	do	Miss Lillian E. Schaller	1886	1	1	2	2	15	20	0	...	...	...	...	...	...	...	...	...	...
2318	Milton	do	Emory L. Mead	1880	4	8	64	85	0	0	3	2	12	10	6	10	4	3	...	1,000	125,000
2319	Montague	Center High School	Miss Eva L. Tower	1880	0	4	33	28	0	0	0	3	4	...	...	...	1	4	...	...	...

*Statistics of 1900-1901.

^aIncludes pupils of the evening high school taking certain

in commercial branches, but not pursuing regular high-school studies.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Prepar-ing for college.		Gradu-ates in 1902.		College prepar-atory stu-dents in the class that grad-uated in 1902.									
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
																1	2	3	4				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
MASSACHUSETTS—continued.																							
2220 Nahant.....	High School.....	O. A. Tuttle.....	1875	1	1	4	6	0	0	2	1	1	0	0	3	4	4	4	...	50	\$20,000		
2221 Natick.....	do.....	Horace W. Rice, A. M.	...	2	8	117	174	0	0	9	18	9	0	14	31	4	4	4	...	100	25,000		
2222 Needham.....	do.....	Harold W. Loker.....	...	7	11	33	37	0	0	6	7	5	0	6	3	0	4	4	...	100	45,000		
2223 New Bedford.....	do.....	Wilson R. Butler, A. M.	1827	1	19	190	288	0	0	3	3	4	0	15	36	14	5	4	80	10,500	137,200		
2224 Newburyport.....	High and Putnam School.	Walter E. Andrews.....	1764	3	7	136	123	0	0	11	31	34	0	13	17	8	2	...	...	600	40,000
2225 New Salem.....	Academy *.....	E. L. Adams.....	...	1	1	16	16	0	0	3	2	2	0	4	7	1	4	...	...	200	5,000
2226 Newtonville.....	Newton High School.....	Enoch C. Adams.....	1859	6	21	367	415	0	0	157	188	89	1	58	57	22	25	4	310	2,200	297,000		
2227 Norfolk.....	High School.....	Miss Bertha M. Shepard	1893	0	1	6	10	3	9	0	15	0	1	1	5	0	3	2	...	1,500	5,000		
2228 North Adams.....	Drury High School.....	Herbert H. Gadsby, Ph. D.	...	4	6	99	133	0	0	20	18	...	...	12	13	11	3	4	...	2,000	45,000
2229 Northampton.....	High School *.....	Clarence B. Roote.....	...	3	9	105	175	0	0	...	...	...	...	11	17	4	6	4	...	175	...
2230 North Attleboro.....	do.....	James W. Brehaut.....	1867	2	3	53	65	0	0	1	5	11	0	7	8	4	1	4	...	700	15,000		
2231 Northboro.....	do.....	C. L. Judkins.....	1880	1	1	19	19	0	0	3	5	2	0	0	4	0	2	4	...	100	5,000		
2232 North Brookfield.....	do.....	Charles N. Perkins, A. M.	1851	1	2	24	38	0	0	5	8	1	1	5	10	3	6	...	200	15,000			
2233 North Chelmsford.....	do.....	Percy F. Parsons.....	...	0	1	8	11	0	0	0	1	0	3	0	...	...	...	...	...	75	13,150
2234 North Dartmouth.....	do. *.....	Miss Alice G. Porter.....	...	1	1	5	2	42	43	0	...	...	...	...	...	...	...	...	...	165	...
2235 North Easton.....	Oliver Ames High School *.....	M. C. Lamplsey.....	...	3	3	46	70	0	0	2	4	2	0	4	10	1	0	4	...	100	75,000		
2236 North Reading.....	High Grammar School.....	Miss Clara E. Holden.....	...	0	1	7	16	6	6	0	...	...	...	...	...	...	...	...	...	60	...
2237 Norwood.....	High School.....	N. A. Cutler.....	1885	1	4	52	51	0	0	3	10	3	3	2	12	1	3	4	...	200	40,000		
2238 Orange.....	do.....	Charles L. Curtis.....	...	1	1	4	52	78	0	0	3	3	2	1	4	12	4	...	...	300	20,000
2239 Orleans.....	do. *.....	R. E. Snoborn.....	...	1	1	21	24	0	0	0	...	...	...	...	...	...	...	...	...	1,354	...
2240 Oxford.....	do.....	W. R. Fletcher.....	1855	1	1	30	33	12	10	1	0	...	...	...	...	...	...	...	...	250	5,000
2241 Palmer.....	do.....	A. C. Thompson.....	1851	1	5	25	48	0	0	6	...	...	...	...	...	...	...	...	...	500	25,000
2242 Peabody.....	do.....	Willard W. Woodman.....	...	3	5	89	114	0	0	12	17	...	...	8	22	3	5	4	...	150	...

2243	Pembroke	do	Leonard G. Byram	1891	1	5	4	12	4	7	14	12	15	3	17	2	4	4	1,500	
2244	Pittsfield	do	Charles A. Ewell	1866	1	4	114	169	0	0	14	12	15	3	0	42	4	800		
2245	Plainville	do	Geo. H. Wilkins		1	1	26	22	0	0	0	5	4	1	0	1	4	50		
2246	Plymouth	do	Geo. F. Kenney		1	5	66	73	0	0	4	1	7	6	8	11	5	590		
2247	Plymouth	do	Miss Mahel S. Garcelon	1892	0	2	12	11	8	2	1	0	2	2	4	1	0	4	173	
2248	Provincetown	do	Ira A. Jenkins, A. M.		1	2	14	37	0	0	1	0	1	0	4	5	1	100		
2249	Raynes	do	Charles F. Harper		5	11	238	318	0	0	23	46	14	2	17	35	8	16	4	133
2250	Randolph	Stetson High School *	F. E. Chapin		1	2	47	68	0	0	1	1	1	0	5	10	4	20,000		
2251	Reading	High School *	F. E. Whittemore		2	5	63	104	0	0	2	5	25	0	4	9	0	313		
2252	Rehoboth	do	Frank P. Morse	1401	1	1	28	108	0	0	0	3	3	0	4	1	100			
2253	Rockland	do	Theodore P. Farr	1850	2	5	60	56	0	0	9	5	1	4	9	5	2	20,000		
2254	Rockport	do	Wm. A. Woodward	1849	2	2	39	50	6	8	0	10	15	8	13	2	300			
2255	Rothbury	do	Frank P. Ayer, A. B.		1	1	9	11	4	11	0	15	8	2	6	4	8,000			
2256	Salem	Classical and High School	Frank M. Colchester, A. M.	1856	8	10	223	245	0	0	48	54	36	8	33	6	12	4	1,800	
2257	Sandwich	High School	G. H. D. L'Amoureux	1875	1	1	5	15	0	0	0	0	1	0	1	4	100			
2258	Saugus	do. *	Norris F. Adams		1	3	45	58	0	0	23	25	5	0	6	5	2	1	300	
2259	Seabrook	do	Chas. P. Dennison		1	1	34	39	0	0	0	0	3	5	1	0	4	73	3,000	
2260	Sharon	do	James N. Pringle		1	1	12	12	0	0	2	0	0	0	4	6	0	100		
2261	Shelburne	do	W. K. Lane, A. B.		1	0	9	16	0	0	0	0	0	0	4	0	3	100		
2262	Shelburne Falls	Arms Academy and Shelburne Falls High School.	Charles A. Holbrook	1880	2	6	49	60	0	0	4	7	2	7	7	7	4	200		
2263	Shrewsbury	do			0	2	8	16	9	9	0	3	0	0	0	0	3	465		
2264	Somerville	English High School	Miss Caroline I. Doane	1867	10	24	316	519	0	0	19	11	69	0	39	69	24	6	28,500	
2265do.....	Latin High School	Charles T. G. Whitcomb	1852	4	6	157	175	0	0	157	175	0	21	35	21	35	4	1,478	
2266	South Acton	Acton High School	George L. Baxter	1852	1	1	9	20	0	0	1	2	0	1	2	0	1	4	150	
2267	Southboro	Peters High School	Archer L. Foxon	1852	1	1	23	25	0	0	0	0	2	0	1	1	4	225		
2268	Southbridge	High School	James A. Lobban		1	2	23	25	0	0	0	4	8	3	0	2	0	200		
2269	South Dartmouth	High and Grammar School	F. E. Corbin		2	3	48	58	0	0	4	8	3	0	2	0	1	200		
2270	South Hadley Falls	High and Grammar School	Miss Harriet E. Spooner		0	1	3	8	23	13	0	0	0	0	4	11	3	3	4	500
2271	Spencer	South Hadley High School	Wesley S. Goodwin		1	3	30	65	0	0	7	9	3	0	12	16	2	4	200	
2272	Springfield	David Prouty High School	Clarence R. Hodgdon	1856	1	4	50	70	0	0	3	12	3	0	12	16	2	4	50,000	
2273do.....	Central High School	William Orr	1849	7	26	277	423	0	0	0	0	0	3	68	11	14	4	1,026	
2274do.....	Evening High School	Carlos B. Ellis	1897	3	4	70	62	0	0	225	7	4	0	3	7	5	3	455,280	
2275do.....	Mechanic Arts High School.	Charles F. Warner	1898	7	2	94	0	0	0	0	0	35	0	3	0	0	4	976	
2276	Sterling	High School.	Arthur Bunstead		1	1	11	15	3	9	0	2	1	0	0	1	4	450		
2277	Stockbridge	do	George W. Cox	1898	1	3	24	40	0	0	1	3	1	0	2	2	4	100		
2278	Stonham	do	Charles J. Emerson	1855	1	4	66	88	0	0	2	12	16	11	0	1	4	250		
2279	Stoughton	Clapp High School	Arthur D. Arnold	1865	1	5	35	37	13	23	7	1	4	0	3	10	2	75,000		
2280	Stow	Hale High School	Morton A. Sturtevant	1871	1	1	12	6	5	3	0	1	1	1	1	0	4	400		
2281	Sudbury	High School.	Edward F. Cuning- ham.	1892	1	1	5	15	0	0	0	2	1	0	1	5	0	60	3,000	
2282	Sturton	do	Miss Sarah F. Wedge	1873	0	1	13	5	0	0	0	0	0	2	2	2	4	100		
2283	Swampscott	do	Harold C. Childs		1	4	30	61	0	0	0	0	0	2	2	3	4	275		
2284	Taunton	do	David G. Miller	1898	5	7	192	252	0	0	5	3	24	46	8	3	4	45	125,000	
2285	Tewksbury	do	Henry K. Sears		1	21	15	0	0	0	0	0	1	2	5	1	0	290		
2286	Topsfield	do	G. B. Frost	1896	1	1	11	11	0	0	1	0	1	0	2	1	0	4	50	10,000
2287	Townsend	do	Joseph H. Heflion		1	1	22	18	0	0	0	2	5	3	0	2	4	150		
2288	Turners Falls	do	Lucas L. Baker		1	3	25	38	10	17	1	2	0	8	1	6	4	100		
2289	Uxbridge	do	J. D. W. Chester		1	2	27	33	0	0	3	5	3	1	5	2	2	4	15,700	
2290	Vineyard Haven	Tisbury High School	Arthur C. Clark, A. B.	1897	1	2	7	15	0	0	1	0	2	4	0	4	4	300		
2291	Ware	do			1	2	7	15	0	0	1	0	2	4	0	4	4	7,500		

*Statistics of 1900-1901. ^aIncludes pupils of the evening high school taking certain commercial branches, but not pursuing regular high-school studies.

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the school year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.					
				Second-ary in-struct-ors.	Second-ary stu-dents.	Elev-ment-ary stu-dents.		Prepar-ing for college.				Gradu-ates in 1902.		College prepar-atory stu-dents in the class that grad-uated in 1902.	Length of course in years.			Number in military drill.				
						Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.									
																			Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
MASSACHUSETTS—continued.																						
2390	Wakefield	Chas. H. Howe		1	9	117	150	0	0	4	18	7	0	16	17	7	6	4	93	430	\$45,000	
2391	Walpole	Leonard M. Patton		3	3	40	42	0	0	44	89	76	0	15	19	14	13	4	.....	200	14,000
2392	Waltham	Willis L. Eaton		3	9	150	182	0	0	0	5	3	0	9	7	5	4	4	.....	450	27,500
2393	Ware	Francis M. Carroll	1890	1	5	45	60	0	0	1	0	1	0	3	6	1	0	4	.....	350	35,000
2394	Wareham	Marshall Wentworth		1	2	25	46	0	0	0	1	0	1	0	9	6	1	0	4	200	3,000
2395	Warren	Leroy S. Dewey	1870	2	2	35	57	0	0	1	6	2	4	4	4	1	2	4	.....	200	16,000
2396	Watertown	Frank W. Whitney	1853	3	5	64	86	0	0	18	9	8	0	9	14	3	1	4	.....	280	20,000
2397	Wayland	Frank E. Nye		1	4	21	36	0	0	0	4	1	2	5	10	1	6	4	.....	129	30,000
2398	Webster	Wm. A. Larkey		3	2	42	40	0	0	0	0	4	1	6	5	1	1	4	.....	500	15,000
2399	Wellesley Hills	Seldon L. Brown	1865	1	6	44	62	0	0	17	18	10	1	4	8	3	5	4	.....	390	45,000
2400	Wellesley	George W. Howland		1	0	4	10	10	14	0	0	0	1	0	7	3	5	4	.....	150	.....
2401	Westboro	H. C. Waldron		1	4	36	58	0	0	0	9	4	0	0	10	0	0	4	.....	200	20,000
2402	West Boylston	Edgar P. Neal	1880	1	1	10	22	0	0	0	4	1	3	0	2	4	0	4	.....	750	.....
2403	Westfield	H. W. Kittredge	1855	4	2	96	145	0	0	10	17	10	2	12	25	4	3	4	.....	900	95,000
2404	West Hanover	R. N. Millett	1889	2	2	22	23	0	0	0	1	2	6	0	4	3	0	4	.....	5,000	.....
2405	Westminster	Mrs. Jessie L. Shepard		0	1	12	15	0	0	0	0	0	0	1	2	0	0	3	.....	20	.....
2406	West Newbury	E. G. Hapgood		0	1	0	5	0	0	0	0	0	0	0	1	2	0	4	.....	200	1,500
2407	Westport	Charles M. Eaton, A. B.	1867	1	2	19	25	0	0	0	3	2	0	6	6	2	2	4	.....	250	25,000
2408	Westport	John H. Ward, Ph. B.		1	0	0	5	5	4	0	0	0	0	0	6	2	2	2	.....	700	20,000
2409	West Springfield	John C. Worcester		3	3	65	89	0	0	13	15	2	0	16	18	7	8	4	.....	500	52,000
2410	Weymouth	E. J. Bugbee	.....	3	5	89	150	0	0	3	20	3	0	15	22	6	12	4	.....	370	55,000
2411	Whitinsville	S. A. Melcher	1866	0	0	3	36	44	0	0	5	8	7	6	9	3	3	4	.....	100	26,000
2412	Whitman	Dudley L. Whitmarsh	1875	1	1	6	44	56	0	0	3	3	1	0	2	5	0	4	.....	150	45,000
2413	Williamsburg	A. O. Caswell		1	1	13	19	8	10	0	5	8	3	4	5	2	4	3	.....	75	.....
2414	Williamstown	John A. DeCamp		3	4	31	39	0	0	30	36	0	0	6	6	5	1	4	.....	75	45,000

2415	Winnington	do	Francis A. Hamlin	1888	1	1	11	16	0	0	1	2	11	7	0	4	100
2416	Winchendon	Murdoch School	Fred. O. Small	1880	2	6	63	122	0	0	15	10	15	8	6	1	1,150
2417	Winchester	High School	Edwin N. Lovering	1850	2	7	109	175	0	0	18	17	8	12	6	4	6,000
2418	Winthrop	do	Alfred W. Rogers	1850	2	3	41	76	0	0	2	3	0	3	2	1	323
2419	Woburn	do	L. Herbert Owen	1852	2	10	117	185	0	0	20	43	14	18	26	2	335
2420	Worcester	Classical High School	Edward R. Goodwin	1846	15	12	939	315	0	0	29	42	12	0	37	42	2,742
2421	do	English High School	Joseph Jackson	1846	13	19	37	510	0	0	13	0	37	72	13	0	161,700
2422	do	Evening High School	Paul F. O'Regan	1870	7	1	45	65	0	0	3	0	4	8	4	4	190,000
2423	do	High School	L. V. Symonds	1870	1	1	30	27	0	0	0	0	0	3	1	1	2,500
2424	Wrentham	do	Edward F. Peirce	1870	1	2	16	14	0	0	0	0	0	7	2	0	750
2425	Yarmouth Port	Yarmouth High School	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2426	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2427	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2428	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2429	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2430	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2431	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2432	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2433	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2434	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2435	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2436	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2437	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2438	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2439	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2440	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2441	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2442	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2443	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2444	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2445	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2446	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2447	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2448	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2449	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2450	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2451	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2452	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2453	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2454	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2455	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2456	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2457	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2458	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2459	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2460	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500
2461	do	do	do	1870	1	2	16	14	0	0	0	0	0	7	2	0	5,500

* Statistics of 1900-1901. a Includes pupils of the evening high school taking certain commercial branches, but not pursuing regular high-school studies.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.				Gradu-ates in 1902.		College prepar-atory stu-dents in the class that gradu-ated in 1902.				Length of course in years.	Number in military drill.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MICHIGAN—cont'd.																					
2462	Burroak.....	Union School.....		1		8	26	0	0			1	1	1	4	0	1	4	.....	531	\$30,000
2463	Byron.....	do.....	Miss Sarah Putnam.....	1		8	10	68	59						4			2	.....	92	7,000
2464	Byron Center.....	High School.....	A. E. Sherman.....	1		30	30	30	30	4	6	3	7	9	1	4	1	3	.....	250	6,000
2465	Caledonia.....	do.....	J. T. Herman.....	1		16	21	54	59					4	5			.....	175	15,000	
2466	Calumet.....	do.....	Miss Florence Sanborn.....	3	7	101	143	0	0									4	.....	300	20,000
2467	Cambria.....	Union Collegiate School.....	C. L. Chamberlin, B. L.....	3	1	11	15	25	28	1	1	2	0	2	1	2	0	3	.....	450	4,000
2468	Canden.....	High School.....	H. R. Cornish.....	1		17	15	42	37									3	.....	300	8,000
2469	Carleton.....	do.....	Wm. Harris.....	1		0	11	8	0	0				3	6	1	4	3	.....	150	4,000
2470	Caro.....	do.....	H. A. Salisbury.....	2	2	51	75	0	0	0	2	3	1	5	7	3	4	4	.....	1,200	30,000
2471	Carrollton.....	do.....	Jas. B. Griffin.....	1		3	16	0	0									3	.....	100	10,250
2472	Carson City.....	do.....	Miss Alice Brown.....	1	2	25	24	0	0	0	1	2	5	1	1	1	1	4	.....	964	13,000
2473	Cassopolis.....	do.....	T. A. Harmon.....	1		12	15	43	37					1	2	1	1	2	.....	200	3,500
2474	Cedar Springs.....	do.....	Miss Alice Merty.....	1	3	29	47	0	0	3	4	12	3	4	3	3	2	4	.....	675	28,000
2475	Charlevoix.....	do.....	Geo. F. Manning.....	1	1	21	50	0	0	3	5	2	8	1	10	1	3	4	1,800	25,000	1,800
2476	Charlotte.....	do.....	Miss Lillian M. Vowles.....	1	2	50	58	0	0			12	15	11	12	8	10	4	.....	430	45,000
2477	Charlotte.....	do.....	Harry C. Thurman.....	3	3	87	84	0	0	1	3	3	2	7	10	3	8	4	5,000	12,000	12,000
2478	Chelsea.....	do.....	Miss Edith E. Shaw.....	1	3	40	47	0	0	0	2	0	3	6	8	6	5	4	.....	600	10,000
2479	Chester.....	Union School.....	Miss Maude C. Hathaway.....	1	2	26	46	0	0					4	7	2	4	4	.....	80	26,000
2480	Clare.....	High School.....	Philip A. Bennett.....	2	1	27	33	0	0					0	2	4	0	4	.....	200	8,000
2481	Clarkston.....	Union High School.....	A. T. Hagerman.....	1	1	24	26	30	39			1	0	1	4	0	2	4	.....	568	8,000
2482	Clayton.....	High School *.....	G. W. Wisman.....	1		25	26	42	46	3	8			1	1	1	1	4	.....	400	30,000
2483	Climax.....	do.....	A. N. DeLong.....	1	1	10	17	45	43					2	2	4	0	4	.....	300	2,500
2484	Clinon.....	do.....	E. A. Wreidt.....	1	2	23	39	0	0									4	.....	1,500	100,000
2485	Coldwater.....	do.....	M. V. Staley.....	3	3	47	89	22	31	2	4	10	8	9	14	6	7	4	.....	1,500	100,000

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Ele-men-tary stu-dents.	Prepar-ing for college.				Grad-uates in 1902.	College prepar-atory stu-dents in the class that grad-uated in 1902.									
				Male.	Female.		Male.	Female.	Male.	Female.		Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MICHIGAN—cont'd.																					
Grand Rapids	Union High School.	Albert Jennings	1879	4	6	104	151	0	0	5	4	5	5	1	5	0	4	3	1,200	\$90,000	
Grasslake	High School.	Thos. M. Sattler	1867	1	3	31	29	0	0	2	5	4	2	0	1	0	4	4	850	10,000	
Grayling	do	J. W. Hoover	1869	1	1	25	25	0	0	0	0	0	0	1	5	0	4	4	250	8,000	
Greenville	do	Miss Mary E. Fish	1869	2	4	36	94	0	0	6	10	2	7	3	12	2	4	4	2,200	45,000	
Hadley	do	E. A. Branch	1872	1	0	30	30	39	40	2	1	2	0	5	2	1	3	3	1,000	3,000	
Hancock	do	A. C. Shong, M. L.	1872	2	3	46	57	14	12	1	5	5	0	1	11	1	5	4	2,200	50,000	
Hancock	do	E. E. Galloway	1872	1	1	20	29	40	53	0	1	1	0	1	3	2	0	4	825	6,000	
Harbor Beach	do	F. E. Ellsworth	1880	1	1	17	20	0	0	0	1	1	0	1	2	1	1	4	325	23,000	
Harbor Springs	do	Frederick M. Churchill	1884	1	2	24	35	0	0	0	4	2	0	4	4	3	4	4	300	15,000	
Harrison	do	D. D. Puttick	1880	1	0	20	18	0	0	1	0	2	0	5	2	1	0	4	250	3,000	
Hart	do	Miss Lucy H. Russell	1883	1	2	30	46	0	0	0	0	0	0	5	0	4	0	4	200	20,000	
Hartford	do	Miss Mabel P. Withering	1883	1	2	32	34	0	0	2	5	4	0	4	3	2	2	4	276	3,000	
Hastings	do	E. J. Edger	1872	3	2	67	75	0	0	8	13	3	2	11	12	6	7	4	1,700	30,000	
Hershey	do	Fred. H. Zeigen	1872	1	1	20	32	0	0	0	0	0	0	1	1	0	4	4	162	5,000	
Hesperia	do	P. G. McWhinney	1872	1	1	13	25	0	0	0	0	2	1	14	23	7	4	30	7,000		
Hillsdale	do.	S. J. Gier	1872	2	5	95	114	0	0	0	0	0	0	1	1	3	4	1,060	45,000		
Holland	do.	John H. Ehlers.	1872	2	3	63	91	0	0	0	7	8	13	8	7	3	4	350	20,000		
Holly	do	S. O. Wood	1872	1	2	31	40	0	0	4	2	1	0	1	2	1	0	375	20,000		
Homer	do	Miss E. M. Cook	1872	2	2	28	50	0	0	0	0	0	0	6	4	1	4	400	6,000		
Houghton	do.	Linus Parmelee	1872	2	2	15	35	0	0	0	7	15	5	5	5	4	3	500	11,000		
Howard City	do	H. H. Fuller	1869	2	2	27	30	0	0	0	0	0	0	24	14	11	5	4	1,500	4,000	
Howell	do	H. E. Agnew	1869	2	4	54	82	0	0	0	0	0	0	24	14	11	5	4	1,500	4,000	
Hubbardsston	do	D. J. Crawford	1869	1	0	15	16	34	34	0	0	0	0	2	0	1	1	3	210	4,500	
Hudson	do	Miss Phia La Rowe	1869	1	4	67	93	0	0	0	0	0	0	9	11	1	4	4	1,600	23,300	

2560	Inlay City	do	C. H. Naylor	1866	1	2	35	33	0	0	4	2	.....	1	2	1	1	4	.....	800	14,000
2561	Ionia	do	Miss Lettie S. Stollberger	1865	2	8	67	100	0	0	2	4	.....	1	14	3	1	4	.....	528	65,000
2562	Iron Mountain	do	Clarence W. Greene	1885	3	2	46	71	27	31	.....	.....	.....	6	6	2	0	4	.....	3,000	51,000
2563	Iron River	do	Geo. E. Carroll	1880	1	1	20	36	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	415	6,000
2564	Ironwood	do	F. H. Haller	1880	3	2	45	55	25	25	6	8	5	0	5	8	2	2	4	3,000	60,000
2565	Isphenuth	do	Mrs. Gertrude C. Sober	1880	4	7	70	95	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	2,275	50,000
2566	Jackson	do	Ellis G. Van Deyenter	1880	2	2	38	74	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	1,863	25,000
2567	Jacksboro	do	E. O. Marsh	1876	4	7	129	290	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	1,600	.....
2568	Kalamazoo	do	F. J. Harrington	1876	1	2	34	35	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	420	26,000
2569	Kalamazoo	do	R. R. N. Gould	1884	4	12	201	252	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	900	60,000
2570	Kalamazoo	do	E. L. Luther	1884	1	0	20	25	0	0	0	1	2	0	1	2	.....	4	.....	200	7,000
2571	Leansburg	do	B. J. Rivett	1884	2	0	28	23	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	75	5,000
2572	Lake City	do	Mrs. Lena W. Goll	1890	2	12	29	20	0	0	0	7	2	22	4	13	4	.....	1,500	55,000	
2573	Lake Linden	do	Mrs. C. G. White	1884	1	6	49	89	0	0	0	7	2	2	5	7	10	4	.....	401	4,500
2574	Lakeview	Union School *	Chester Straight	1884	1	6	49	89	0	0	8	26	57	60	18	35	7	10	4	12,000	60,000	
2575	Lansing	do	N. B. Sloan	1880	3	10	58	66	0	0	1	8	26	57	60	18	35	7	10	4	12,000	60,000
2576	Lapeer	do	Leonard Righter	1880	2	5	57	76	0	0	2	1	1	0	2	2	2	4	.....	1,000	46,500
2577	Lawton	do	W. W. McLean	1880	1	1	23	27	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	400	11,000
2578	Leary	do	M. Jerome	1885	1	0	21	10	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	100	4,000
2579	Leavitt	do	Clarence Vliet	1885	1	1	20	28	0	0	3	7	3	0	7	1	3	.....	400	12,000	
2580	Lexington	do	H. A. Marchant	1885	1	1	20	28	0	0	2	0	2	0	2	5	3	.....	500	10,000	
2581	Litchfield	do	Wm. T. Wallace	1885	1	1	20	21	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	250	10,000
2582	Lowell	do	J. F. Thomas	1872	1	2	39	51	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	3,800	18,000
2583	Ludington	do	Edward Sargent	1885	2	4	72	115	0	0	6	8	2	0	8	14	4	.....	3,800	18,000	
2584	Luther	do	Geo. S. Wright	1885	1	0	19	14	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	100	4,000
2585	MacBride	do, *	James Swift	1885	1	0	10	27	59	47	.....	.....	.....	.....	.....	.....	.....	3	.....	136	8,000
2586	Manitou	do	Miss Grace A. Osborne	1885	1	1	20	27	0	0	1	0	.....	.....	.....	.....	.....	4	.....	75	32,000
2587	Manchester	do	Miss Marie Kirchhofer	1867	3	4	54	136	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	107	14,000
2588	Manistee	do	C. E. McAvay	1887	1	2	34	43	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	200	25,000
2589	Manistique	do	Edward L. Campbell	1887	2	3	24	40	0	0	0	5	2	0	1	4	1	.....	4,500	.....	
2590	Manitou	Union School.	A. J. Chappell	1887	1	1	12	42	0	0	0	5	2	0	1	4	1	.....	1,800	6,000	
2591	Maple Rapids	do	Jerome W. Howard	1891	1	0	10	14	53	53	.....	.....	.....	.....	.....	.....	.....	4	.....	200	10,000
2592	Marcellus	do	Edmund Schoetzow	1890	2	1	15	39	0	0	0	2	.....	.....	.....	.....	.....	3	.....	200	1,200
2593	Marine City	do	Miss Amanda J. Hamill	1890	1	3	17	44	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	397	57,000
2594	Marquette	do	ton.	1886	2	1	32	43	0	0	2	8	2	0	4	9	1	.....	433	20,000	
2595	Marquette	do	Sereno B. Clark	1886	4	3	75	99	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	1,500	150,000
2596	Marshall	do	P. H. Vernor	1889	3	4	77	105	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	2,500	.....
2597	Martin	do	A. E. Bellis	1889	1	1	11	21	25	37	0	5	2	0	2	1	1	.....	50	6,000	
2598	Mason	do	E. D. Palmer	1887	1	4	52	48	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	1,200	25,000
2599	Mayville	do	C. F. B. Stowell	1887	1	1	22	24	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	230	10,000
2600	Meadon	do	Geo. W. Rathbun	1880	2	1	24	34	0	0	1	0	1	0	1	0	1	.....	200	3,500	
2601	Menominee	do	W. L. German	1880	4	3	73	116	0	0	0	1	0	4	9	24	5	.....	2,500	100,000	
2602	Menominee	do	C. L. McCullough	1880	1	0	16	19	24	56	.....	.....	.....	.....	.....	.....	.....	3	.....	300	6,000
2603	Mequame	do	Miss Laura E. Gery	1890	1	1	4	16	0	0	1	4	.....	.....	.....	.....	.....	4	.....	150	8,000
2604	Michigan	do	Miss Meta Baneroff	1890	1	3	25	19	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	200	12,000
2605	Midville	do	Miss Lena Bow	1890	2	2	49	50	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	1,500	50,000
2606	Midland	do	Miss Anna D. Buck	1882	1	2	30	40	0	0	0	2	4	0	6	4	1	.....	950	30,000	
2607	Milan	do	Miss Mabel Jackson	1882	1	1	20	25	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	250	15,000
2608	Millford	do	S. G. Aikison	1880	1	1	9	29	0	0	.....	.....	.....	.....	.....	.....	.....	4	.....	267	7,350
2609	Millington	do	T. P. Bauer	1869	2	3	63	75	0	0	2	3	5	.....	.....	.....	.....	4	.....	5,348	38,000

* Statistics of 1900-1901.

[illegible]

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Preparing for college.						Grad-uates in the class that gradu-ated in 1902.		Length of course in years.		Number in military drill.					
						Second-ary in-struct-ors.															
						Second-ary in-struct-ors.		Ele-mentary stud-ents.		Classic-al course.								Selen-tific courses.			
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	20	21	22			
MICHIGAN—cont'd.																					
2884	South Haven.....	High School.....	1881	1	4	101	85	0	0	7	8	6	12	5	9	4	5	450	\$30,000		
2885	South Lyon.....	A. D. Prentice.....	1881	1	1	23	30	47	50	0	0	0	0	3	2	4	1	150	13,000		
2886	Sparta.....	E. E. Crumpton.....	1881	1	1	34	39	0	0	2	0	3	1	5	4	2	1	815	200,000		
2887	Springlake.....	L. L. Coates.....	1881	1	0	9	13	0	0	0	0	0	0	2	4	2	2	200	10,000		
2888	Springport.....	Fred M. Sellers.....	1881	1	1	28	22	0	0	3	6	2	1	3	6	2	4	406	10,000		
2889	Stamphugh.....	W. H. Pearce.....	1881	1	1	14	16	0	0	0	0	0	0	0	1	1	0	200	2,800		
2890	Stephenson.....	A. E. Spaulding.....	1881	1	0	6	13	0	0	0	0	0	0	2	2	1	0	250	3,600		
2891	Sterling.....	Luman Purch.....	1881	1	0	2	8	0	0	0	0	0	0	2	1	1	3	75	6,400		
2892	Stevensville.....	E. M. Ledyard.....	1880	1	1	11	13	0	0	1	1	5	2	2	1	1	1	250	5,500		
2893	Stockbridge.....	F. E. Searl.....	1880	1	1	22	18	0	0	3	4	2	3	1	3	0	1	150	50,000		
2894	Sturgis.....	Miss Nettie W. Hather.....	1868	1	2	30	41	0	0	0	0	0	0	3	5	1	1	300	4,000		
2895	Sutton.....	L. M. Kellogg.....	1881	1	1	8	23	0	0	0	0	0	0	6	11	1	3	7,000	32,000		
2896	Tawas City.....	Chas. L. Pemberton.....	1880	1	0	22	17	0	0	0	0	4	10	3	2	2	2	3,200	32,000		
2897	Tecumseh.....	R. D. Keen.....	1880	1	1	17	22	0	0	0	0	0	0	4	6	1	3	100	3,000		
2898	Three Rivers.....	John E. Fox.....	1880	3	6	43	61	0	0	0	0	0	0	6	14	0	0	200	10,000		
2899	Traverse City.....	Edward H. Ryder.....	1881	3	0	128	187	0	0	0	0	0	0	0	0	0	0	500	25,000		
2900	Tustin.....	E. B. Sutherland.....	1881	1	0	9	14	47	54	0	0	0	0	0	14	0	0	1,200	120,000		
2901	Union City.....	W. A. Ludwig.....	1881	2	2	39	55	0	0	2	4	4	2	5	10	1	1	700	4,000		
2902	Unionville.....	C. L. Schram.....	1873	2	0	10	11	62	56	0	0	3	7	3	2	1	4	900	2,000		
2903	Vandalla.....	W. B. Sheehan.....	1881	1	0	8	9	0	0	0	0	0	0	2	6	1	1	300	5,000		
2904	Vassar.....	L. O. De Camp.....	1881	2	1	25	49	0	0	2	1	0	1	3	3	1	4	1,000	20,000		
2905	Vernon.....	Miss M. Phillips.....	1881	1	0	14	16	43	38	0	0	0	0	0	0	0	0	300	6,500		
2906	Vicksburg.....	W. B. Sheehan.....	1881	1	1	34	44	0	0	1	2	3	0	3	7	2	2	250	10,000		
2907	Vicksburg.....	Miss Ora Travis (supt.).....	1881	2	1	34	44	0	0	1	2	3	0	3	7	2	2	250	10,000		

2884 \$30,000
 2885 150
 2886 815
 2887 13,000
 2888 200
 2889 10,000
 2890 4,000
 2891 2,800
 2892 3,600
 2893 75
 2894 250
 2895 5,500
 2896 150
 2897 50,000
 2898 300
 2899 32,000
 2900 100
 2901 3,000
 2902 200
 2903 10,000
 2904 25,000
 2905 120,000
 2906 700
 2907 4,000
 2908 600
 2909 25,000
 2910 2,000
 2911 300
 2912 5,000
 2913 1,000
 2914 20,000
 2915 6,500
 2916 10,000

Year	Location	Name	Age	Sex	Color	Height	Weight	Measurements	Remarks
2708	Watervliet	J. M. Snow	20	25	0	0	0	0	400
2709	do.*	Edw. M. Vroman	1	2	20	35	0	0	10,000
2710	do.*	E. F. Reed	1	2	29	45	0	0	40
2711	West Bay City	E. A. Bedlow	1	2	36	45	0	0	400
2712	West branch	E. A. Bedlow	3	4	76	0	0	0	12,000
2713	Weston	E. Bennett	1	1	13	37	0	0	25
2714	Whitecloud	E. Bennett	1	0	13	37	0	0	27,000
2715	Whitecloud	E. W. Brock	1	0	3	10	47	34	100
2716	Whitefish	E. W. Brock	1	0	13	18	0	0	4,000
2717	White Pigeon	E. W. Brock	1	2	20	41	0	0	1,200
2718	Williamson	E. R. N. Hecott	1	3	24	37	0	0	400
2719	Woodland	E. R. N. Hecott	1	3	32	26	0	0	3,000
2720	Wyandotte	E. R. N. Hecott	1	4	10	37	0	0	4,350
2721	Yale	E. R. N. Hecott	1	1	28	42	0	0	3,317
2722	Ypsilanti	William B. Arbaugh	4	6	114	152	0	0	5,226
MINNESOTA.									
2723	Ada	Miss Julia M. Hawkes	1	2	26	26	0	0	800
2724	Atkin	L. A. Thorson	1	2	11	25	0	0	409
2725	Albert Lea	Miss Mary E. Higgins	2	3	63	85	0	0	500
2726	Alexandria	Miss Florence M. Weston	3	4	42	47	0	0	332
2727	Anandale	M. A. Morse	1	0	4	4	0	0	60
2728	Appleton	G. S. Hebbard	1	3	39	82	0	0	300
2729	Austin	James M. Powers	1	1	20	29	0	0	4,000
2730	Barnesville	Wadsworth A. Williams	2	4	88	161	0	0	1,500
2731	Benson	F. F. Joubert	1	1	13	18	0	0	300
2732	Blooming Prairie	H. S. Hilleboe	1	2	39	33	0	0	1,254
2733	Blue Earth City	Louis N. Issues	1	2	14	18	0	0	800
2734	Brown Valley	A. C. Tibbets	1	2	40	47	0	0	25,000
2735	Buffalo	H. R. Edwards	1	3	32	34	0	0	1,800
2736	Caledonia	Lafayette R. Adley	1	1	30	17	22	24	500
2737	Canby	P. A. Davis	1	2	17	20	0	0	16,000
2738	Cannon Falls	O. S. Vail	1	2	18	32	0	0	275
2739	Chatfield	Alfred C. Carlson, A. M.	1	2	30	60	0	0	475
2740	Cloquet	H. L. Brown	1	2	15	25	0	0	10,000
2741	Crookston	W. C. Cobb	2	3	42	104	0	0	680
2742	do.*	C. W. Newberry	2	3	20	20	0	0	2,283
2743	Dawson	E. M. Phillips	1	2	20	20	0	0	30,000
2744	Delano	W. E. Judson	1	1	8	16	0	0	600
2745	Detroit	A. W. Uhl	2	1	21	49	0	0	27,500
2746	Dodge Center	R. B. MacLean	1	2	19	29	0	0	15,000
2747	Duluth	Charles A. Smith	10	10	253	373	0	0	700
2748	Dundas	S. Sherman Spicer	1	0	9	9	0	0	2,656
2749	East Grand Forks	Miss May G. Whitney	1	4	20	40	0	0	2,500
2750	Elgin	Miss Inez R. Wahler	1	1	11	16	0	0	40,000
2751	Elk River	John M. Casey	1	3	26	36	0	0	8,000
2752	Ely	C. L. Newberry	1	2	28	36	0	0	15,000
2753	Excelsior	G. H. Booth	1	1	18	13	0	0	400
2754	Fairmont	J. F. Smith	2	2	35	85	2	3	2,200
2755	Farmington	H. C. Emm.	3	7	61	110	0	0	1,400
2756	Farmington	Freeman P. Phipps	1	1	12	21	0	0	2,900

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Value of grounds, buildings, furniture, and scientific apparatus.						
				Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.				Gradu-ates in 1902.		College prepar-atory stu-dents in the class that grad-uated in 1902.	Length of course in years.		Number in military drill.	Number of volumes in the library.				
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
MINNESOTA—cont'd.																						
2756	Fergus Falls.....	Miss Grace L. Terry.....	.....	3	3	74	111	0	0	1	3	.....	.....	15	24	9	4	4	.....	1,800	\$35,000
2757	Gaylord.....	M. C. Helm.....	.....	1	1	20	30	0	0	.....	.....	.....	.....	1	3	0	3	4	.....	307	10,000
2758	Glencoe.....	E. E. McIntire.....	.....	1	1	36	32	0	0	.....	.....	18	10	4	5	14	5	4	.....	6,000	50,000
2759	Glenwood.....	Miss Mary Barber.....	.....	1	2	19	26	0	0	.....	.....	.....	.....	14	2	.....	.....	4	.....	1,000	20,000
2760	Graceville.....	Henry V. Stahl.....	1900	1	1	15	15	0	0	.....	.....	4	0	1	3	1	0	4	.....	700	20,000
2761	Grand Rapids.....	Mrs. Lydia M. Woolley.....	1900	1	1	6	25	0	0	.....	.....	6	10	1	0	1	0	4	.....	912	45,000
2762	Granite Falls.....	S. J. La Due.....	1892	1	1	22	32	0	0	0	1	3	0	5	7	3	1	4	.....	1,600	16,000
2763	Hastings.....	J. H. Lewis.....	1868	1	1	66	85	0	0	6	4	.....	.....	4	11	.....	.....	4	.....	4,793	50,000
2764	Henderson.....	Chas. E. Young.....	.....	1	1	24	31	0	0	.....	.....	8	9	3	3	2	1	4	.....	800	25,000
2765	Herman.....	Waldron M. Jerome.....	1902	1	1	6	16	0	0	.....	.....	3	5	.....	.....	1	2	4	.....	525	7,500
2766	Heron Lake.....	Wm. H. Alwine.....	1895	1	1	12	18	0	0	1	0	.....	.....	1	2	1	2	4	.....	1,154	33,000
2767	Hibbing.....	J. W. Klinker.....	1892	1	1	6	7	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	895	42,000
2768	Hopkins.....	Adolph Olson.....	1901	1	1	27	38	0	0	5	3	.....	.....	10	15	2	3	4	.....	605	16,000
2769	Howard Lake.....	Miss Mary E. Harris.....	1901	1	1	32	30	0	0	.....	.....	54	82	16	13	16	13	4	.....	500	13,000
2770	Hutchinson.....	H. L. Merrill.....	1882	2	3	90	109	0	0	2	1	3	6	6	6	3	2	4	.....	1,550	55,000
2771	Jackson.....	Miss Mary B. Day.....	.....	0	3	36	43	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	500	40,000
2772	Jayville.....	V. G. Pickett.....	1889	1	2	24	30	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	850	25,000
2773	Jordan.....	G. H. Green.....	.....	1	0	4	7	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	300	18,000
2774	Kasson.....	Med. Williams.....	1879	1	2	20	31	0	0	.....	.....	15	20	3	5	3	3	4	.....	500	32,500
2775	Lake and Graded School.....	H. G. Blanch.....	.....	2	2	16	33	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	521	20,000
2776	Lake City.....	Miss Henrietta Krause.....	.....	2	3	45	85	0	0	.....	.....	11	8	14	8	14	8	4	.....	1,200	56,000
2777	Lake Crystal.....	C. H. Barnes.....	1898	1	2	36	31	0	0	.....	.....	16	12	3	2	1	1	4	.....	592	15,000
2778	Lakefield.....	Louis Anderson.....	1898	1	1	13	11	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	774	25,000
2779	Lanesboro.....	J. C. Miller.....	1878	1	2	20	34	0	0	.....	.....	10	12	3	2	3	1	4	.....	650	20,000

[illegible]

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.				Gradu-ates in 1902.		College prepar-atory stu-dents in the class that gradu-ated in 1902.									
								Classic-al course.															
								Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
MINNESOTA—cont'd.																							
2824	St. Peter	Miss Elizabeth K. Chap-man.	1876	3	1	35	75	0	0			4	5	6	14	4	5	4	....	1,000	\$10,000	
2825	Sank Center	Miss Eleanor Gladstone.		2	3	40	60	3	4					5	4			4		600	35,000		
2826	Shakopee	E. H. Ellsworth	1892	1	2	18	20	15	26					0	3	2		4		600	20,000		
2827	Slayton	W. P. Dyer	1895	1	1	19	24	0	0			5	10	4	3	2		4		563	25,000		
2828	Sleepyco	Miss Lottie M. Dennison.	1882	1	3	41	45	0	0			20	23	7	4	7	4	4		322	60,000		
2829	Springfield	Chas. Huff		1	1	15	25	0	0			3	4	0	6	0	1	4		1,200	35,000		
2830	Spring Valley	Freeman E. Lutton, Ph. D.		1	3	31	64	0	0			15	15	3	13	2	7	4		1,025	25,000		
2831	Staples	J. H. Lewis	1900	1	1	10	8	0	0									4		300	11,000		
2832	Stewartville	C. E. Payne	1900	1	2	15	28	0	0					2	3	2	3	4		200	20,000		
2833	Stillwater	Miss Ada E. Smith		2	8	80	177	0	0	2	3			9	20	1	3	4		5,500			
2834	Tower	E. O. Loveland	1890	1	1	4	4	0	0									2		350	14,000		
2835	Tracy	Miss Lottie M. Riley		1	1	25	44	0	0					4	5	3	2	4		1,223	3,000		
2836	Two Harbors	Miss Elizabeth Hatch	1901	1	2	20	35	0	0			6	8	0	2	0	2	4		775	55,000		
2837	Virginia	S. W. Gilpin		1	2	20	38	0	0			2	2	2	2	2	2	4		1,300	23,000		
2838	Wabasha	A. M. Loeker		1	3	30	46	0	0			20	30	4	7	4	2	4		1,500	23,000		
2839	Wadena	— Martin		1	2	27	29	0	0			4	6	2	3	2	1	4		1,007	25,000		
2840	Warren	William Angus		1	2	18	23	0	0					2	3	2	1	4		730	12,500		
2841	Waterville	C. R. Frazier		2	1	15	45	0	0	0	3			2	2	2	2	4		1,420	50,000		
2842	Wells	Miss Myra Abbott	1890	1	3	29	45	0	0					2	2	2	2	4		635	40,000		
2843	Whitebear Lake	F. F. Farrar	1894	1	1	5	15	0	0			0	2	5	6	4	5	4		1,500	15,000		
2844	Willmar	Miss Martha Campbell.		2	2	25	47	0	0	2	0	2	0	2	5	6	4	4		1,500	26,000		
2845	Windom	Charles T. Conger		2	3	45	35	0	0	4	6	0	2	5	5	1		4		1,041			

2846	Winnebago City	J. M. McConnell	1882	2	1	39	61	0	0	.....	14	13	2	3	2	1	4	.....	1,650
2847	Winona	William A. Bartlett	1861	5	7	168	229	0	0	.....	22	34	7	1	5	4	4	.....	75,000
2848	Worthington	Miss Mabel F. Smith	1883	1	4	33	66	0	0	.....	5	4	6	3	7	5	4	.....	2,262
2849	Zumbrota	C. A. Patchin	1880	1	2	43	37	0	0	.....	15	5	9	4	6	0	4	.....	600
MISSISSIPPI																			
2850	Aberdeen	High School	1890	1	3	24	37	0	0	6	9	.....	.....	.....	.....	.....	3	.....	1,350
2851	Artesia	Joe Cook	.....	1	0	6	7	18	9	3	6	.....	.....	.....	.....	.....	.....	.....	35,000
2852	Auburn	A. A. McAlpin	1901	1	0	2	5	27	18	.....	.....	.....	0	3	0	3	.....	.....	600
2853	Batesville	R. N. Price	1897	1	1	36	27	0	0	.....	.....	.....	1	0	1	0	4	.....	10,000
2854	Bellevue	A. W. McNeal	1884	1	1	6	12	59	73	.....	.....	.....	.....	.....	.....	.....	4	.....	50
2855	Big Creek	A. K. Pekles	.....	1	0	10	15	60	65	5	7	.....	.....	.....	.....	.....	1	.....	1,500
2856	Biloxi	High School	1899	3	1	14	30	0	0	.....	.....	.....	5	8	.....	.....	3	.....	10,000
2857	Bogue Chitto	Miss Edwina Burnley	.....	1	1	15	4	50	66	1	3	.....	.....	.....	.....	.....	.....	.....	20
2858	Braiden	L. B. Bates	.....	1	0	9	9	49	58	0	4	.....	.....	.....	.....	.....	.....	.....	650
2859	Brookhaven	T. F. Scott	1890	1	2	30	55	0	0	.....	.....	.....	4	8	4	6	.....	.....	300
2860	Byhalia	Mrs. A. M. Moore	1880	0	1	6	12	34	08	0	3	.....	.....	.....	.....	.....	.....	.....	4,000
2861	Carrollton	R. W. Mecklin	1890	1	2	26	34	38	33	6	10	4	10	.....	.....	.....	4	.....	200
2862	Carthage	W. Q. Sharp	.....	1	2	11	24	60	52	.....	.....	.....	.....	.....	.....	.....	2	.....	1,200
2863	Caseville	E. W. Barrington	1889	1	2	15	20	25	40	2	4	.....	.....	.....	.....	.....	4	.....	2,000
2864	Centerville	High School	1892	1	1	15	10	0	0	0	3	.....	.....	.....	.....	.....	4	.....	2,000
2865	Charleston	J. T. Wallace	.....	1	2	24	31	34	47	.....	.....	.....	2	5	0	2	4	.....	125
2866	Coldwater	W. N. Craig	.....	1	1	16	13	27	35	.....	.....	.....	6	2	4	1	.....	.....	1,500
2867	Columbus	Joe Cook	.....	1	3	48	63	0	0	.....	.....	.....	.....	.....	.....	.....	3	.....	330
2868	Franklin Academy	Franklin Academy	1890	1	0	8	25	0	31	.....	.....	.....	3	13	.....	.....	.....	.....	1,700
2869	Union Academy (colored)	W. M. Mitchell	.....	1	0	12	10	32	31	5	5	.....	.....	.....	.....	.....	.....	.....	40
2870	Cono Depot	L. M. Cox	1900	1	3	29	39	0	0	.....	.....	.....	2	3	1	3	.....	.....	600
2871	Corinth	Miss Emma Edmunds	1895	0	1	4	9	6	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,500
2872	Crawford	Miss Lillie R. Hairston	.....	0	1	2	3	14	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,500
2873	Duckhill	School * High School	.....	1	0	2	4	28	39	.....	.....	.....	1	1	1	1	4	.....	.....
2874	Eastfork	Turner Lowrey	.....	1	1	8	11	15	29	4	3	.....	.....	.....	.....	.....	.....	.....	1,500
2875	Edinburg	N. F. Wallace	.....	1	0	12	15	53	45	4	8	.....	.....	.....	.....	.....	.....	.....	12,000
2876	Elkville	H. P. Todd	1892	2	1	5	11	0	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	200
2877	Fernwood	G. P. McFarland	.....	1	0	5	6	46	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,500
2878	Glenns Creek High School	Geo. G. Hurst	1890	1	4	21	29	0	0	4	5	.....	.....	.....	.....	.....	.....	.....	650
2879	Gloster	C. M. Shaw	.....	2	0	32	55	0	0	3	10	.....	.....	.....	.....	.....	.....	.....	50
2880	Greenview	E. E. Bazz	1889	3	4	35	60	0	0	6	5	13	18	3	9	3	8	.....	2,150
2881	Greenville	Miss Lizzie W. Coleman	1897	0	2	6	15	0	0	2	5	2	3	7	2	5	3	.....	51
2882	Gretna	J. N. Powers	.....	1	1	18	20	0	0	10	6	.....	.....	.....	.....	.....	4	.....	800
2883	Grenada	A. H. Henderson	.....	1	0	1	5	110	162	.....	.....	.....	2	2	2	2	.....	.....	3,000
2884	Grantsboro	J. H. Henderson	.....	1	0	10	15	45	45	1	1	2	0	.....	.....	.....	3	.....	50
2885	Harrison High School	J. L. Taylor	1881	1	0	10	12	20	23	5	5	.....	.....	.....	.....	.....	.....	.....	600
2886	Hattiesburg	G. W. Smith	.....	1	2	36	73	0	0	.....	.....	.....	3	9	.....	.....	3	.....	2,000
2887	Hebron	F. B. Woodley	1889	1	1	18	12	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	100
2888	Hickory	L. L. Patterson	.....	1	0	20	30	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,500
2889	Holly Springs	J. L. Taylor	1879	2	1	0	10	8	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4,000

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stud-ents.		Prepar- ing for college.				Gradu-ates in the class that gradu-ated in 1902.		College prepar-atory stud-ents in the class that gradu-ated in 1902.									
								Classic- al course.		Scien- tific courses.													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
MISSISSIPPI—cont'd.																							
Jackson	Graded School, No. 2 (colored).	J. A. Martin		1	0	5	12	0	0					2	3			1		120	\$20,000		
do	High School.	W. B. Stark.		1	4	58	72	0	0									3		1,500			
Kilmichael	do	Saunders Welburn.	1890	1	0	20	12	36	28	3	2	1	0	0	17			2			1,000		
Kosciusko	do	G. F. Boyd	1884	1	4	36	47	0	0	4	0	10	25	4	9	3	7	3		1,250	17,500		
Kosuth	do	J. O. Looney	1885	2	0	11	9	0	0	3	1	1	2	3	2	1	1	4		225	1,500		
Lafayette Springs	Collegiate Institute	W. P. Goolsby		1	2	12	18	31	23	3	4	5	0					4		500	600		
Lauderdale	High School.	Miss Linda Moore		1	2	10	17	20	30														
Laurel	do	J. W. Watt.		1	1	15	24	0	0	1	3	1	1	2	6	2	4	3		561	20,000		
Maben	High School and Training College.	John L. Smith		1	1	35	35	0	0									5		40	3,000		
McComb	Graded High School	Henry P. Hughes (supt.)	1892	2	3	25	35	0	0	5	10			1	2			3		100	15,000		
Monticello	Academy	L. R. Miller	1890	1	0	7	9	0	0									3		200	2,000		
Mossport	Central High School	Chas. E. Anderson.	1901	1	1	14	29	0	0	1	7							3		300	5,000		
Myrtle	Academy *	Chas. H. Henderson		1	0	10	10	38	40			3	2					3		100	800		
New Albany	Graded School	J. E. Brown	1872	1	4	24	37	0	0	5	9	7	14	2	4	2	4	3		700	15,000		
Oakland	do	H. W. Sanderson		1	0	2	5	29	20									2			2,000		
do	Tallahatchie Academy.	Victor G. Kee		1	0	0	5	36	40	0	3	0	2								1,500		
Ocean Springs	High School.	W. H. Lackey	1897	1	0	8	3	71	67	2	3							3		690	6,000		
Okolona	Graded High School (colored).	J. C. Wall.		1	0	0	6	105	161									3		50	25,000		
do	High School.	J. J. Huggins	1890	2	2	46	70	0	0	2	18	10	2	0	2	0	2	4		200	30,000		
Osyka	Graded High School	Jno. T. Hood	1901	1	0	6	9	0	0	2	1							3			4,000		
Oxford	Graded School *	R. H. Hester.		1	3	70	80	0	0			7	5	4	4	3	2	3		447	25,000		

[illegible]

*Statistics of 1900-1901.

	Higginsville.	Douglas High School (colored).*	J. D. Walton.	1	0	1	6	98	80	4	2	7	3	4	57
3043	do.	High School.	W. C. Sebring	1885	3	1	39	46	0	0	4	3	7	2	800
3044	do.	do.	P. A. Boulton	1900	1	2	14	49	0	0	1	0	2	2	25,000
3045	Holt.	do.	F. T. Hockaday	1900	1	0	12	4	60	1	0	1	2	5	3,500
3046	Houston.	do.	R. E. Barnard	1900	1	1	30	40	0	0	2	3	1	0	3,000
3047	Huntsville.	do.	S. W. Whitaker	1900	1	1	18	30	0	0	0	0	1	0	10,000
3048	do.	do.	George L. Hess	1896	2	0	15	31	0	0	0	0	1	0	10,000
3049	do.	do.	J. W. Lightbody	1890	1	1	11	13	0	0	0	5	2	0	6,500
3050	Huntswell	do.	Miss Edna Brown	1880	1	2	22	29	0	0	0	1	5	0	142
3051	do.	do.	Geo. S. Bryant	1888	1	9	77	137	0	0	1	0	11	0	525
3052	Independence.	do.	W. C. Ogier	1897	1	0	15	22	0	0	0	0	4	6	31,000
3053	Ironton.	do.	G. L. Summers	1897	1	2	25	25	0	0	0	0	1	2	5,000
3054	Jackson.	do.	C. W. Martin	1886	1	0	8	4	70	60	0	0	0	0	500
3055	Jamesson.	do.	A. H. Loren	1886	2	0	10	20	30	23	0	0	0	1	130
3056	Jasperport.	do.	J. R. Fiddle	1890	1	0	14	15	0	0	0	5	6	0	490
3057	Jasper.	do.	J. W. Richardson	1875	3	1	61	59	0	0	0	2	14	2	5,000
3058	Jefferson City	do.	J. A. Lowe, Ph.D.	1895	1	0	6	7	0	0	0	0	1	1	400
3059	Jefico	do.	J. W. Hancock	1899	2	0	6	11	62	56	0	0	0	4	75
3060	Jonesburg	do.	L. L. Liehtner	1886	1	8	127	220	0	0	0	0	0	0	231
3061	Joplin	do.	S. E. Seaton	1898	1	1	23	39	0	0	0	8	68	182	560
3062	Kahoka	do.	L. I. Cummack	1888	22	25	563	1,066	0	0	0	0	12	13	10,000
3063	Kansas City	do.	G. N. Grisham	1881	4	3	64	121	0	0	0	0	0	0	250,000
3064	do.	do.	Gilbert B. Morrison	1897	25	27	705	953	0	0	0	0	60	115	1,000
3065	do.	Manual Training High School.	S. A. Underwood	1880	6	6	91	150	0	0	4	10	12	10	188,000
3066	do.	Westport High School.	Fred L. McChesney	1897	1	0	3	18	0	0	0	10	24	4	46,900
3067	Kennett.	do.	H. N. Whitclaw	1897	2	0	17	27	0	0	3	10	4	1	15,000
3068	King City	do.	Mrs. J. R. Riddle	1890	0	1	12	12	50	59	2	0	1	4	2,000
3069	Kingston.	do.	Harry Laughlin, B. S. D.	1890	4	2	51	82	0	0	3	3	5	1	27,000
3070	Kirkwood.	do.	R. G. Kinkaid	1870	2	6	74	87	0	0	0	6	7	0	600
3071	Kirkwood.	do.	C. D. Thompson	1870	2	0	35	30	0	0	0	1	4	0	45,000
3072	Knoxboro.	do.	T. L. Lewis	1881	1	0	14	22	0	0	0	0	2	0	10,000
3073	Knox City	do.	W. B. Evans	1895	1	0	11	21	0	0	0	0	0	0	1,500
3074	Laclede	do.	A. S. Faulkner	1895	1	0	17	28	0	0	0	0	0	0	8,000
3075	Ladonia.	do.	D. B. Jeter	1895	1	1	20	30	0	0	0	2	10	0	4,500
3076	Lagrange.	do.	L. M. Garrett, supt.	1880	3	2	49	102	0	0	3	12	0	3	10,000
3077	Lamar.	do.	E. F. Wright	1896	1	1	6	28	0	0	0	0	7	0	8,000
3078	Lamonte.	do.	Leonard M. Thompson	1896	2	1	30	40	0	0	0	2	4	0	300
3079	Lancaster	do.	Miss Hattie Baily	1900	1	2	21	67	0	0	3	10	4	1	10,000
3080	Laplata	do.	F. D. Hamilton	1870	2	0	22	34	0	0	0	2	2	0	7,000
3081	Lathrop	do.	F. W. Ploger	1870	1	2	24	27	0	0	0	5	2	2	10,000
3082	Lebanon	do.	Miss Mary Jean White	1890	0	4	30	55	0	0	0	2	7	1	386
3083	Lee's Summit	do.	Miss Florence Arnold	1892	1	3	36	40	0	0	10	15	6	5	2,100
3084	Lexington	do.	H. M. Vorhies	1890	2	0	9	11	0	0	0	0	0	0	4,000
3085	Liberal	do.	Jno. W. Groves	1890	1	2	42	81	0	0	2	7	1	0	100
3086	Liberty	do.	W. G. Smith	1890	1	2	30	39	0	0	0	0	0	0	25,000
3087	Licking	do.	H. P. Bruce	1900	1	1	14	19	0	0	1	3	0	2	12,000
3088	Limeus	do.	E. T. Hinkel, B. S. D.	1900	1	0	3	3	24	30	0	0	0	0	250
3089	Lonjack.	do.	do.	1900	1	0	3	3	24	30	0	0	0	0	2,000

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stu-dents.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, build-ings, furni-ture, and scientific apparatus.
				Male.	Female.	Ele-men-tary stu-dents.	Preparing for college.				Grad-uates in the class that grad-u-ated in 1902.	College prepar-atory stu-dents in the class that grad-u-ated in 1902.											
							Classic-al course.		Sci-en-tific course.	Sci-en-tific course.		Male.	Female.	Male.	Female.								
							Male.	Female.								Male.	Female.	Male.	Female.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
MISSOURI—cont'd.																							
3090 Louisiana	High School	R. R. Rowley	1870	1	3	29	55	0	0	5	10			0	5	0	2	4	1,400	\$60,000			
3091 "do.	Lincoln High School (colored)	Jacob M. Cockfield	1870	1	0	5	13	0	0									4	490				
3092 McFall	High School	W. D. Crosswhite	1890	1	0	12	10	0	0					1	1			3	75	1,250			
3093 Macon	Dumas High School (colored)	T. B. Burris, A. B.	1890	1	0	10	14	0	0					1	2			2	28	2,500			
3094 "do.	High School *	Henry King .....	.....	3	2	55	67	0	0	5	7	21	16	9	14	5	8	4	450	30,000		
3095 Madison	"do.	J. B. Rogers	1892	1	0	10	15	0	0	2	3	1	2	2	6	1	3	3	100	3,000			
3096 Maitland	"do.	H. G. Davis	1894	1	1	20	40	0	0					3	3			4	200	8,000			
3097 Maitland	"do.	R. S. Douglass .....	.....	1	0	10	20	0	0			2	5	0	3	0	2	3	300	10,000		
3098 Mansfield	"do.	Jno. H. Moore	1892	1	0	9	12	0	0					1	5	1	0	4	250	16,000			
3099 Marionville	"do.	B. F. Woodford	1888	1	1	19	35	0	0			1	1	1	5	1	0	4	300	10,000			
3100 Marshall	Lincoln High School (colored)	J. H. Keener .....	.....	1	0	4	14	0	0					0	1			3	635	8,100		
3101 Marshfield	High School	H. E. Blaine	1871	2	0	26	39	3	10			4	2	2	3	2	2	3	400	12,000			
3102 Maryville	"do.	Charles Hawkins	1881	2	5	91	106	0	0					5	8			4	700	50,000			
3103 Mayssville	"do.	E. H. Homberger .....	.....	2	0	10	22	0	0					2	4	1	3	4	350	20,000		
3104 Meadville	"do.	"do. ....	.....	1	1	15	13	0	0	2	1	2	3	2	3	2	3	3	100	7,000		
3105 Memphis	"do.	J. O. Boyd	1884	2	1	30	67	0	0	3	3	3	0	3	6	3	2	4	600	22,000			
3106 Mexico	Garfield High School (colored) *	L. J. Hicks .....	.....	1	0	7	16	0	0					1	5	1	4	3	300			
3107 Milan	High School	J. E. McCutchan	1892	2	1	27	37	0	0	1	1			2	2	2	2	4	800	15,000			
3108 Moberty	Lincoln High School (colored)	H. C. Vaughn .....	.....	2	0	7	16	0	0	1	1			1	3			4	175	1,000		

	High School.	1894	1	2	21	32	0	0	0	3	3	5	5	3	3	3	4	
3109	Monett	S. L. Slane, B. S. D.	1	2	2	70	0	0	0	0	0	0	0	0	0	0	4	821
3110	Monroe City	Miss Edith Nichols	1	2	2	85	0	0	0	0	0	0	0	0	0	0	4	400
3111	Montgomery City	Miss Dora E. Huns	1	2	2	80	0	0	0	0	0	2	1	5	5	1	0	1,000
3112	Montrose	E. M. Hall	2	0	20	26	0	0	0	1	0	4	6	1	0	0	4	299
3113	Monroe City	Miss Ethel Bordeaux	2	0	57	82	0	0	0	6	10	10	3	10	14	6	10	600
3114	Mountain Grove	William H. Lynch	2	0	25	30	0	0	0	0	0	1	1	1	1	1	4	300
3115	Mount Moriah	Chas. A. Stoner	1	0	1	7	54	62	0	0	0	0	0	0	0	0	2	304
3116	Nelson	L. M. Nelson	1	0	10	17	0	0	0	0	0	0	0	0	0	0	2	500
3117	Nesho	A. W. Duff	1	3	40	55	0	0	0	0	0	6	5	1	8	0	2	507
3118	New Haven	W. T. Connally	1	0	3	8	0	0	0	0	2	1	0	1	4	0	0	354
3119	New Madrid	W. L. Burnard	1	2	30	34	0	0	0	0	0	0	0	6	6	6	200	
3120	Newtown	Geo. R. Johnson	1	1	5	15	0	0	0	0	0	0	0	0	0	0	1,200	
3121	Norborne	A. C. Bush	2	0	20	30	0	0	0	0	0	0	0	4	0	4	300	
3122	Norwood	T. J. Walker	1	1	29	31	0	0	0	3	1	2	0	8	3	2	0	250
3123	Oakwood	W. T. Hoover, Ph. D.	1	0	15	25	0	0	0	0	0	6	11	3	4	2	3	680
3124	Oakgrove	L. J. Mitchell	2	0	20	28	0	0	0	0	4	6	2	3	4	0	0	631
3125	Odesa	A. R. Coburn	1	2	33	47	0	0	0	10	12	5	10	0	7	0	7	400
3126	Oregon	C. A. Parr	1	0	9	16	51	57	0	0	0	0	0	4	9	0	4	100
3127	Osburn	Harry H. Rogers	1	0	13	18	0	0	0	1	1	0	0	2	9	1	1	300
3128	Oscola	D. W. Bird	2	0	13	18	0	0	0	0	0	1	0	0	0	0	0	100
3129	Ozark	Miss Alice H. Meagher	2	1	3	15	0	0	0	0	0	0	0	0	0	0	0	100
3130	Paris	W. D. Christian	2	1	40	60	0	0	0	1	1	2	0	3	1	2	1	240
3131	Pattersonburg	Fred Williams	1	0	5	9	0	0	0	0	0	1	5	3	0	0	1	600
3132	Perry	S. S. Carroll	1	0	15	20	0	0	0	0	0	0	0	0	0	0	0	120
3133	Pickering	R. E. Stewart	1	0	22	4	52	70	0	0	0	2	7	6	0	1	3	819
3134	Pierce City	N. N. Hoover	2	2	23	28	0	0	0	2	8	7	6	0	1	0	1	25,400
3135	Plattsburg	J. P. Marr	2	1	31	37	0	0	0	0	0	0	0	0	0	0	0	25,000
3136	Pleasant Hill	H. L. Walker	1	1	30	40	0	0	0	2	5	4	0	4	8	5	4	700
3137	Polo	F. F. Thompson	1	0	18	23	0	0	0	0	0	0	0	1	5	3	4	1,450
3138	Poplar Bluff	D. A. Randall	2	1	26	46	3	14	5	5	4	0	0	5	7	5	3	600
3139	Potosi	J. Richmond	1	0	6	23	0	0	0	0	0	0	0	0	0	0	0	180
3140	Princeton	H. H. Thurston	2	2	28	38	0	0	0	0	0	0	0	0	4	0	4	50
3141	Purdy	A. H. Thomas	1	0	11	12	0	0	0	0	0	1	0	0	0	0	0	1,000
3142	Puxico	J. T. Fowles	1	1	12	12	0	0	0	0	0	0	0	0	0	0	0	125
3143	Queen City	P. O. Sansberry	1	1	25	25	0	0	0	0	0	2	2	1	1	2	2	200
3144	Quitman	Miss Cora Ryan	0	1	3	6	53	51	0	1	2	2	4	1	2	1	2	311
3145	Richhill	Mark Moody	2	3	31	76	0	0	0	1	0	1	0	0	6	4	20	250
3146	Richmond	J. E. Dunn	3	0	18	25	0	0	0	0	0	0	0	0	0	0	0	1,200
3147	do.	J. F. Bruce	1	0	2	8	0	0	0	0	0	0	0	0	0	0	0	1,400
3148	Ridgeway	Mark Burrows	1	2	32	39	0	0	0	0	0	3	2	3	3	1	1	700
3149	Rockport	W. W. Gallaher (supt.)	2	1	32	68	0	0	0	0	0	0	0	1	11	0	4	200
3150	Rockyville	R. L. Gwinn	1	0	9	9	0	0	0	0	0	0	0	0	0	0	0	83
3151	Rocky Comfort	J. Turner Horner	1	0	14	7	0	0	0	0	0	0	0	0	0	0	0	50
3152	Rolla	Miss Sarah Beall	2	1	20	40	0	0	0	3	5	3	0	3	5	0	4	500
3153	Rothville	A. W. Baker	1	0	6	1	30	36	0	0	0	0	0	0	0	0	0	1,240
3154	St. Charles	W. C. Barron	2	2	20	35	5	5	0	5	4	2	0	0	0	0	0	3,000
3155	St. Joseph	C. E. Miller	5	17	252	483	0	0	0	2	10	3	0	15	41	10	5	2,000
3156	do.	W. H. Jones	3	1	17	53	0	0	0	2	6	0	0	0	3	0	4	127
3157	do.	do.	3	1	17	53	0	0	0	2	6	0	0	0	3	0	4	25,000

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.														Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Grad-uates in the class that gradu-ated in 1902.		College prepar-atory stu-dents in the class that gradu-ated in 1902.					
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MISSOURI—cont'd.																					
3157	St. Louis	High School	1853	29	41	855	1,535	0	0	33	45	148	70	55	157	23	18	4	30	2,000	\$20,000
3158	.....do.	Summer High School (colored).	1879	8	3	72	221	0	0	0	0	3	.....	7	49	.....	.....	4	.....	250	100,000
3159	Salem	High School	1890	2	0	20	30	0	0	.....	.....	.....	.....	1	1	.....	.....	1	.....	125	8,000
3160	Salisbury	.....do.	.....	1	1	15	24	0	0	.....	.....	.....	.....	3	3	.....	.....	3	.....	200	200
3161	Sarcosite	.....do.	1874	1	1	20	23	0	0	0	1	1	0	1	2	0	1	4	.....	212	4,500
3162	Savannah	do. *	.....	3	0	37	43	0	0	4	6	.....	.....	1	3	1	0	4	.....	650	30,000
3163	Schell City	.....do.	1881	1	0	5	14	0	0	3	4	.....	.....	3	4	3	4	2	.....	500	15,000
3164	Seneca	.....do.	1890	2	0	16	34	0	0	1	3	.....	.....	1	4	1	3	4	.....	500	10,000
3165	Seymour	.....do.	1892	1	0	20	30	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	125	5,000
3166	Shelbina	.....do.	1892	2	2	45	60	0	0	2	3	1	0	7	7	2	1	4	.....	600	20,000
3167	Shelbyville	.....do.	.....	2	2	23	37	0	0	.....	.....	.....	.....	1	4	.....	.....	4	.....	330	4,000
3168	Sheldon	.....do.	1892	1	0	12	30	0	0	.....	.....	.....	.....	1	4	.....	.....	2	.....	75	2,000
3169	Slkoston	.....do.	1899	1	0	15	14	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	175	20,000
3170	Skidmore	.....do.	1896	1	0	19	18	0	0	.....	.....	.....	.....	2	5	.....	.....	3	.....	150	3,000
3171	Slater	.....do.	1885	2	2	49	69	0	0	2	8	15	5	2	6	2	3	4	.....	500	35,000
3172	Smithton	.....do.	.....	1	0	4	11	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	126	4,000
3173	Southwest City	.....do.	1890	3	1	0	18	14	0	0	.....	.....	.....	3	2	.....	.....	3	.....	110	6,000
3174	Stannberry	.....do.	.....	1	0	40	55	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	200	25,000
3175	Stewartville	.....do.	.....	1	0	5	8	0	0	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	475	4,500
3176	Stockton	.....do.	.....	1	0	10	20	0	0	2	3	.....	.....	3	11	.....	.....	3	.....	390	11,000
3177	Stonksville	.....do.	.....	1	0	12	13	48	47	.....	.....	.....	.....	1	6	.....	.....	3	.....	100	.....
3178	Sturgison	.....do.	.....	1	0	12	23	0	0	5	10	.....	.....	1	2	.....	.....	3	.....	300	10,000
3179	Sweetsprings	.....do.	.....	1	1	16	34	0	0	1	6	.....	.....	2	9	1	5	4	.....	1,500	12,000

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.						Gradu-ates in the class of 1902.		College prepar-atory stu-dents in the class that gradu-ated in 1902.							
								Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
MONTANA—cont'd.																							
3222 Red Lodge.....	High School.....	John M. Kay.....	1897	1	2	11	31	0	0					1	4	1	4	3	500	\$10,500			
3223 White Sulphur Springs.....	do.....	J. W. Leuning.....		1	0	13	20	0	0					2	3			3	200	3,000			
NEBRASKA.																							
3224 Adams.....	High School.....	Harry F. Hooper.....		1	0	21	15	0	0			1	0	3	3			2	200	3,000			
3225 Ainsworth.....	do.....	H. L. Barrick.....		1	1	9	27	0	0	0	1			0	6	0	1	3	300	17,000			
3226 Albion.....	do.....	A. T. Hutchinson.....		2	1	30	60	0	0					2	11	2	5	4	250	30,000			
3227 Alexandria.....	do.....	S. E. Mills.....		1	0	12	16	0	0							3	7	120	3,235				
3228 Alliance.....	do.....	W. H. Bartz.....		1	0	20	49	0	0					3	5	3	5	4	500	14,000			
3229 Alma.....	do *.....	E. H. Morgan.....		2	1	30	37	0	0	0	24	18	3	1	3	1	3	200	15,000				
3230 Anselmo.....	Graded School.....	George Simms.....		1	0	3	8	28	27	1	4			0	2			25	4,200				
3231 Ansley.....	High School *.....	Geo. Zahn.....		1	0	11	17	0	0			1	1	5	1	1	1	2	250	5,000			
3232 Arapahoe.....	do.....	J. Carl McReynolds.....	1888	1	1	12	38	0	0	3	4			0	3	9	3	4	800	25,000			
3233 Arcadia.....	do.....	G. H. Wise.....		1	0	12	19	0	0	0	3			0	3	0	3	2	50	5,000			
3234 Arlington.....	do.....	A. L. Langston.....	1885	1	1	17	11	0	0			3	2	1	3	1	1	3	850	5,000			
3235 Ashland.....	do.....	Geo. Buekert.....	1871	2	2	41	76	0	0					0	1	4	11	4	500	20,000			
3236 Atkinson.....	do.....	Ira Lamb.....		1	3	67	77	0	0			4	6	0	2	3	8	3	200	8,000			
3237 Aurora.....	do.....	Joseph Sparks.....		1	0	13	22	0	0					0	4	9	3	8	500	18,000			
3238 Avoca.....	do.....	Chas. Palmer.....		1	0	3	5	67	61					0	2			1	40	2,500			
3239 Axtell.....	do.....	L. H. Ozias.....		1	0	12	8	42	33					2	1			2	150	7,000			
3240 Bancroft.....	do.....	E. H. Morgan.....		1	1	18	18	0	0	0	6	4	0	0	0	0	1	3	200	7,500			
3241 Barnston.....	do.....	J. H. Veeder.....		1	0	10	8	51	54					1	5			1	100	3,000			

3242	Bartley	do	1	0	16	17	0	0	0	2	1	2	1	150
3243	Battlecreek	do	1	1	5	17	0	0	0	...	0	8	...	100
3244	Beairste	do	1	4	120	175	0	0	0	...	14	20	...	50,000
3245	Beaver City	do	2	17	27	0	0	4	5	2	4	5	17	1,300
3246	Beaver Crossing	do	1	0	3	8	0	0	0	...	...	...	...	12,000
3247	Beemer	do	1	1	0	7	0	0	0	...	...	...	...	3,000
3248	Bellvue	do	1	0	13	8	0	0	0	...	1	4	...	36
3249	Bellwood	do	1	1	13	14	16	23	2	4	1	4	1	7,000
3250	Bellvedere	do	1	0	15	18	50	60	0	...	1	3	2	220
3251	Belknap	do	2	0	15	18	50	60	0	...	1	3	6	625
3252	Belknap	do	1	0	10	11	66	66	0	...	1	0	...	8,000
3253	Bennett	do	1	0	10	11	66	66	0	...	1	0	...	300
3254	Bertrand	do	1	3	11	24	0	0	...	2	5	2	0	2,000
3255	Blair	do	1	1	21	26	0	0	...	2	1	2	0	5,000
3256	Bloomfield	do	2	5	101	144	0	0	15	20	13	14	5	400
3257	Bloomington	do	1	1	21	26	0	0	1	0	1	2	2	350
3258	Bluehill	do	1	1	22	31	0	0	0	2	5	1	2	8,000
3259	Bluesprings	do	1	2	30	26	0	0	0	...	...	...	...	7,000
3260	Broadshaw	do	1	0	12	16	0	0	0	...	...	...	...	15,000
3261	Brook	do	1	1	21	42	0	0	1	0	4	0	...	250
3262	Broken Bow	do	1	0	7	3	38	41	...	...	...	...	...	4,500
3263	Brownville	do	1	0	7	3	48	0	...	...	...	...	...	18
3264	Bruning	do	1	0	6	12	0	0	0	...	...	...	...	2,500
3265	Burchard	do	1	0	8	10	49	54	0	...	...	...	...	80
3266	Burr	do	1	0	5	5	15	8	...	...	...	...	...	125
3267	Burwell	do	1	0	8	12	0	0	...	...	...	...	...	2,000
3268	Butte	do	1	0	6	13	51	72	...	...	...	...	...	25,000
3269	Butte	do	1	0	14	16	0	0	...	...	...	...	...	150
3270	Callaway	do	2	28	42	0	0	10	21	2	2	6	9	9,000
3271	Cambridge	do	2	0	18	12	0	0	8	5	...	...	...	400
3272	Carleton	do	1	1	10	10	0	0	1	1	3	3	3	150
3273	Cedar Bluffs	do	1	1	8	30	0	0	...	...	...	...	...	8,000
3274	Cedar Rapids	do	1	2	39	44	0	0	0	3	11	1	2	300
3275	Central City	do	1	0	1	9	52	0	0	3	1	0	...	15,000
3276	Ceresco	do	1	1	11	27	0	0	...	...	...	...	...	20,000
3277	Chadron	do	1	0	9	17	0	0	1	2	...	...	...	250
3278	Chester	do	1	0	23	28	0	0	1	4	6	0	2	4,240
3279	Clarks	do	2	0	16	23	0	0	0	3	7	...	...	638
3280	Clay Center	do	1	0	8	13	51	68	...	...	...	...	...	11,000
3281	Cleaver	do	1	0	13	13	0	0	...	...	...	...	...	200
3282	Colebridge	do	1	1	15	25	70	70	...	...	...	...	...	5,000
3283	Collegeview	do	1	0	46	61	0	0	...	...	...	...	...	100
3284	Columbus	do	3	1	5	9	50	0	4	1	0	1	4	782
3285	Cook	do	1	0	6	12	0	0	...	...	...	...	...	30,000
3286	Cordova	do	1	0	6	12	0	0	...	...	...	...	...	50
3287	Cortland	do	1	0	9	9	42	46	...	...	...	...	...	29
3288	Covles	do	1	0	6	7	0	0	...	...	...	...	...	8,000
3289	Cozad	do	1	0	20	40	0	0	...	...	...	...	...	5,000
3290	Craig	do	1	1	17	32	0	0	2	6	...	...	...	50
3291	Crawford	do	1	1	21	32	0	0	...	...	...	...	...	10,000
3292	Credgion	do	1	2	23	42	0	0	...	...	...	...	...	200
														1,000
														300
														8,000

* Statistics of 1900-1901.

[illegible]

*Statistics of 1900-1901.

TABLE 43. —Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.										Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Secondary in-struct-ors.		Second-ary stu-dents.		Preparing for college.				Gradu-ates in the class that gradu-ated in 1902.									
				Male.	Female.	Male.	Female.	Ele-men-tary stu-dents.		Classic-al course.		Scien-tific courses.		Male.	Female.			Male.	Female.		
								Male.	Female.	Male.	Female.	Male.	Female.							Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
NEBRASKA—cont'd.																					
3367	Holdrege	Miss Sadie B. Smith	1884	1	2	35	75	0	0					4	6	3	4	3		400	\$20,000
3368	Holmesville	H. J. Wing		1	0	5	9	41	33									1		65	3,000
3369	Hooper	W. J. Sealey		2	0	18	11	0	0	2	3	2	0	1	1	1	0	3		162	12,000
3370	Howells	Charles M. Sutherland		1	1	15	15	0	5	5				0	3	0	2	2		800	10,000
3371	Hubbell	Eugene Howe		1	0	11	17	50	55			1	0	2	3	0	2	2		250	5,000
3372	Humboldt	R. L. Hof (supt.)	1885	2	1	35	41	0	0			1	1	0	4	1	4	4		60	30,000
3373	Humphrey	R. M. Campbell		1	0	4	10	0	0					0	4			2		200	15,000
3374	Imperial	Everett Hanel	1890	1	0	21	19	42	33					5	3	4	1	2			
3375	Indianola	A. J. Casner	1884	1	1	12	30	0	0					2	3			3		200	20,000
3376	Ithaca	Miss Isabel B. Hill		0	1	8	5	32	25												
3377	Jackson	Sister M. Benetta	1899	1	1	11	0	65	26					5	0			3		50	7,000
3378	Johnson	J. H. Stuteville		1	0	10	7	0	0					6	0			2		150	5,000
3379	Juniaia	N. H. Jones	1880	1	1	22	23	0	0			3	3	6	6	3	3	3		1,000	6,000
3380	Kearney	Miss Mary I. Stewart	1884	2	3	74	110	0	0					11	11	3	3	4	36	500	
3381	Kennecaw	D. M. Bail		1	0	13	14	0	0	2	1			5	6	2	1	2		125	5,000
3382	Kennard	N. W. Guines	1895	1	0	13	17	0	0	0	1	1	0	3	7	1	1	2		200	1,575
3383	La Platte	H. E. Donohoe	1891	1	0	0	5	15	35												
3384	Laurel	Q. H. Stevens	1890	1	0	6	17	50	63	1	0	1	0	4	0	1	0	3		120	6,000
3385	Lebanon	Miss Cora L. Vincent	1893	0	1	6	8	0	0	0	2	0						1		200	4,000
3386	Leigh	Theo. Johnson		1	0	7	15	0	0	0	1			0	2	0	1	2		350	20,000
3387	Lexington	Jas. E. Delzell	1891	1	2	43	92	0	0			10	12	8	19	4	6	4		371	6,000
3388	Liberly	D. W. Creditree		1	0	18	17	0	0	7	6			4	4	2	2	2		1,500	115,000
3389	Lincoln	H. J. Dayemport, Ph. D.	1873	9	23	490	620	0	0					29	83			4		1,200	3,000
3390	Lindsay	H. B. Grant		1	0	6	6	52	41									2			

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.										Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in-struct-ors.		Second-ary stud-ents.		Ele-men-tary stud-ents.		Prepar-ing for college.		Gradu-ates in the class that gradu-ated in 1902.						College prepar-atory stud-ents in the class that gradu-ated in 1902.			
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
NEBRASKA—cont'd.																					
3441	Petersburg	E. D. Lehman .....	.....	1	2	30	40	0	0	.....	.....	.....	.....	1	3	1	3	4	.....	360	\$5,000
3442	Pierce	Walter G. Hiron. ....	.....	1	1	20	22	0	0	.....	.....	.....	.....	4	6	.....	.....	.....	.....	100	10,000
3443	Plainview	C. W. Vest	1880	2	0	20	30	0	0	.....	.....	.....	.....	0	4	.....	.....	.....	.....	90	4,000
3444	Platte Center	E. C. Hicks .....	.....	1	0	5	12	0	0	2	1	1	0	1	1	.....	.....	.....	.....	500	8,000
3445	Plattsmouth	Miss Olive Gass .....	.....	0	5	72	129	0	0	.....	.....	.....	.....	10	23	.....	.....	.....	.....	130	23,000
3446	Ponca	E. P. Wilson	1880	3	0	15	39	0	0	0	5	3	0	2	0	1	1	.....	.....	404	4,500
3447	Prague	F. W. Ruzicka	1902	1	0	2	4	104	101	.....	.....	.....	.....	2	2	.....	.....	.....	.....	350	19,000
3448	Randolph	H. F. Martin .....	.....	2	0	26	24	0	0	.....	.....	.....	.....	3	2	3	2	.....	.....	270	20,000
3449	Ravenna	R. M. Thomson	1887	1	1	23	38	0	0	2	0	.....	.....	1	8	.....	.....	.....	.....	350	18,850
3450	Redcloud	H. L. Sams .....	.....	1	1	27	47	44	0	.....	.....	.....	.....	4	5	2	0	.....	.....	50	3,000
3451	Republican City	J. E. Bowers .....	.....	1	1	9	4	56	59	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3452	Reynolds	S. H. Bryan .....	.....	1	0	6	4	52	44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3453	Rising City	Miss Lettie M. Lott .....	.....	1	0	19	17	0	0	.....	.....	.....	.....	1	0	.....	.....	.....	.....	350	4,500
3454	Riverton	Frank A. Burnham	1886	1	0	12	11	41	31	3	1	3	0	9	3	6	1	.....	.....	200	3,500
3455	Roseland	B. C. Enyart	1894	1	0	4	11	55	50	1	1	.....	.....	3	4	1	1	.....	.....	30	12,000
3456	Rulo	Robert W. Unsell .....	.....	1	0	9	16	0	0	.....	.....	.....	.....	0	5	.....	.....	.....	.....	40	5,000
3457	Rushville	S. H. Martin .....	.....	1	1	11	16	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	60	3,000
3458	Ruskin	C. M. Funk .....	.....	1	0	6	3	64	60	.....	.....	.....	.....	2	1	.....	.....	.....	.....	130	6,000
3459	St. Edward	James H. Burwell	1899	1	1	25	32	0	0	.....	.....	.....	.....	2	2	.....	.....	.....	.....	67	3,500
3460	St. Helena	Jno. H. Bateman .....	.....	1	0	5	0	24	23	.....	.....	.....	.....	1	9	1	0	.....	.....	350	14,100
3461	St. Paul	H. C. Ostien	1885	2	1	37	70	0	0	1	3	2	1	1	5	1	3	.....	.....	110	3,000
3462	Salem	W. L. Evans .....	.....	1	0	7	14	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	2,000
3463	Sargent	A. M. Voss	1897	1	0	15	19	0	0	3	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3464	Schuyler	Ira R. Hendrickson	1886	2	2	47	75	0	0	.....	.....	.....	.....	5	4	3	1	.....	.....	600	31,000

3465	Scotia	M. H. Carleton	1894	1	1	18	13	59	41	5	6	3	3	5	6	6	200	5,000
3466	Seward	M. C. French	1892	1	1	18	24	0	0	2	3	1	2	2	6	6	1,800	10,000
3467	Seward	A. L. Shaw	1875	2	1	27	19	0	0	2	6	3	0	0	7	0	329	20,000
3468	Shelby	W. F. Phegan	.....	1	0	7	43	0	0	0	0	4	0	0	2	0	150	2,800
3469	Shelton	S. A. Reasoner	.....	1	0	22	33	0	0	0	2	3	4	2	2	6	250	2,000
3470	Shickley	T. W. Kelly	.....	1	0	12	42	0	0	0	0	5	.....	.....	.....	.....	175	2,650
3471	Sidney	L. B. Cary	.....	1	1	10	42	0	0	0	0	5	.....	.....	.....	.....	350	25,000
3472	Silvercreek	M. A. Sams	.....	1	1	16	6	67	57	0	0	.....	.....	4	3	0	150	3,000
3473	Sioux	C. P. Bowman	.....	1	1	16	26	0	0	0	0	.....	.....	6	8	0	125	3,000
3474	Southbound	Miss Emma E. Towle	1902	0	1	4	3	32	42	.....	.....	.....	.....	4	0	.....	50	.....
3475	South Omaha	Nathaniel M. Graham	1887	3	8	76	147	0	0	6	10	13	22	1	11	3	600	60,000
3476	Springfield	L. A. Carnahan	.....	1	2	24	31	0	0	3	3	.....	.....	3	3	3	200	6,500
3477	Stanton	H. E. Mason	.....	1	2	11	31	0	0	1	6	1	2	1	1	0	80	14,000
3478	Staplehurst	C. H. Macelham, jr.	.....	1	0	8	11	45	36	.....	.....	.....	.....	.....	.....	.....	100	.....
3479	Steele City	W. V. Wymer	.....	1	0	8	16	35	43	2	2	2	1	2	2	2	150	8,000
3480	Stella	C. H. Kindig	1898	1	0	6	31	0	0	0	0	.....	.....	.....	.....	.....	100	5,000
3481	Sterling	Harry Killen	1885	1	0	18	31	0	0	0	0	.....	.....	6	13	0	300	11,500
3482	Stockville	L. W. Colebank	1885	1	0	6	7	57	55	0	2	2	0	3	2	0	250	4,700
3483	Strang	E. C. Kemble	1881	1	0	8	5	0	0	0	0	.....	.....	0	4	0	40	3,000
3484	Stratton	Emil R. Greabeltel	1880	1	1	20	46	0	0	0	0	.....	.....	1	9	0	600	10,000
3485	Stromsburg	G. W. Crozier	1880	1	1	20	19	0	0	0	0	.....	.....	2	3	2	500	12,000
3486	Stuart	J. L. Cahill	1887	1	1	20	19	0	0	0	0	.....	.....	2	3	2	48	4,000
3487	Summer	Miss Madge Kay	.....	1	1	5	7	30	41	0	0	2	1	2	8	2	400	33,000
3488	Superior	V. R. Melucas	.....	2	1	30	56	0	0	0	0	.....	.....	1	2	8	115	3,000
3489	Surprise	C. A. Coon	1899	1	0	10	10	60	62	0	0	.....	.....	3	7	1	600	21,500
3490	Sutton	C. F. Lehr	1881	2	1	23	32	0	0	0	0	.....	.....	1	2	1	20	1,500
3491	Swanton	R. S. Deems	.....	2	0	24	29	0	0	0	0	.....	.....	12	10	5	800	13,000
3492	Syncause	W. N. Delzell	1885	1	0	24	29	0	0	0	0	.....	.....	2	7	5	125	13,000
3493	Tablerock	L. W. Wimberley	1889	1	1	20	24	0	0	1	2	.....	.....	2	5	0	250	10,000
3494	Talmage	F. E. Morrow	1895	1	0	9	9	0	0	0	0	.....	.....	4	12	4	750	16,500
3495	Tecumseh	C. N. Anderson	1887	3	0	57	69	0	0	0	0	.....	.....	5	5	1	300	3,500
3496	Tekamah	W. T. Ponelush	.....	2	0	27	33	0	0	0	0	8	3	1	4	1	200	30,000
3497	Tilden	O. A. Preston	.....	1	0	12	19	0	0	0	0	1	0	4	5	1	300	3,500
3498	Tobias	W. F. Graham	1890	1	2	21	18	0	0	0	0	.....	.....	6	1	2	450	6,000
3499	Trenton	Walter R. Pate	1889	1	1	20	20	0	0	0	0	.....	.....	4	6	2	50	2,500
3500	Ulysses	F. A. Hyde	.....	1	0	25	27	0	0	0	0	.....	.....	3	5	3	306	10,000
3501	University Place	L. E. Stanford	1889	1	0	22	10	43	41	0	1	.....	.....	1	1	0	30	25,000
3502	Upland	N. L. Moore	1887	1	0	3	2	0	0	0	0	.....	.....	0	3	2	200	5,500
3503	Uta	Chas. L. Wray	.....	1	0	13	15	0	0	0	0	.....	.....	2	10	0	200	10,000
3504	Valley	W. W. Waters	1898	1	1	28	27	0	0	0	0	.....	.....	0	0	0	176	6,000
3505	Valparaiso	Miss Jessie G. Wilkins	1884	0	1	11	11	52	22	.....	.....	.....	.....	.....	.....	.....	60	6,500
3506	Verdigris	F. C. Marshall	1902	1	0	8	16	64	71	0	0	.....	.....	0	0	0	250	4,200
3507	Verton	W. W. Funk	.....	1	0	14	15	0	0	8	12	.....	.....	2	4	2	125	20,000
3508	Waco	L. F. Grandy	.....	1	0	3	15	0	0	0	0	.....	.....	0	3	0	1,200	20,000
3509	Wahoo	Miss Sue Pillsbury	1873	3	2	70	81	0	0	6	10	4	2	8	9	3	109	27,000
3510	Wakarusa	Jasper Hunt	1880	1	1	12	13	0	0	1	1	.....	.....	6	3	1	600	8,650
3511	Waterloo	F. E. Mendenhall	.....	1	0	15	9	0	0	0	0	.....	.....	2	5	0	450	5,300
3512	Wausa	Miss Jeta York	.....	0	1	9	13	0	0	0	0	.....	.....	1	4	1	200	12,000
3513	Waverly	O. R. Bowman	1839	1	0	9	27	37	43	1	2	1	0	1	6	1	600	8,650
3514	Wayne	Miss Lettie M. Leith	.....	1	2	27	77	0	0	0	0	.....	.....	3	15	0	200	12,000

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	21	22		
				Second-ary in-struct-ors.		Ele-mentary stu-dents.		Preparing for college.				Gradu-ates in 1902.		College prepar-atory											
														Male.		Female.		Male.						Female.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20						
NEBRASKA—cont'd.																									
3515	Weeping Water....	S. M. Moss.....	1890	3	0	26	42	0	0	0	1	5	5	10	2	4	1	2	4	100	\$16,000				
3516	Western.....	N. A. Honsel.....	1888	1	1	17	21	0	0	0	3	4			0	3	0	2	3	200	3,000				
3517	Weldon.....	D. B. Juckett.....		1	0	12	5	0	0	1	5	4			7	5	0	1	200	3,000					
3518	Wilber.....	H. Jennings.....	1884	1	1	25	30	0	0	0	3	4			8	0	4	0	1	200	12,000				
3519	Wilcox.....	F. L. Carroo.....	1889	1	0	13	18	0	0	5	6				5	6	5	6	2	250	5,000				
3520	Winchester.....	J. L. Burwell.....	1889	1	1	21	17	41	2	1					4	3	2	1	4	250	4,000				
3521	Winstate.....	W. W. Vaughn.....		1	0	1	12	0	0										3	200	3,000				
3522	Wisner.....	W. T. Stockdale.....	1884	1	2	21	36	0	0	0	1	2	0		0	8	2	1	4	325	18,000				
3523	Wood River.....	Mrs. Margaret Burrows.....		1	2	25	36	0	0						1	4	1	0	4	100	11,700				
3524	Wynmore.....	C. W. Corey.....	1883	2	2	35	61	0	0						1	6	1	4	400	30,000					
3525	York.....	C. R. Atkinson.....	1880	2	2	89	102	0	0	15	20	1	1		9	14	3	5	4	200	25,000				
3526	Yutan.....	A. W. Morris.....		1	0	1	5	60	70	1	2				0	4	0	2	1	75	3,000				
NEVADA.																									
3527	Austin.....	T. W. Cowgill.....		1	0	6	7	46	55	1	0				0	2			3	250	8,000				
3528	Carson City.....	H. H. Howe.....		2	1	25	40	0	0			1	1		5	7	1	1	3	150	16,600				
3529	Dayton.....	J. E. Monroe.....		1	1	10	9	32	31	2	1				1	2	1	0	3	25	1,000				
3530	Elko.....	Harry A. Start.....		1	1	20	31	0	0	0	2				1	8	1	1	4	650	15,000				
3531	Eureka.....	E. E. Winfrey.....		2	3	70	89	0	0	6	13	8	5		3	10	3	6	3	250	20,000				
3532	Genoa.....	H. Clyde Filley.....		1	0	3	5	31	27										3	38	1,000				
3533	Goldhill.....	A. E. Baugh.....		1	1	7	12	0	0	0	3				1	2	0	1	3	200	.....			

3534	Virginia City	do. *	1	2	29	60	0	0	0	4	1	0	2	11	1	4	3	1,200
3535	Wadsworth	do. *	2	1	20	21	0	0	1	3	3	0	4	7	4	3	3	150
3536	Winnemucca	do. *	1	0	8	15	60	63	3	5			0	4	0	3	100	
NEW HAMPSHIRE.																		
3537	Amherst	High School	0	2	14	22	4	10									4	100
3538	Antrim	do. *	2	1	18	30	0	0					0	4			4	150
3539	Bath	Union High School	1	0	5	9	39	34									4	4,500
3540	Berlin	High School	1	2	22	36	0	0	3	5	10	7	0	2	0	2	4	50
3541	Bethlehem	do. *	1	1	6	16	0	0									4	250
3542	Canaan	do. *	1	0	2	7	10	10									2	
3543	Charlestown	do. *	1	0	8	8	0	0									3	
3544	Clarendon	Stevens High School	1	4	36	46	0	0	1	0	8	6	8	3	2	4	700	
3545	Concord	High School *	2	6	98	124	0	0	12	19	10	15	11	29	7	11	216	
3546	Dover	do. *	3	5	65	100	0	0	2	5			6	10	3	4	1,500	
3547	Epping	do. *	2	0	14	3	4	16	1	0			5	1	1	0	125	
3548	Exeter	do. *	2	2	47	0	0	0					12	0		3	150	
3549	Farmington	do. *	1	2	25	52	0	0	3	2	1	0	2	3	1	4	334	
3550	Franklin Falls	Franklin High School	1	5	25	18	0	0	8	2	6	9	11	5	3	4	500	
3551	Goffstown	High School	1	1	14	26	0	0	0	2	0	1	1	5	1	0	4	
3552	Gorham	do. *	1	2	11	23	0	0	0	4	1	0	1	5	1	0	40	
3553	Greenland	do. *	0	1	14	8	0	0					0	3		4	175	
3554	Groveton	do. *	1	1	10	15	0	0					1	0	1	2	4	
3555	Hampton	Academy and High School	1	3	27	41	0	0	1	0			2	1	1	0	4	
3556	Hanover	High School	3	1	22	27	0	0	10	3	6	0	1	1	1	0	4	
3557	Haverhill	Academy	1	1	9	10	0	0									500	
3558	Henniker	High School	1	2	17	10	19	26					5	3	0	3	4	
3559	Hillsboro Bridge	Hillsboro High School *	2	1	7	22	0	0					3	4	5	2	4	
3560	Hinsdale	High School	2	3	20	40	0	0	2	2	4	2	6	2	5	4	300	
3561	Hollis	do. *	1	0	8	18	13	12					1	6		4	400	
3562	Jefferson	do. *	0	2	8	9	9	9	1	1						4	30	
3563	Keene	do. *	3	4	75	100	0	0	9	8	3	1	8	15	3	4	600	
3564	Lancaster	do. *	3	4	41	71	0	0	9	8	3	1	8	14	3	3	300	
3565	Lancaster	Academy and High School	2	2	20	34	0	0	8	13	9	15	3	6	2	6	50	
3566	Lisbon	High School	1	4	25	39	0	0	5	6	11	16	5	9	5	7	4	
3567	Littleton	do. *	1	2	38	46	0	0					2	1	3		500	
3568	Manchester	do. *	5	11	150	275	0	0	30	35	24	16	19	50	13	10	4	
3569	Marlboro	do. *	1	0	8	16	0	0								3		
3570	Meredith	do. *	1	0	14	15	0	0					1	0	2	0	3	
3571	Milford	do. *	1	0	4	54	0	0	2	2	8	4	9	13	1	3	40	
3572	Milton Mills	do. *	1	0	4	11	6	9									300	
3573	Nashua	do. *	2	7	109	134	0	0	7	9	25	15	13	21	9	5	4	
3574	New Boston	do. *	0	1	17	12	0	0									1,330	
3575	Newmarket	do. *	2	1	12	14	0	0					1	0	2	1	50	
3576	Newport	do. *	2	3	39	45	0	0	8	7	3	1	7	6	1	3	39	
3577	Newton	Richards High School	1	0	10	10	0	0	0	1	1		0	2	1	1	4	
3578	Peterboro	do. *	1	2	19	23	0	0	0	1	1	1	1	3		4	50	

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Gradu-ates in 1902.		College prepar-atory stu-dents in the class that gradu-ated in 1902.		Length of course in years.	Number in military drill.		
				Male.	Female.	Male.	Female.	Male.	Female.	Classic- al course.		Sci-entific course.		Male.	Female.	Male.	Female.				
										11	12	13	14								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
NEW HAMPSHIRE—continued.																					
3579	Pittsfield	High School	1890	1	2	35	50	0	0	4	3	3	0	4	6	1	1	4	35	1,500	.....
3580	Plymouth	do		3	4	35	55	0	0	3	3	1	0	6	7	2	0	4	4	2,200	.....
3581	Portsmouth	Allen Howe Knapp		3	7	110	157	0	0	10	12	3	1	12	30	7	15	4	1,100	.....
3582	Raymond	C. S. King	1860	1	0	20	18	0	0	5	4	13	5	8	16	4	5	4	.....	1,000	.....
3583	Rochester	Frederick G. Getchell	1874	2	3	67	65	0	0	6	4	13	5	1	3	1	3	5	.....	50,000	.....
3584	Salmon Falls	Everett A. Pugsley		1	0	13	10	11	6	3	19	12	5	6	12	3	10	4	.....	25,000	.....
3585	Somersworth	C. C. Ferguson		1	3	28	45	0	0	3	19	12	5	6	12	3	10	4	300	.....	.....
3586	Sunapee	Miss Emma F. Griffin		0	1	10	6	50	40									4	.....	8,000	.....
3587	Troy	Miss M. L. Atkinson	1854	0	1	1	9	3	2					0	2	2	2	1	30	13,000	.....
3588	Walpole	Franklin E. Heald, B. S.	1854	1	1	25	15	0	0			4	4	2	2	2	2	4	140	4,000	.....
3589	Warner	Fred S. Libbey	1871	1	1	22	31	0	0					1	5	0	5	4	350	12,000	.....
3590	West Lebanon	A. B. Hayden		1	0	11	13	0	0	2	0	1	0	1	0	1	0	4	200	11,000	.....
3591	Whitefield	Harry L. Moore	1885	1	1	20	12	0	0	4	1	2	0	4	0	3	2	4	200	.....	.....
3592	Wilton	Ernest W. Robinson		1	2	17	27	0	0			4	0	6	3	2	0	4	100	30,000	.....
3593	Winchester	Vivling W. Buffum		0	2	15	12	0	0					0	2	2	4	4	300	.....	.....
3594	Woodsville	S. W. Robertson		1	1	20	21	0	0			1	0	4	5	2	1	4	25	25,380	.....
NEW JERSEY.																					
3595	Asbury Park	Fred S. Shepherd	1879	1	9	60	65	0	0					5	10	3	3	4	1,350	95,000	.....
3596	Bayonne	P. H. Smith	1890	2	8	43	117	0	0			4	16	5	10	2	2	4	357	25,000	.....
3597	Belleville	Miss Alice H. Bricker	1897	0	3	14	33	0	0	2	2			0				4	600	.....	.....

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Grad-uates in 1902.						College prepar-atory stu-dents in the class that gradu-ated in 1902.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
NEW JERSEY—con.																					
3646	Newark	Newark Technical School	1885	13	0	250	22	0	0	0	2	2	12	0	18	0	4	0	5	1,350	\$80,000
3647	New Brunswick	Livingston Avenue High School	1863	5	4	132	132	0	0	0	0	0	0	0	18	0	4	0	4	2,000	
3648	New Providence	High School		1	0	3	35	42	63						0	2			3	600	8,000
3649	Newton	do		1	2	32	51	0	0	0					7	9			3	1,500	50,000
3650	Nutley	do		1	3	10	26	6	16		2	3	0	4	0	4			4	800	12,000
3651	Orange	do	1873	4	8	95	107	45	42	5	2	12	10	16	22	6	2	4	3	250	55,000
3652	Palmyra	do		1	1	10	23	0	0		0	2	2	5					5	350	35,000
3653	Passaic	do	1870	4	7	134	188	0	0					11	17	7	5	5	3	55,000	
3654	Patterson	do	1870	6	14	215	431	0	0	17	23	27	4	17	47	7	6	4	4	183	45,000
3655	Perth Amboy	do	1891	3	1	67	77	0	0	8	6	14	14	6	5	4	0	4	4	2,079	
3656	Plainfield	North Plainfield High School	1892	4	6	33	60	0	0					3	12			4			
3657	do	Stilman High School	1868	3	7	106	173	0	0	15	16	34	44	9	18	9	18	4	106	1,500	30,000
3658	Port Republic	do		1	0	5	15	17						5	5			2	60	1,200	
3659	Princeton	do	1900	2	2	22	24	0	0	3	1	9	12	2	2	2	2	4	650	50,000	
3660	Rahway	do	1873	1	3	27	44	0	0					4	8	1	2	4	215		
3661	Ramsey	do		1	0	14	18	0	0	0	1	3	6	0	1	1		1	625	8,200	
3662	Redbank	do		1	7	64	57	0	0	5	2	8	0	17	11	5	2	4	369	40,000	
3663	Ridgewood	do	1895	2	2	18	28	0	0					3	5	2	2	3	1,000	12,000	
3664	Rockaway	Borough High School	1894	1	2	12	35	0	0	0	2	4	3	0	5	0	1	4	475	13,000	
3665	Roselle	do		1	2	12	19	0	0	2	4	3	2	0	2			3	300	15,000	
3666	do	Livingston High School*		1	0	7	15	0	0	1	0			1	8			2			

3667	Rutherford	High School	Stephen B. Gilhuly	1898	2	1	2	36	62	0	0	0	3	3	0	0	3	4	1,100
3668	Seedschmins	do	Howard D. White	1898	1	1	10	16	0	0	0	4	0	4	0	0	4	1,000	
3669	Seville	do	G. Herbert Rogers	1890	1	0	7	7	10	30	0	5	6	0	0	0	0	400	
3670	South Amboy	do	Miss R. Anna Miller	1890	2	4	20	71	10	30	0	5	6	0	0	0	0	1,050	
3671	South Orange	do	R. M. Fitch	1890	2	2	32	35	0	0	0	4	5	0	0	0	0	1,500	
3672	Summit	do	A. L. Brainerd	1890	3	6	47	68	0	0	6	4	2	0	11	5	2	231	
3673	Swedesboro	do	John K. Lathrop	1890	3	5	25	35	0	0	0	2	3	2	7	2	0	1,500	
3674	Tenafly	do	Miss Sue H. Coles	1890	1	0	17	12	0	0	0	2	0	7	2	0	0	318	
3675	Tenafly	do	Ralph S. Mangham	1893	1	0	0	7	123	132	0	0	0	0	3	1	0	1,057	
3676	Toms River	do	Albert S. Tilton	1874	1	18	21	40	0	0	0	7	0	5	5	4	0	600	
3677	Trenton	do	W. A. Wetzel, Ph. D.	1874	6	16	222	407	0	0	0	22	4	25	5	5	4	750	
3678	Trenton	New Jersey State Model School	James Monroe Green, Ph. D.	1890	11	13	59	122	0	0	8	3	21	11	12	22	5	4,500	
3679	Union	Connecticut Farms High School	Ambrose B. Kline	1890	1	0	9	3	51	51	0	0	0	1	2	0	0	330	
3680	Vineland	High School	D. G. Eschbach	1890	2	5	54	68	0	0	3	4	8	0	0	1	0	1,500	
3681	Washington	do	James H. Griffin	1882	3	1	28	53	0	0	0	3	1	1	5	1	4	600	
3682	Weehawken	Town of Union High School	Nathan C. Billings	1888	6	5	92	114	0	0	0	0	4	8	17	4	4	10,000	
3683	West Hoboken	High School	Elliott J. Tomlinson	1897	3	0	32	54	0	0	0	0	0	4	12	0	0	1,400	
3684	West Orange	do	Edward D. McCollom	1893	3	3	35	45	0	0	4	8	15	20	3	1	3	1,000	
3685	Woodbridge	do	John H. Love	1876	1	3	16	31	0	0	0	1	0	2	7	1	0	316	
3686	Woodbury	do	E. J. Frey	1890	0	2	12	31	0	0	0	0	1	2	0	0	0	750	
3687	Woodstown	do	Lorenzo G. Lyon	1890	2	1	15	30	0	0	0	0	0	1	6	0	0	300	
NEW MEXICO.																			
3688	Albuquerque	High School	L. G. Lenker	1891	1	3	36	57	0	0	10	15	3	0	0	0	0	3,000	
3689	Carlsbad	do	H. E. Berner	1896	2	0	11	17	0	0	0	0	0	0	3	0	0	350	
3690	Deming	do	A. B. Stroup	1890	2	0	20	21	0	0	10	11	4	0	4	1	2	500	
3691	East Las Vegas	do	L. C. Butcher	1890	6	3	26	19	0	0	0	2	1	2	4	2	1	40	
3692	Gallup	do	R. R. Larkin	1890	1	0	6	10	0	0	0	0	0	4	1	0	0	150	
3693	Raton	do	N. E. Studebaker	1896	2	1	12	34	0	0	0	0	0	0	0	0	0	800	
3694	Roswell	New Mexico Military Institute	J. W. Willson	1896	8	0	70	0	23	0	3	0	2	0	3	0	1	70	
3695	Santa Fe	High School	R. R. Grant	1899	2	1	12	18	0	0	1	1	5	3	1	3	1	65	
NEW YORK.																			
3696	Adams	High School	R. H. Snyder	1899	2	2	60	70	0	0	8	10	3	5	6	7	4	5	1,000
3697	Addison	do	F. H. Miller	1899	1	4	41	63	0	0	3	0	20	25	4	4	4	550	
3698	Afton	do, *	Charles S. Gilson	1899	1	2	25	33	0	0	3	0	0	0	2	1	1	483	
3699	Albany	do	Oscar D. Robinson, Ph. D.	1868	9	16	270	430	0	0	0	0	0	38	68	0	0	21,000	
3700	Albion	do	Willis G. Garner	1896	3	6	73	122	0	0	4	2	20	10	8	3	1	610	
3701	Alexander	Union School	L. D. Roberts	1896	1	1	16	14	33	35	0	0	1	0	1	0	4	1,410	
3702	Alexandria Bay	High School	Charles H. Bulson, Ph. D.	1898	1	2	25	36	0	0	1	1	0	1	2	1	1	9,320	
3703	Altam	do	Burdette Phillips	1891	1	2	9	27	0	0	2	3	0	0	2	2	4	670	
3704	Altmar	Union School	John A. Beaman	1891	1	1	12	15	55	47	0	0	0	0	2	2	0	1,885	
3705	Amityville	High School	Chas. Warren Hawkins	1900	1	2	25	35	0	0	0	0	3	3	2	4	1	700	
3706	Amsterdam	do, *	James Baird	1900	3	5	110	142	0	0	0	0	0	10	12	5	3	896	

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.								Students.								Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Ele-ment-ary stu-dents.	Preparing for college.				Gradu-ates in the class that graduated in 1902.		College prepar-atory.										
				Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
NEW YORK.—cont'd.																							
3774	Clyde.....	High School.....	1834	1	5	51	76	6	0	0	0	0	0	4	3	1	0	4	2,225	\$38,350			
3775	Clymer.....	Union School.....	1899	1	0	7	33	42	0	0	0	0	0	0	0	0	0	4	257	3,500			
3776	Cobleskill.....	La Verne L. Baker.....	1899	1	5	50	62	0	0	7	3	25	18	2	11	1	1	4	2,000	43,000			
3777	Cobeco.....	W. H. Ryan, A. M.....	1888	1	3	29	69	0	0	15	5	3	0	0	2	16	0	4	1,400	29,360			
3778	Coldspring.....	W. Carlton Tift.....	1888	1	1	22	19	0	0	0	2	3	0	1	2	1	1	4	2,696	41,675			
3779	Haldane High School.....	Otis Montrose.....	1899	1	5	41	90	0	0	0	0	0	0	14	11	9	7	4	5,355	30,000			
3780	High School.....	W. D. Johnson.....	1870	1	1	19	32	0	0	1	2	3	2	4	0	1	0	4	2,270	5,360			
3781	Corin.....	F. A. Walker.....	1870	1	1	19	32	0	0	0	0	0	0	4	4	2	2	4	550	6,000			
3782	Corin.....	La Fayette Clapp.....	1846	1	1	15	16	0	0	0	0	0	0	4	4	2	2	4	1,290	45,000			
3783	Corning.....	A. M. Hollister, A. M.....	1892	1	3	40	70	0	0	0	0	4	3	3	9	3	0	4	1,570	100,000			
3784	Corning.....	Leigh R. Hunt.....	1873	1	4	73	73	0	0	7	1	20	5	12	5	12	5	4	870	100,000			
3785	.....do.....	A. M. Bloodgett.....	1899	1	3	25	60	0	0	2	2	1	2	1	4	1	2	4	800	24,288		
3786	Corwall-on-Hudson.	Fred Carleton White.....	1897	2	2	21	45	0	0	0	1	3	0	2	4	2	3	4	1,247	23,700			
3787	Cortland.....	Union School.....	1893	1	4	69	73	0	0	2	6	2	0	9	10	2	6	4	1,658	60,000			
3788	Coxsackie.....	High School.....	1897	1	2	38	27	0	0	1	0	5	3	3	1	3	1	4	1,300	26,000			
3789	Crownpoint.....	Union School.....	1899	1	1	3	21	47	41	1	2	0	4	1	3	1	3	4	600	6,500			
3790	Dansville.....	W. D. Hewes.....	1892	2	2	29	45	0	0	0	0	5	4	4	3	1	2	4	512	20,000			
3791	Deposit.....	Edward J. Bonner, A. M.....	1897	1	4	38	84	0	0	1	0	0	1	5	7	0	0	4	210	30,000			
3792	Derryuter.....	Wm. L. Harris, A. B.....	1897	1	3	75	60	0	0	3	2	3	3	4	6	3	4	4	3,000	24,200			
3793	Dolgeville.....	Emmet C. Miller.....	1897	1	2	18	29	0	0	0	0	3	0	3	0	3	0	4	1,325	7,000			
3794	Dryden.....	James Egenberger.....	1895	1	2	29	22	0	0	1	3	1	0	6	2	3	0	4	750	18,000			
3795	Dundee.....	Geo. Clark, Jr.....	1895	1	2	16	26	0	0	0	1	3	1	0	0	2	3	4	631	8,600			
3796	Dundee.....	D. B. Smith.....	1898	1	3	40	60	0	0	7	3	3	0	0	5	0	4	4	600	5,000			

Dunkirk	do	Evans S. Parker, M. A.	1883	3	6	81	131	0	0	0	3	2	1	1	7	11	6	1	4	3,500	75,150
East York	do	R. M. Markham	1883	1	1	5	25	0	0	0	0	0	0	0	0	0	0	1	4	500	10,500
East Aurora	do	C. L. McGovern	1886	1	4	46	74	0	0	0	3	5	3	2	7	18	3	6	4	4,000	52,600
East Moonfield	do	Frederick B. Jones, M. A.	1896	1	2	20	27	0	0	0	1	2	2	0	0	0	2	0	4	1,500	6,090
East Pembroke	do	H. Wm. Dyer	1893	1	1	15	18	48	59	2	2	2	2	2	4	4	0	4	700	3,500	
East Syracuse	do	S. R. Brown	1888	1	4	20	50	0	0	0	0	0	0	0	0	0	0	4	2,458	40,000	
Elizabethtown	do	Charles W. Dunn	1888	1	1	23	27	45	47	1	1	1	1	0	0	3	0	1	700	5,000	
Elizabethtown	do	John W. Chandler	1892	1	4	22	59	0	0	2	2	2	0	1	0	4	1	4	1,218	31,075	
Elizabethtown	do	Clifton J. Luce	1892	1	2	22	36	48	40	2	0	1	0	4	5	1	1	4	1,244	22,000	
Elizabethtown	do	Ernest B. Luce	1899	1	1	26	26	48	40	4	3	3	3	3	1	4	1	4	1,000	3,000	
Elizabethtown	do	Howard Conant	1891	3	14	292	385	19	20	0	0	0	0	0	18	20	0	4	3,365	68,750	
Fairport	do	H. G. Bishop	1892	1	1	15	25	0	0	0	0	0	0	0	0	0	0	4	751	43,800	
Fairport	do	Arthur C. Simmons, A. B.	1894	1	4	40	72	0	0	0	6	12	2	1	2	13	2	9	619	14,555	
Falconer	do	J. S. Wright	1894	1	1	22	19	0	0	0	5	3	1	0	0	3	1	4	1,066	75,000	
Falconer	do	Samlford J. Ellsworth	1895	2	4	31	48	0	0	0	0	0	0	2	1	7	0	2	2,006	32,000	
Fayetteville	do	D. B. Williams	1894	1	2	20	50	0	0	0	0	0	0	5	20	1	5	4	2,006	32,000	
Fayetteville	do	Edward B. Du Mond	1894	1	3	9	17	54	57	0	0	0	0	0	3	3	0	2	651	10,185	
Fishkill-on-Hudson	do	Wm. J. Miller	1900	1	3	19	44	0	0	0	5	1	0	1	0	1	0	1	825	16,150	
Fishkill-on-Hudson	do	G. C. Schable	1876	2	16	145	181	0	0	0	15	17	0	0	8	19	5	4	3,531	58,200	
Florida	do	John Holley Clark, A. M.	1897	1	2	18	38	0	0	0	0	0	0	3	7	2	5	4	1,834	22,150	
Flushing	do	E. B. Robbins	1895	1	3	24	66	0	0	0	10	12	2	2	5	4	0	4	1,414	10,660	
Fonda	do	A. C. Anderson	1885	1	2	25	28	0	0	0	1	4	1	2	3	3	2	4	611	9,100	
Forestville	do	J. Leslie Cummings	1885	1	2	25	28	0	0	0	0	0	0	0	2	1	2	1	3,000	28,000	
Fort Covington	do	W. S. Coleman	1883	1	3	31	30	0	0	0	1	0	8	1	4	4	1	4	1,019	23,300	
Fort Edward	do	Howard Gray	1893	1	4	31	30	0	0	0	1	0	8	1	4	4	1	4	400	12,000	
Fort Plain	do	Fredk. J. Madden	1897	1	3	23	37	0	0	0	3	5	1	0	2	3	1	0	500	25,000	
Frankfort	do	Hamilton Terry	1885	1	3	48	67	0	0	0	0	0	0	2	0	0	0	4	480	7,200	
Franklinville	do	George R. Raynor	1885	1	1	17	24	0	0	0	0	0	0	0	0	12	4	3	600	60,000	
Frewsburg	do	B. G. Clapp	1891	4	8	147	179	0	0	0	0	0	0	0	11	12	4	3	1,250	18,705	
Fulton	do	Henry Wheaton	1891	1	1	12	22	0	0	0	1	1	0	0	0	2	0	4	433	5,037	
Fultonville	do	Glen B. Hoag	1893	3	9	135	194	0	0	0	24	20	18	20	14	20	10	6	436	6,818	
Gainesville	do	W. H. Truesdale	1895	1	1	10	14	0	0	0	0	0	0	0	2	0	1	0	1,200	7,340	
Geneva	do	Harvey M. Dunn	1885	1	10	77	153	24	31	0	0	0	0	0	2	16	2	4	6,734	44,540	
Gilbertsville	do	Archibald J. Matthews	1885	2	9	127	202	0	0	0	37	18	22	13	8	20	7	11	90	950	40,000
Glens Falls	do	Geo. J. Baskerville, M. A.	1897	1	4	35	60	17	17	5	4	6	2	0	2	8	2	3	2,151	18,893	
Gloversville	do	Guy H. Baskerville, A. B.	1887	2	5	80	145	0	0	0	4	6	2	0	9	14	4	6	1,701	60,000	
Goshen	do	H. De W. De Groat	1887	2	2	40	47	0	0	0	0	0	0	0	2	6	4	4	1,069	29,727	
Gouverneur	do	Robert W. Hughes	1888	1	3	39	47	0	0	0	8	12	9	15	5	4	5	4	1,394	18,500	
Gowanda	do	Raymond E. Brown	1888	1	3	39	47	0	0	0	8	12	9	15	5	4	5	4	1,394	18,500	
Granville	do	John W. Lambarde, A. B.	1875	1	2	33	84	0	0	0	1	2	2	2	11	2	2	4	2,050	5,900	
Greene	do	C. C. Moray, Ph. B.	1875	1	2	35	45	0	0	0	1	0	8	4	6	6	1	0	2,725	19,000	
Greenwich	do	C. W. Venable, A. M.	1875	1	4	30	40	0	0	0	1	1	2	1	4	4	1	4	1,025	15,000	
Groton	do	Benj. C. Bates	1887	2	2	50	49	0	0	0	1	0	3	4	4	3	4	0	1,977	20,150	
Hamburg	do	Charles H. Van Tuyl	1887	1	3	40	100	0	0	0	0	0	0	0	0	6	0	3	1,025	3,000	
Hamilton	do	A. D. Wedgell	1882	1	0	15	17	20	30	0	0	0	0	0	0	0	0	2	975	3,000	
Hammond	do	Myron C. Hough	1898	1	2	20	35	0	0	0	2	1	5	6	0	12	2	0	1,240	25,000	
Hammondsport	do	C. V. Bookholt	1898	1	4	17	50	0	0	0	0	0	0	0	11	4	3	4	1,220	18,000	
Hancock	do	Ezra Fred Knapp	1897	1	8	28	55	0	0	0	5	17	8	10	7	1	1	6	1,236	38,000	
Hempstead	do	Adrian J. Merrill	1897	2	5	60	77	0	0	0	0	0	0	0	7	13	3	4	1,400	45,200	
Herkimer	do	Earl W. Scripser	1897	1	1	17	20	45	48	0	0	0	0	0	0	2	0	4	525	3,770	
Heron	do	Earl W. Scripser	1897	1	1	17	20	45	48	0	0	0	0	0	0	2	0	4	525	3,770	

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name	Principal	Date of establishment.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.				Gradu-ates in the class of 1902.		College prepar-atory							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
NEW YORK—cont'd.																					
3846	Highland.....	Union School.....	.....	1	0	11	20	0	0	3	0	4	0	4	4	.....	.....	.....	.....	720	\$5,000
3847	Highland Falls.....	Clayton F. Sherman.....	1898	3	1	20	21	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	435	30,000
3848	Hinsdale.....	S. H. McIlroy.....	.....	1	0	5	7	25	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	835	5,000
3849	Hobart.....	Max E. Torrey.....	.....	1	1	23	30	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	908	3,400
3850	Holland Patent.....	E. J. Graham.....	1897	1	1	23	30	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,657	10,000
3851	Holley.....	D. Howard Naylor.....	1896	1	2	42	54	0	0	7	4	2	0	4	3	.....	.....	.....	.....	1,925	21,000
3852	Homer.....	H. D. Bartlett.....	1898	1	2	44	65	0	0	4	7	2	0	4	3	.....	.....	.....	.....	3,000	47,025
3853	Honeoye.....	Lewis H. Tuthill.....	1869	2	3	46	51	0	0	3	2	3	0	8	2	4	0	4	4	.....	.....
3854	Honeoye.....	W. W. Pingrey, A. B.....	.....	1	1	5	16	52	33	2	0	.....	.....	.....	.....	.....	.....	.....	.....	525	5,070
3855	Hoosick Falls.....	H. H. Snell.....	.....	2	4	84	110	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,531	69,350
3856	Hornellsville.....	Elmer S. Redman.....	1880	2	10	134	188	0	0	30	25	.....	.....	.....	.....	.....	.....	.....	.....	2,167	128,000
3857	Horseneads.....	Geo. Turner Miller.....	1898	1	2	40	50	0	0	1	3	.....	.....	.....	.....	.....	.....	.....	.....	1,028	25,300
3858	Howard.....	Bert Van Wie.....	.....	1	0	4	1	24	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	37	2,000
3859	Hudson.....	F. J. Sagenorph, A. M.....	1884	1	5	55	81	0	0	0	2	3	0	3	7	.....	.....	.....	.....	798	19,732
3860	Huntington.....	Arthur E. Chase.....	.....	1	5	38	69	0	0	2	3	5	3	4	2	1	1	4	4	1,053	41,025
3861	Ilion.....	A. W. Abrams.....	.....	3	2	54	46	0	0	5	6	10	0	5	3	3	2	4	4	2,179	16,430
3862	Irrington.....	R. A. Mac Donald.....	1872	3	2	54	46	0	0	1	2	.....	.....	.....	.....	.....	.....	.....	.....	5,900	21,900
3863	Islip.....	Matthew I. Hunt.....	1895	1	5	18	23	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,915	118,000
3864	Itasca.....	F. D. Bornton.....	.....	6	11	289	379	19	35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,300	.....
3865	Jamaica.....	Charles J. Jennings.....	.....	4	8	134	184	0	0	19	30	10	7	4	10	.....	.....	.....	.....	4,845	86,950
3866	Jamestown.....	Milton J. Fletcher.....	1868	2	10	292	286	23	31	12	9	13	8	16	22	8	5	4	4	8,107	20,500
3867	Johnstown.....	Alvin A. Lewis.....	.....	1	8	35	141	0	0	6	9	29	39	3	10	5	1	1	1	1,576	.....
3868	Jordan.....	Arthur C. Nye.....	.....	1	4	39	41	0	0	3	1	.....	.....	.....	.....	.....	.....	.....	.....	1,874	10,730
3869	Keseeville.....	Ernest E. Hinman.....	.....	1	4	25	25	0	0	3	1	1	0	1	2	1	0	4	4	.....	.....

3869	Kinderhook	Union School	1901	1	0	14	20	42	62	2	0	---	---	---	---	---	---	4	372	8,700
3870	Knowltonville	do	1894	1	0	9	7	41	39	0	0	---	---	---	---	---	---	2	557	7,855
3871	Lanesville	High School	1893	1	4	48	66	0	0	0	0	0	0	6	---	---	4	1,300	12,000	
3872	Lawrence	do	1895	1	4	14	32	0	0	2	2	1	2	2	4	---	4	1,616	52,000	
3873	Leonardsville	Union School and Academy	1895	1	1	27	27	33	34	0	1	---	---	---	---	---	4	120	3,600	
3874	Leroy	do	1890	2	3	38	64	0	0	2	0	0	7	6	3	2	4	1,300	24,000	
3875	Liberty	G. J. Damm	1889	1	2	23	46	0	0	2	0	1	4	3	1	0	4	628	14,830	
3876	Limestone	do	1889	1	1	16	27	0	0	0	0	2	1	3	2	1	3	1,250	10,400	
3877	Lisle	John P. Mahon	1874	1	1	21	26	29	36	1	0	---	---	---	---	---	2	1,050	7,600	
3878	Littletown	H. V. Radison, Ph. B.	1880	2	4	72	91	0	0	2	0	8	12	8	12	1	3	5,250	61,650	
3879	Liverpool	C. H. Warfield	1876	1	1	25	31	0	0	0	0	---	---	---	---	---	4	1,800	7,900	
3880	Livonia	W. D. Tisdale	1880	1	2	39	38	0	0	7	0	1	0	10	2	3	4	1,800	16,837	
3881	Lockport	C. S. Sanford	1880	1	2	39	38	0	0	7	0	1	0	10	2	3	4	1,800	16,837	
3882	Long Island City	Oliver J. Morelock	1848	4	8	193	211	0	0	5	0	21	11	31	35	16	4	1,300	20,000	
3883	Longville	Peter E. Demarest, Ph. D.	1891	2	12	193	313	0	0	1	2	13	0	---	---	---	4	1,002	116,550	
3884	Lyndonville	Arthur M. Johnson	1891	1	2	30	35	0	0	5	6	---	---	---	---	---	4	1,300	20,000	
3885	Lyons	J. H. Pifer	1845	1	1	50	33	33	29	3	0	0	2	0	2	0	4	864	8,217	
3886	Macedon	W. H. Kinney	1901	3	2	52	88	0	0	1	1	6	8	5	4	5	4	4,300	71,151	
3887	McGraw	H. F. Collier	1901	1	1	28	41	0	0	---	---	---	---	---	---	---	4	596	9,689	
3888	Madison	Calvin F. Place	1901	1	1	6	23	0	0	---	---	---	---	---	---	---	4	600	7,721	
3889	Madrid	Union School and Academy	1901	1	1	10	20	50	60	0	0	2	4	1	6	1	4	700	7,000	
3890	Malone	do	1876	1	2	28	24	0	0	0	0	---	---	---	---	---	4	800	8,000	
3891	Manlius	Frank H. Wallace	1897	3	5	55	86	48	77	4	0	1	0	4	1	1	4	6,000	45,550	
3892	Marathon	L. F. Dodge	1890	1	3	35	40	0	0	---	---	---	---	---	---	---	4	1,775	9,000	
3893	Margaretville	A. S. Knapp	1880	1	2	21	30	0	0	1	0	4	3	---	---	---	4	225	25,000	
3894	Margaretville	William A. Coon	1882	1	2	43	37	0	0	1	0	4	3	1	4	4	4	1,024	14,700	
3895	Massena	Reuben S. Covert, A. B.	1895	1	2	22	28	0	0	1	0	8	6	3	1	3	0	4	1,200	7,175
3896	Mayville	do	1895	1	3	31	77	0	0	4	6	4	0	5	7	2	3	600	33,000	
3897	Mechanicville	J. L. Walhart	1880	1	2	20	31	0	0	---	---	---	---	---	---	---	4	1,125	25,300	
3898	Medina	T. E. Lockhart	1860	1	2	22	31	12	22	0	0	6	10	20	6	5	4	5,150	13,100	
3899	Middleburg	do	1860	1	4	59	57	0	0	6	10	20	6	5	5	4	3	4	2,400	20,992
3900	Middle Granville	T. H. Armstrong	1895	2	2	59	62	0	0	1	1	7	0	8	9	5	6	4	2,743	20,331
3901	Middletown	A. H. Norton, B.S.	1884	1	3	30	50	0	0	0	0	---	---	---	---	---	4	1,400	30,000	
3902	Middletown	S. C. Kimm, Ph. D.	1884	1	1	20	30	0	0	0	0	---	---	---	---	---	4	585	10,000	
3903	Middleville	F. W. Davies	1897	1	3	22	56	0	0	2	3	---	---	---	---	---	4	1,000	21,000	
3904	Mineville	Edwin M. Randolph	1897	2	2	49	75	0	0	0	0	---	---	---	---	---	4	1,205	7,000	
3905	Montgomery	James F. Tutthill	1893	1	0	8	7	53	73	0	0	---	---	---	---	---	4	657	7,000	
3906	Monticello	G. S. Hardy	1893	1	0	8	7	53	73	0	0	---	---	---	---	---	4	657	7,000	
3907	Morris	S. D. McClellan	1894	1	4	44	34	0	0	2	1	---	---	---	---	---	4	958	5,540	
3908	Morrisville	S. A. Watson	1894	1	1	22	32	0	0	0	0	4	2	3	6	1	4	774	24,313	
3909	Mount Kisco	J. J. Hartness	1897	1	4	36	49	0	0	0	0	---	---	---	---	---	4	1,115	18,062	
3910	Mount Morris	Alexander J. Glennie	1897	1	5	45	81	0	0	2	0	4	3	1	4	1	4	1,680	19,850	
3911	Mount Vernon	John D. Bigelow	1897	1	1	13	30	0	0	5	3	1	0	6	13	5	2	1,285	24,803	
3912	Munnsville	Calvin Derrick	1901	1	2	20	46	46	46	4	1	0	1	0	1	0	4	1,800	12,000	
3913	Munnsville	Clayton G. Mahoy	1901	1	2	50	66	0	0	0	0	1	2	0	3	1	0	725	5,000	
3914	Munnsville	Philip H. Humbelt	1891	1	3	28	58	0	0	0	0	1	2	0	1	0	4	2,243	30,000	
3915	Munnsville	Luther N. Steele	1891	3	1	158	222	0	0	2	8	6	4	2	8	2	2	4	1,800	21,920
3916	Munnsville	A. B. Davis	1896	1	1	1	8	43	50	40	43	22	0	14	31	11	20	1,303	87,800	
3917	Munnsville	Wiggins	1896	1	1	1	8	43	50	40	43	22	0	14	31	11	20	1,303	87,800	

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Element-ary stu-dents.		Preparing for college.				Gradu-ates in 1902.		College prepar-atory stu-dents in the class that gradu-ated in 1902.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
NEW YORK—cont'd.																					
3316	Naples.....	Union and High School*		1	2	31	33	0	0	3	1	5	4	4	4	2	2	4	....	1,500	\$15,000
3317	Newark.....	Union School.....	1857	1	5	49	83	0	0	4	6	3	0	4	6	1	1	4	....	1,900	40,100
3318	Newark Valley.....	J. S. Kingsley, Ph. B.		2	2	40	35	0	0	0	0	0	0	5	5	4	5	4	....	2,174	14,250
3319	New Berlin.....	Arthur R. Mason.....		1	2	23	44	0	0	0	1	2	0	1	1	0	1	4	....	479	7,850
3320	Newburgh.....	William H. Doty.....	1796	6	11	158	172	50	43	14	8	18	17	21	30	8	5	4	....	1,194	125,950
3321	Newfield.....	Frederic V. Webster, A. M.		2	1	13	19	44	48	1	1	1	1	0	1	0	1	4	....	478	4,329
3322	New Hartford.....	Arthur M. Scripture, A. M.	1899	1	2	36	44	0	0	1	2	3	4					4	....	798	29,057
3323	New Rochelle.....	Miss Ida M. Babcock..	1897	2	8	109	143	0	0	11	10	9	3	10	14	7	5	4	....	275	....
3324	New York.....	John T. Buchanan.....		68	13	3924	0	0	0	561	0	318	0	133	0	88	0	4	....	1,600	282,500
3325	do.....	William C. Hess.....		9	0	623	0	1408	0					44	0			3	....	....	....
3326	do.....	Edward A. Page.....		10	0	748	0	1878	0					51	0			3	....	....	....
3327	do.....	Miss Margaret M. Slat-tery.	1900	0	6	0	127	0	1066										....	....	....
3328	do.....	Harlem Evening High School for Women.		31	38	968	1521	0	0	110	63	67	11	47	82	27	15	4	....	3,110	235,745
3329	do.....	Edward J. Goodwin... Samuel Ayers.....	1897	9	0	544	0	1010	0										....	....	....
3330	do.....	New School for Men, New York Evening High School for Women.	1897	0	8	0	411	0	484	0	24								....	....	....

3331	do	Wadleigh High School - School for Women.	John G. Wright.	1897	7	96	0	3700	0	0	0	229	0	18	4	1,002		
3332	do	Westside Evening High School for Women.	Miss Emilio J. Lich- tenstein.	1900	0	7	0	350	0	0	0							
3333	New York Mills	Union School.	W. S. Droman.		1	0	5	2	15	21						550	7,000	
3334	Niagara Falls.	High School.	Thos. B. Lovell, LL. D.	1886	2	12	132	181	0	0	0	15	21	3	8	1,241	118,500	
3335	Nichols	Union School.	Edison L. Moore.		1	1	20	20	48	62		0	0			4,775		
3336	North Brookfield.	do.	Howard F. Brooks.	1882	1	1	11	10	14	15		0	1			730	4,000	
3337	North Colchester	North Colchester and Al- bany High School.	Angelo O. Tucker.		1	2	33	52	0	0	2	4	2	1	2	867	8,000	
3338	North Tarrytown.	Union School.	Lewis W. Craig.	1856	1	1	14	20	0	0						1,700	7,900	
3339	North Tonawanda.	High School.	Herbert S. West.		5	6	105	106	0	0				1	1	650	110,000	
3340	Northville	Union School.	John M. Wise.	1886	1	1	3	24	0	0				1	1	900	8,000	
3341	Norwich	High School.	B. C. Van Ingen.		1	6	80	160	0	0				9	24	6	5,711	
3342	Norwood	do.	Wm. C. Davis.		1	2	33	49	0	0	3	3	1	2	0	1,147	18,500	
3343	Nunda	do.	Elmer E. McDowell.	1876	1	2	33	40	0	0	0	1	1	0		1,165	8,350	
3344	Nyack	do.	Ira H. Lawton.	1853	1	5	61	70	0	0	0	1	0			1,732	21,227	
3345	Oakfield	do.	A. H. Downey.	1892	1	1	16	21	0	0	0	3	0			1,100	48,000	
3346	Ogdensburg	Free Academy *	Fred Van Dusen, Ph. D.		3	5	92	89	55	34				5	7	3	2,939	
3347	Olean	High School.	Olaf Wilson Wood	1888	2	11	183	268	0	0	8	4	20	15	12	6	6,330	
3348	Oncota	do.	C. Ernest Brown.	1888	2	6	98	135	0	0	3	4	7	1	8	23	23,160	
3349	Orangetown	do.	Robt. S. Roulston.	1897	1	5	85	118	25	35	3	4	4	9	16	4	35,760	
3350	Orangetown Valley.	Free Academy *	John E. Morgan.	1896	1	3	38	69	0	0	0	3	4	6	0	4	1,200	
3351	Orchard Park	Union School.	Thos. W. Harris, A. B.		1	2	11	21	0	0	0			4	3	1	1,277	
3352	Orient	High School.	R. Thurston Le Valley.		1	0	9	6	54	34				0		702	8,208	
3353	Ossining	do.	Miss Ida W. Bennett.		0	7	81	93	0	0	2	3	10	5	17	42	14,232	
3354	Oswego	do.	Charles W. Richards.	1898	3	8	145	250	0	0	0			3	5	6	17,860	
3355	Ovid	Academy	Benj. E. Briggs.	1870	1	1	20	32	0	0	0			3	6	9	1,085	
3356	Owego	do.	Herbert L. Russell.	1870	2	4	47	85	0	0	8	4	9	6	9	4	1,200	
3357	Oyster Bay	High School.	Robert K. Tonz.	1897	1	3	51	41	0	0	2	2	10	8	3	5	665	
3358	Painted Post	Union School.	C. A. Woodward.	1896	1	3	12	25	0	0	0	1	6	2	3	292	47,250	
3359	Palatine Bridge	do.	B. E. Hicks.	1878	1	1	25	51	0	0	0	1	6	2	1	0	580	
3360	Palmira	Classical High School	George M. Wiley, Jr.	1848	1	1	15	9	53	46						1,265	15,000	
3361	Parish	High School.	William J. Deans, M.A.	1896	1	5	62	70	0	0	5	8	12	10	5	3	3,725	
3362	Peachogue	do.	E. Clifton Gibbs.	1892	1	1	21	20	0	0	1	0	4	3	0	4	85,500	
3363	Peekskill	Drum Hill High School.	Wellington E. Gordon.	1900	1	3	45	36	0	0	0			31	7	3	1,028	
3364	do.	Oakdale High School.	John Millar.	1899	1	4	41	48	0	0	0	2		3	10	8	1,700	
3365	Penn Yan	Academy *	A. D. Dumbur.		1	5	67	102	0	0	0			3	18	0	630	
3366	Perry	High School.	F. C. Wixon.		2	2	50	70	0	0	0			2	6	2	750	
3367	Peterboro.	Union School *	Herbert C. Jeffers, B.S.		1	1	19	27	22	28	2	1		5		420	91,000	
3368	Phelps	High School.	Roy B. Kelley.	1865	1	1	12	34	46	0	0	2	3	6	2	1	15,000	
3369	Philadelphia	do.	Willis A. Ingalls.		1	2	34	46	15	17	1	3	5	1	4	800	15,000	
3370	Phenix	do.	Wm. D. Hall.		3	5	43	65	0	0	0	1	8	2	7	910	7,450	
3371	Plain Plains	do.	J. Schuyler Fox.		1	1	20	25	30	45	1	0	1	0	2	0	1,056	
3372	Plattsford	do.	Emory Kirkert.	1899	1	2	21	25	0	0	0	1	0	5	3	1	700	8,000
3373	Plattsburg	do.	Daniel Pratt.	1892	1	2	21	25	0	0	0	1	0	5	3	1	622	17,945
3374	do.	do.	Miss Helen D. Wood- ward.	1867	1	8	108	73	0	0	0	17	5	8	4	1,896	81,000	
3375	Pompey	Union School	H. O. Hutchinson	1840	1	1	17	11	46	48	1	0	3	1		910	4,500	
3376	Port Byron	High School.	W. X. Crider.		1	2	33	35	0	0				1	7	550	22,000	
3377	Port Chester	do.	Miss Mary E. Kellher.	1898	0	6	49	75	0	0	0	1	2	5	1	2,000	21,400	
3378	Port Henry	do.	P. F. Burke.		1	4	18	33	0	0				5	2	4	837	14,000

* Statistics of 1900-1901. a Includes pupils of the evening high school taking certain commercial branches, but not pursuing regular high-school studies.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.				Gradu-ates in the class that gradu-ated in 1902.		College prepar-atory.									
								Classic-al course.		Selen-tific courses.		Gradu-ates in the class that gradu-ated in 1902.		College prepar-atory in the class that gradu-ated in 1902.									
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
NEW YORK—cont'd.																							
3379 Port Jefferson.....	High School.....	E. D. Myers.....	1901	1	1	22	20	0	0	3	2			6	10	12	1	0	4	543	\$19,000		
3380 Port Jervis.....	do.....	Edward P. Smith.....		2	5	83	145	0	0	1	0			9	6	10	1	0	4	509	25,080		
3381 Port Leyden.....	do.....	Irving L. Farr.....		1	1	18	35	0	0					2	3	5	2	3	4	1,043	7,178		
3382 Portville.....	Union School.....	Fred R. Darling.....	1882	1	1	12	19	0	0	2	0	1	0	3	3	5	2	3	4		1,026		
3383 Poughkeepsie.....	High School.....	Clarence H. Woolsey.....	1856	6	10	26	273	0	0	2	0	9	4	0	29	36	7	9	4	431	80,000		
3384 Prattsburg.....	Franklin Academy and Prattsburg High School.....	James M. Glass.....	1823	1	2	41	53	0	0	2	1			6	13	2	0	4		3,000	12,000		
3385 Pulaski.....	Union School and Academy.....	Charles M. Bean.....	1892	2	4	59	80	0	0	12	10	8	1	16	10	8	5	4		2,500	15,000		
3386 Redereek.....	Union Seminary.....	W. A. Ward.....	1840	1	2	33	30	35	37	2	2							4	450	7,000			
3387 Red Hook.....	High School.....	D. C. Lehman.....	1896	1	0	4	10	0	0									4	461	4,680			
3388 Rhinebeck.....	do.....	Burtis E. Whitaker.....		1	1	20	35	0	0	1	1	1	0	1	4	1	1	4	331	13,340			
3389 Richburg.....	do.....	James M. Reed.....	1896	1	2	16	20	41	60	5	1			3	1	3	0	4	1,200	10,300			
3390 Richfield Springs.....	do.....	E. B. Callahan.....		1	4	73	123	0	0					8	12			4	1,000	25,000			
3391 Ripley.....	do.....	Hiram J. Baldwin.....		1	1	11	23	0	0	3	4			0	2			4	577	25,000			
3392 Riverhead.....	do. *.....	Geo. A. Brown.....		1	2	36	43	0	0					0	2			4	650	25,000			
3393 Rochester.....	do.....	Albert Henry Wilcox.....	1859	11	34	592	683	0	0	39	10	41	14	36	66	24	11	4	2,658	176,380			
3394 Rockville Center.....	South Side High School.....	J. Anthony Basset, Ph. D.....	1891	1	3	27	32	0	0	8	5	5	0	4	6	1	3	4	2,300	30,000			
3395 Rome.....	High School.....	Homer W. Harris.....	1869	1	7	99	129	7	5	1	1	2	2	4	17	4	0	4	1,700	.....		
3396 Roundlake.....	Union School.....	Mervin D. Losey.....	1901	1	1	25	24	28	24			2	1	3	1	2	1	4	876	15,000			
3397 Rouse Point.....	do.....	George M. Lasell.....		1	2	5	16	0	0					1	1			4	1,745	10,645			
3398 Rushford.....	High School.....	Frederiek Leighton.....	1867	1	1	15	25	0	0	3	3			0	2			4	600	8,000			
3399 Rushville.....	Union School.....	Chas. J. Smith.....		1	1	9	11	0	0	0	2			0	3	0	1	4	499	15,000			

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stud-ents.		Preparing for college.						Gradu-ates in 1902.		College prepar-atory students in the class that gradu-ated in 1902.							
								Male.		Female.		Male.						Female.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
NEW YORK—cont'd.																							
4048	Union	Union School.	J. L. Lusk	1	2	35	45	0	0	2	5			5	12			3		1,600	\$5,000		
4049	Union Springs	High School.	Jesse C. Bell	1	1	20	30	0	0	1	0	3	0	1	7	1	0	4		1,500	17,400		
4050	Utica	Academy	Arthur L. Goodrich, A. B.	7	11	280	307	0	0	47	28			25	29	12	5	4		2,355	200,000		
4051	Valatie	High School	Winthrop L. Mills	1	1	24	22	0	0	2	2			1	2	1	1	4		1,600	12,500		
4052	Vernon	do	J. Earl Carmichael	1	3	30	30	0	0			6	1	0	4	1	0	4		1,816	16,000		
4053	Victor	do	Edward J. Rowe	1	2	35	41	0	0	3	0							4		1,247	14,610		
4054	Waddington	Union School and Academy.	Geo. H. Nulty	1	1	14	17	0	0			3	0	3	2			4		375	6,175		
4055	Walton	High School.	James R. Fairgrave	1	5	65	101	0	0	17	13	4	0	8	8	4	5	4		2,500	60,000		
4056	Wappingers Falls	Union School.	Samuel Mansfield	1	1	3	6	0	0					2	2			1		710	14,459		
4057	Warsawburg	High School.	Ezra W. Benedict	1	3	12	15	0	0	1	1			0	1			4		1,529	37,862		
4058	Warsaw	do	Geo. W. Glaser	2	3	60	80	0	0	16	22	10	8	3	12	3	6	4		14,195	50,000		
4059	Warwick	do	L. W. Hoffman	1	3	20	35	0	0	6	12			0	6	0	3	4		1,900	42,000		
4060	Washingtonville	do	Louis R. Herzog	1	2	18	20	0	0					2	3			4		400	12,000		
4061	Watford	do	John W. Currie, A. B.	1	3	40	55	0	0	8	6	2	0	3	4			4		3,000	35,000		
4062	Watertown	do	H. T. Skeritt	1	1	12	15	30	40			1	5	7	2	10	1	5		1,080	35,000		
4063	Watertown	Union School.	Morell B. Baker	2	10	164	263	0	0	25	15	20	2	16	30	5	3	4		615	2,800		
4064	Watertown	High School.	G. M. Jones	1	1	12	15	30	40			1	0	0	1			4		3,500	30,000		
4065	Waterville	do	Curtis Miller, Jr.	1	2	34	26	0	0	2	0			4	7	4	0	4		500	30,000		
4066	Waterville	do	James A. Ayers, M. A.	1	2	34	26	0	0									4		75	30,000		
4067	Watkins	do	Samuel S. Johnson	1	2	54	99	0	0			0	5	0	8	5	5	0	4	389	40,000		
4068	Waverly	do	H. J. Waller, Ph. M.	2	3	56	99	0	0	2	0			8	10	2	6	4		3,625	54,200		
4069	Weaver	do	E. E. Collier	1	4	39	55	0	0	2	8							4		1,100	20,000		
4070	Weedsport	do	Lazell R. Hopkins	1	3	41	71	0	0			11	6			1	1	4		1,641	10,000		

4071	Wellsville	do. *	Lewis W. Craig	1	4	29	86	0	0	0	1	4	10	2	17	0	3	4	940	30,600
4072	Westerville	Union School *	Harmon V. Arman	1	0	3	5	24	34	0	1	2	25	9	8	9	3	1	125	1,500
4073	Westfield	do.	Preston K. Pettison	3	100	72	0	0	1	2	25	20	9	8	9	3	3	4	2,616	64,000
4074	West Hebron	do.	Geo. E. Baldwin	1855	1	20	30	15	25	1	0	1	0	1	2	1	0	4	350	1,600
4075	Westport	High School	Edgar W. Ames	1	2	39	30	0	0	1	1	1	0	6	13	3	1	4	250	10,095
4076	West Winfield	do.	George L. Bennett	1897	2	20	40	0	0	0	2	2	1	0	2	5	4	4	900	16,000
4077	Whitehall	do.	Miss Mary M. Humphrey	0	4	58	69	0	0	18	34	16	20	12	17	7	6	4	1,500	44,470
4078	Whiteplains	do.	G. H. McNair, Pd. D.	1894	3	4	84	116	0	0	0	0	0	0	0	0	0	1,660	26,535	
4079	Whitesboro	do.	Geo. G. Bailey	1	2	20	41	0	0	0	0	0	0	0	0	0	0	450	12,562	
4080	Whitney Point	do.	F. M. M. Hall	1866	1	2	22	45	0	0	0	0	0	0	0	0	0	480	18,000	
4081	Williamsburg	do.	Daniel B. Albert, Ph. B.	1897	1	1	40	35	0	0	6	2	3	9	2	4	4	850	14,000	
4082	Wilson	do.	C. C. Scheek	1845	1	2	37	47	0	0	6	4	6	0	3	3	1	2,320	23,450	
4083	Windsor	do.	Andrew J. MacElroy	1837	1	2	37	47	0	0	6	4	6	0	3	3	1	948	11,236	
4084	Wolcott	do.	Lewis H. Carris	1	3	36	62	0	0	1	3	3	7	4	7	3	5	4	1,088	30,000
		Leavenworth Institute and Wolcott High School.																		
4085	Woodhull	Union School	Edwin A. Stuart	1	0	10	20	45	46	0	1	0	0	0	0	0	0	200	4,950	
4086	Worcester	High School	H. L. Tipple, Ph. B.	1897	1	2	24	26	0	0	2	2	0	3	4	1	0	4	1,000	17,000
4087	Wyoming	Middlebury Academy and Wyoming High School	Charles H. Seaver, B. A.	1883	1	1	10	30	40	45	3	4	0	2	5	0	2	500	5,000	
4088	Yonkers	High School	Wm. Allen Edwards	1882	6	13	201	259	0	0	5	8	25	19	12	18	6	4	100	124,913
NORTH CAROLINA.																				
4089	Acton	Sand Hill High School *	E. G. Roberts	1	0	20	15	33	32	10	9	2	5	0	0	0	0	3	300	500
4090	Alexander	Flint Hill High School *	G. H. Blankenship	1	0	27	17	30	28	0	0	0	0	0	1	0	1	3	207	500
4091	Ashboro	Graded and High School	N. C. Newbold	1893	1	1	13	25	0	0	3	2	0	0	3	14	3	3	250	2,500
4092	Ashville	High School	Thomas B. Hamby	1889	2	3	74	30	44	0	0	0	0	0	3	14	3	3	2,400	2,000
4093	Candler	Hominy Valley Institute *	O. F. Thompson	1	0	9	9	50	35	0	0	0	0	0	0	0	0	16	2,000	2,000
4094	Concord	High School *	Miss Laura Leslie	2	1	13	28	0	0	0	0	0	0	0	2	2	3	300	300	300
4095	Durham	Whitied High School (colored)	W. G. Pearson, A. M.	1886	1	1	15	31	0	0	3	0	0	5	9	5	9	3	600	8,000
4096	Goldsboro	High School	A. J. Barwick	1881	1	1	23	34	0	0	0	0	0	1	2	1	2	3	3,000	40,000
4097	Greensboro	do.	W. H. Swift	1	4	52	86	0	0	0	0	0	0	10	9	5	2	3	600	6,000
4098	Henderson	do.	W. R. Mills	1899	1	2	22	45	0	0	0	0	0	2	2	0	0	3	400	7,000
4099	Hookerton	do.	Miss Emma M. Palmer	1	0	1	6	12	14	1	3	0	0	0	0	0	0	0	0	0
4100	Lee	do. *	C. S. Kirkpatrick, L. I.	1	0	10	8	80	86	0	0	0	0	0	0	0	0	0	0	0
4101	L'xington	Spring Creek Seminary *	J. B. Spilman	1	0	6	6	14	10	0	0	2	2	0	0	0	0	2	100	4,000
4102	do.	Graded School	H. A. M. Holshouser, A. R.	1891	1	0	4	39	37	3	2	3	1	0	0	0	0	40	1,000	1,000
4103	Lowell	High School	J. K. Hand	1	0	4	5	56	67	0	0	1	3	0	0	0	0	1	0	0
4104	Monroe	do. *	R. C. Barrett	2	0	15	26	0	0	3	0	0	0	3	0	3	0	0	20,000	20,000
4105	Mountairy	do. *	Frank H. Curtiss	1	1	25	20	0	0	5	3	0	0	0	0	0	0	0	3,500	3,500
4106	Newbern	do.	J. Paul Spencer	1899	1	1	26	36	0	0	12	15	0	2	10	2	8	3	2,000	36,500
4107	Oxford	Graded School	R. D. W. Connor	1901	1	1	0	18	57	53	0	0	0	0	0	0	0	150	4,350	4,350
4108	Pelham	High School	S. B. Dameron	1889	1	1	0	18	24	9	12	6	1	1	4	1	0	4	300	1,000
4109	Reidsville	do.	R. W. Allen	1885	2	0	24	26	0	0	0	0	0	0	0	0	0	3	800	22,000
4110	do.	High School (colored) *	J. E. Hogan	2	0	20	21	0	0	0	0	0	0	0	0	0	0	3	24	1,000
4111	Salisbury	High School	Charles L. Coon	1899	3	1	12	17	0	0	10	5	0	0	0	0	0	1	25	1,000
4112	Seyern	do.	J. W. Fleetwood	1883	1	0	3	6	22	29	0	0	0	0	3	1	3	1	1,200	5,400
																			57	57

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Ele-ment-ary stud-ents.		Preparing for college.						Grad-uates in 1902.		College prepar-atory stud-ents in the class that grad-uated in 1902.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
																		5	6					7	8	9	10	11	12	13	14	15	16	17	18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
NORTH CAROLINA—continued.																							
4113	Shelby	Graded School.	Miss Frances Eskridge.	1	1	10	21	0	0	2	4							3		100	\$4,500		
4114	Springhope	Academy *	Chas. T. Ball.	1	1	12	9	33	46	2	4							3		1,000	1,000		
4115	Tarboro	Union High School.	B. B. Lane.	1	2	30	42	0	0	7	10			0	6	0	3	4		1,000	2,500		
4116	Washington	High School.	Frank T. Willis.	1	1	41	48	0	0	8	5	3		4	1	4	0	3		1,200	1,200		
4117	Waynesville	do.	W. C. Allen.	1	1	28	26	0	0	5	5			6	6	6	4	3		1,597	10,500		
4118	West Durham	Graded School.	J. E. Pegram, A. B.	1	2	9	11	0	0					9	11	3	4	3		363	5,000		
NORTH DAKOTA.																							
4119	Bathgate	High School *	Thomas J. Taylor.	1	0	7	4	0	0									3		450	40,000		
4120	Bismarck	do.	William Moore.	1	2	23	62	0	0					2	16			4		750	40,000		
4121	Buffalo	do.	Benj. Stoebling.	1	0	20	14	0	0	1	4			1	5	1	4	3		350	12,500		
4122	Buxton	do.	Olve.	1	0	15	7	46	49			8	4	0	1	0	1	2		1,022	6,500		
4123	Casselton	do.	T. C. Williams.	2	1	18	23	0	0									4		800	12,000		
4124	Crystal	do.	James S. Carr.	1	1	12	18	45	55	1	5			3	3	3	3	3		250	5,000		
4125	Devils Lake	do.	R. S. Dewar.	1	2	35	40	0	0	2	5	4	4	3	7	3	4	4		300	30,000		
4126	Dickinson	do.	Lewis F. Crawford.	1	1	8	14	0	0					2	4			3		680	20,000		
4127	Drayton	do.	W. W. Massee.	1	1	25	25	0	0			12	12	1	2	1	2	4		800	8,000		
4128	Edgeley	do.	Albert Lehmann.	1	0	4	3	49	39									2		209	3,000		
4129	Ellendale	do. *	W. M. Lawver.	1	1	20	31	0	0			1	2					4		1,200	12,000		
4130	Fargo	do.	Miss Edna A. Kent.	5	6	116	140	0	0					13	13	5	6	4		1,500	3,000		
4131	Grand Forks	do.	Miss Jennie Allen.	1	5	47	72	0	0					7	6	4	3	4		430	1,500		
4132	Hillsboro	do.	W. A. Godward.	1	2	19	24	0	0					0	1	0	1	4		1,550	30,000		

4133	Hunter	do	W. C. T. Adams, Ph. D.	1900	1	1	15	18	12	11	5	3	0	3	0	4	600	12,000
4134	Inkster	do	A. R. Lyman	1885	1	0	2	9	0	0	0	0	0	0	0	0	135	6,000
4135	Ironstone	do	Miss Anna M. Morrow	1885	1	3	35	59	0	0	0	1	7	13	0	1	1,000	25,000
4136	Lansdown	do	John A. Johnson	1892	1	0	16	14	0	0	0	0	2	4	1	0	350	5,000
4137	Langdon	do	Richard Hayward	1899	2	0	10	18	0	0	0	3	5	1	0	3	320	8,000
4138	Larimore	do	P. S. Berg	1889	1	1	17	29	0	0	6	7	1	2	4	1,250	20,000	
4139	Lisbon	do	E. T. Crocker	1889	1	2	16	22	0	0	0	3	2	4	1	400	23,000	
4140	Madison	do	J. E. McGarvey	1900	1	3	13	19	0	0	4	8	0	2	4	500	35,000	
4141	Minnewadkon	do	W. J. Bruchman	1900	1	0	8	15	41	63	1	0	1	3	0	250	20,000	
4142	Mint	do	S. Henry Wolfe	1900	1	1	9	14	0	0	0	0	0	0	0	300	15,000	
4143	Minto	do	J. P. Rance	1900	1	1	14	17	0	0	0	0	0	0	0	313	12,000	
4144	New Rockford	do	W. A. Tucker	1889	1	0	9	10	0	0	0	0	0	0	0	327	15,000	
4145	Oak	do	E. W. Ackert	1889	1	1	5	20	0	0	0	0	0	0	0	500	5,000	
4146	Oak	do	A. E. Nelson	1889	1	0	5	7	40	49	0	4	7	1	1	50	4,000	
4147	Page	do	W. E. Hoover	1889	1	3	23	26	0	0	2	2	2	2	2	500	25,000	
4148	Park River	do	G. J. Keenan	1890	1	1	0	11	14	0	0	5	1	0	3	450	20,000	
4149	Pembina	do	Miss Addie Dewart	1890	1	1	0	11	16	0	0	2	1	0	3	800	12,000	
4150	St. Thomas	do	W. O. Loundslager	1892	2	1	21	29	0	0	0	0	0	2	0	500	35,000	
4151	Valley City	do	Miss Martha T. Fulton	1887	2	1	34	28	0	0	0	0	0	1	5	1,500	30,000	
4152	Walpewit	do	do	1887	2	1	34	28	0	0	0	0	0	1	5	1,500	30,000	
ono.																		
4152	Aberdeen	High School *	N. D. Johnson	1857	1	0	13	16	0	0	0	0	0	0	0	3	0	0
4153	Akron	do	D. C. Rybolt	1857	9	11	320	340	0	0	30	55	60	0	8	28	6	15
4154	Albany	do, *	A. H. Dixon	1892	1	2	22	23	0	0	0	0	0	5	1	0	0	0
4155	Alexandria	do	C. L. Riley	1892	1	1	23	20	0	0	0	0	0	7	5	1	3	4
4156	Alliance	do	J. W. Guthrie	1873	3	2	67	87	0	0	0	0	0	0	18	16	0	0
4157	Alpha	do	A. R. Cecil	1873	1	1	36	18	0	0	0	0	0	3	3	0	0	0
4158	Alvordton	High School.	W. L. Fulton	1900	1	1	6	1	56	53	0	0	0	0	0	0	135	6,500
4159	Amunda	do, *	Geo. M. Morris	1896	1	1	17	19	53	57	0	0	0	2	2	0	270	2,600
4160	Amesville	do	Amos W. Shinn	1896	1	0	15	13	20	32	0	0	0	3	1	0	20	8,000
4161	Andover	do	R. P. Clark	1892	2	1	47	56	0	0	5	8	0	14	13	3	300	15,000
4162	Anna	do	Chas. A. Sager	1892	1	0	14	19	0	0	0	0	0	1	5	0	200	8,000
4163	Antwerp	do	J. H. Finley	1892	2	0	40	40	0	0	0	0	0	3	2	0	300	10,000
4164	Appelwick	do	H. D. Wile	1892	1	1	18	18	41	43	0	0	0	0	0	135	3,000	
4165	Areadah	Washington Township High School.	A. N. Kreg	1884	1	0	15	17	0	0	1	3	0	0	0	50	16,000	
4166	Arenum	do	D. T. Bennett	1889	2	0	20	29	0	0	1	1	0	1	4	1	400	15,000
4167	Arenhold	do	C. G. Miller	1871	1	0	18	19	0	0	0	0	0	0	0	160	20,000	
4168	Ashland	do	H. B. Brush	1871	2	2	52	54	0	0	2	2	0	7	2	6	1,200	10,000
4169	Ashley	do	C. B. Stoner	1890	2	0	29	32	0	0	6	4	0	8	7	3	400	8,000
4170	Ashbach	Harbor High School.	B. O. Martin	1890	1	4	87	133	0	0	0	4	7	0	8	5	700	30,000
4171	do	do	A. H. Pontus	1870	1	4	87	133	0	0	0	0	0	8	9	2	350	30,000
4172	Ashville	do	D. W. Macklin	1890	2	0	20	26	0	0	2	0	0	2	3	0	50	15,000
4173	Athens	do	C. C. Henson	1890	2	2	36	57	0	0	9	5	0	2	5	9	1,106	46,000
4174	Attica	do	Mrs. E. W. Bradley	1902	1	1	21	29	0	0	0	2	2	3	0	4	320	12,500
4175	Ayersville	Highland Township High School.	F. G. Blue	1902	1	1	0	1	6	14	6	0	0	0	0	7,000	12,500	
4176	Bainbridge	do	M. E. Wilson	1886	1	0	20	10	0	0	3	1	0	2	2	1	100	15,000

* Statistics of 1900-1901.

4199	Belpre.....	do	S. E. Weaver	2	0	8	20	0	0	0	0	0	0	5	0	2	4	650	12,500	
4200	Bentonville.....	do	W. S. Campbell	1	0	6	6	32	0	2	1	4	3	12	8	6	4	3	800	
4201	Berea.....	do	M. R. McPhoy (supt.)	1	2	53	60	0	0	2	1	4	3	12	8	6	4	3	22,600	
4202	Berlin.....	do	Alvin E. Schmidt	1	0	16	24	26	30	1	2	0	4	0	1	0	1	0	214	
4203	Berlin Heights.....	do	Chas. M. Davis	1	1	26	30	0	0	0	0	0	0	3	1	3	1	3	7,500	
4204	Berne.....	Carlisle High School *	W. M. Hesson	1	0	10	10	30	0	0	0	0	0	0	0	0	0	0	8,800	
4205	Bethel.....	High School	A. L. Beck	2	0	30	20	0	0	0	0	6	0	5	2	2	0	4	700	
4206	Beverly.....	do.	J. F. Wagner	1	0	7	19	56	62	35	0	0	0	1	2	0	0	0	6,000	
4207	Bladenburg.....	do.	J. S. Rumlart	1	0	14	19	37	35	0	0	0	0	0	0	0	0	0	200	
4208	Blake Mills.....	Lockport High School *	R. A. Murphy	1	0	4	6	52	68	0	0	0	0	0	0	0	0	0	4,000	
4209	Blanchester.....	High School	E. L. Hutton	3	0	30	35	0	0	1	5	3	2	2	4	0	2	4	300	
4210	Bloomington.....	do.	J. W. Whiteside	1	0	12	12	0	0	0	6	6	0	2	7	2	4	3	25	
4211	Bloomville.....	do.	J. E. Sherek	1	0	11	13	0	0	0	0	0	0	2	7	2	4	3	6,000	
4212	Bluecreek.....	Jefferson Township High School.	W. E. Fite	1	0	7	19	0	0	0	0	0	0	0	0	0	0	0	1,000	
4213	Bluffton.....	High School	Miss Blanche McPeak	1	1	32	24	0	0	5	4	0	0	11	7	5	4	3	356	
4214	Bollivar.....	do.	J. V. Hawk	1	0	8	1	57	63	0	0	2	1	0	0	2	0	3	132	
4215	Bourneville.....	Twin Township High School.	Benjamin L. Plener	1	0	4	6	9	6	0	0	0	0	0	0	0	0	0	300	
4216	Boweston.....	High School	J. E. Finelrock	1	0	12	15	0	0	0	2	3	0	0	0	0	0	0	200	
4217	Bowling Green.....	do.	C. M. Swingle	1	3	73	91	0	0	6	8	2	0	5	19	3	6	4	800	
4218	Bragford.....	do.	Will H. Hollinger	2	0	24	26	0	0	0	0	0	0	3	5	0	0	0	300	
4219	Bradner.....	do.	B. O. Bisline	2	0	15	25	15	13	1	0	1	0	1	0	0	0	0	300	
4220	Bremen.....	do. *	M. E. Osbourne	1	0	14	16	44	60	0	0	0	0	0	0	0	0	0	80	
4221	Bridgeport.....	do.	W. E. Riggs	3	1	52	52	0	0	2	4	6	3	8	15	2	3	4	600	
4222	Brilliant.....	do.	Wm. L. Everson	1	0	13	18	0	0	0	0	0	0	0	0	0	0	0	8,000	
4223	Brinkhaven.....	Gann High School.	W. W. Borden	1	1	9	18	50	39	1	2	1	0	0	2	0	0	0	250	
4224	Bristolville.....	High School	Ernest C. Gray	1	0	18	27	30	37	0	0	2	1	3	3	2	1	3	80	
4225	Brooklyn.....	do.	Miss Elsie C. Romick	1	2	9	16	0	0	1	0	3	3	0	0	0	4	0	101	
4226	Brookville.....	Perry Township High School	H. A. Klepinger	1	0	21	2	0	0	3	1	5	1	2	0	2	0	4	365	
4227	Broughton.....	Broughton-Hedges School	Geo. O. Rice	1	0	7	8	71	59	0	0	0	0	0	0	0	0	0	5,000	
4228	Brownhelm.....	High School	W. E. Crandall	1	0	16	14	0	0	0	0	1	1	2	4	0	2	0	4,000	
4229	Brownsville.....	Bowling Green Township High School.	F. F. Orr	1	1	20	15	0	0	1	1	0	0	1	3	0	3	0	47	
4230	Bucyrus.....	High School	C. H. Miller	5	2	39	94	0	0	8	10	14	16	16	6	4	4	1,300	20,000	
4231	Burlington.....	do. *	W. E. Myers	1	0	10	20	35	45	3	3	1	0	0	0	0	0	0	200	
4232	Burton.....	do.	Miss Helen Pelton	1	1	19	22	0	0	0	2	6	2	6	4	4	4	600		
4233	Butler.....	do.	E. J. Ramey	1	0	22	11	48	59	0	0	0	0	4	1	3	1	3	200	
4234	Byesville.....	do.	H. L. Cash	1	0	6	12	0	0	0	0	0	0	0	0	0	0	0	5,000	
4235	Cadiz.....	do.	Miss Ellen Davis	1	0	26	36	0	0	10	14	2	3	8	7	4	2	4	400	
4236	Caldwell.....	do.	E. E. McLaughlin	1	3	22	20	0	0	10	8	5	2	5	2	5	2	4	625	
4237	Calcutonia.....	do.	R. J. Pennell	1	0	17	17	0	0	0	0	0	0	1	2	0	1	3	10,000	
4238	Cambridge.....	do.	Perry E. Burt	3	2	42	71	0	0	0	0	0	0	4	15	0	0	0	1,750	
4239	Cameron.....	do.	J. E. Randall	1	0	14	12	0	0	0	0	0	0	1	2	0	0	0	1,400	
4240	Cameron.....	do.	W. G. Wolf	1	0	11	3	60	46	1	0	5	2	1	2	0	0	0	6,500	
4241	Campbellstown.....	Jackson Township High School.	C. R. Coblenz	1	0	13	13	0	0	0	0	0	0	1	0	3	5	3	320	
4242	Canaan.....	do.	Geo. W. Jacob	1	0	11	11	13	35	0	0	0	0	0	0	0	0	0	150	
4243	Canal Dover.....	High School	Franklin P. Geiger	2	1	28	43	0	0	0	0	0	0	2	4	1	2	4	1,000	
4244	Canal Fulton.....	do	John H. Focht	1	1	23	24	0	0	0	0	2	2	2	7	1	5	0	200	30,000

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Prepar-ing for college.		Grad-u-ates in the class of 1902.		College prepar-atory stu-dents in the class gradu-ated in 1902.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
OHIO—continued.																					
2245	Canal Winchester.																				
2246	Canfield	W. T. Heilman		1	1	23	23	0	0	1	0	2	0	3	4	3	0	4		270	\$6,000
2247	Canton	J. Brady Bowman		1	0	16	17	0	0	4	4	4	3	1	1	1	1	3		1,500	150,000
2248	Cardington	C. A. Armstrong	1854	8	9	224	315	0	0	23	21	6	1	14	25	1	0	4		725	30,000
2249	Carey	N. D. O. Wilson	1868	1	3	34	41	0	0	12	0	7	0	8	11	5	3	4		600	31,500
2250	Carleisle	Thos. A. Bonser		2	1	23	29	0	0	1	1	2	0	4	5	1	1	3		900	13,000
2251	Carroll	C. H. Young		1	0	6	11	40	37	1	1	1	1	1	1	1	1	3		350	10,000
2252	Carrollton	W. H. C. Ackers		1	0	15	13	50	44	5	3	3	9	4	5	1	0	4		205	2,600
2253	Carthage	John R. Kail		2	2	0	30	0	0	0	0	0	0	1	2	4	1	3		500	30,000
2254	Casstown	P. C. Hill	1895	1	0	11	4	29	31	4	1	7	2	4	1	8	0	3		250	3,000
2255	Casalia	J. Wesley Overmyer	1890	1	0	15	27	0	0	2	0	3	2	2	0	2	2	4		100	2,500
2256	Cedarville	R. A. Brown	1894	2	0	21	32	0	0	0	0	5	12	4	5	2	2	4		200	12,000
2257	Celina	Miss Villa L. Moore		1	3	50	57	0	0	1	1	1	1	3	11	1	1	4		509	40,000
2258	Centerburg	Oscar S. Adams	1883	2	0	29	25	0	0	0	3	3	3	1	4	1	3	4		800	11,000
2259	Centerville	W. H. Letter		2	0	20	26	0	0	0	3	3	3	1	4	1	3	4		350	4,000
2260	Chagrin Falls	D. W. McGlenen		1	1	45	47	0	0	2	3	5	8	7	7	2	3	3		1,000	25,000
2261	Chandlerville	L. M. Huston		1	0	16	13	29	27	0	0	0	0	0	0	0	0	2		50	2,000
2262	Chatham	Wm. Simcox	1898	1	0	4	3	21	32	0	0	0	0	0	0	0	0	2		50	2,000
2263	Cherry Fork	C. W. Grimes		1	0	6	7	9	16	0	0	0	0	0	0	0	0	4		.....	800
2264	Cheshire	E. S. McCall		1	1	6	15	44	40	1	3	2	2	0	3	0	0	3		123	2,000
2265	Chesterhill	S. H. Mott	1889	2	0	11	18	41	47	2	1	2	1	0	2	0	1	4		850	5,000
2266	Chesterville	A. B. Whitney	1875	1	0	22	12	19	30	4	4	.....	.....	4	5	3	3	3		600	6,000

[illegible]

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Prepar-ing for college.				Gradu-ates in 1902.				College prepar-atory students in the class that gradu-ated in 1902.							
1	2	3	4	5	6	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	19	20	21	22		
Ohio—continued.																							
4314	Cuyahoga Falls.....	O. A. Cole .....	.....	1	2	41	67	0	0	3	6	8	10	3	7	3	4	4	...	100	\$1,800	
4315	Cyrus.....	J. C. Butz .....	.....	1	0	9	18	0	0	...	...	...	...	3	2	2	...	3	...	30	6,000
4316	Danville.....	E. S. Landes	1881	1	0	36	20	0	0	...	...	...	...	3	2	...	...	3	...	300	113
4317	Darbyville.....	John W. Steppay	1899	1	0	6	7	3	1	...	...	...	...	2	1	...	...	4	...	900	5,000
4318	Darbyville.....	W. H. Yearley	1887	1	0	19	25	0	0	4	3	...	...	1	6	2	3	4	...	900	5,000
4319	Darbyville.....	W. F. Gephart .....	.....	2	1	10	11	0	0	3	4	...	...	3	1	2	0	3	...	50	...
4320	Dayton.....	Chas. L. Loos, jr.	1850	18	17	537	648	0	0	10	6	16	0	43	86	20	10	4	...	2,350	326,011		
4321	Deavertown.....	W. Howard McDaniel	1900	1	0	16	12	1	10	2	1	...	...	0	3	...	...	3	...	12	3,000
4322	Deerfield.....	James A. Silver .....	.....	1	0	3	11	31	27	...	...	...	...	3	3	...	...	3	...	88	1,000
4323	Defiance.....	Ed. M. Mills .....	.....	2	4	73	114	0	0	...	...	...	...	8	23	1	2	...	...	2,000	...
4324	Defiance.....	L. H. Beeler .....	.....	2	2	54	61	0	0	6	8	4	2	9	16	4	10	4	...	450	20,000	
4325	Delaware.....	Miss Mabel Crafty .....	.....	1	3	90	132	0	0	...	...	...	...	3	0	...	...	4	...	500	25,000
4326	do.....	Milton Utley .....	.....	1	0	4	36	30	1	0	0	...	...	2	3	1	0	3	...	1,800	...
4327	Delroy.....	S. F. Deets .....	.....	1	0	20	22	0	0	...	...	...	...	1	5	...	...	2	...	150	8,000
4328	Delphos.....	E. W. Hastings .....	.....	2	0	30	38	0	0	...	...	...	...	0	12	...	...	3	...	600	5,000
4329	Delta.....	R. H. Dunbar (supt.) .....	.....	2	1	25	35	0	0	4	6	2	1	10	4	2	2	4	...	600	28,000	
4330	Denison.....	Geo. G. Stahl .....	.....	3	1	25	25	0	0	...	...	...	...	1	1	0	...	4	...	203	40,000
4331	Dent.....	H. A. Wood	1884	3	3	7	10	0	0	...	...	...	...	2	3	...	...	2	...	300	10,000
4332	Deshler.....	C. W. Sloan .....	.....	1	1	22	33	0	0	...	...	...	...	3	6	...	...	4	...	200	1,500
4333	Dexter City.....	Mark Warren .....	.....	1	0	8	12	35	33	1	0	1	1	...	...	...	...	3	...	20	1,500
4334	Dodds.....	T. H. Rogers .....	.....	1	0	3	3	25	30	...	...	...	...	...	...	...	...	3	...	157	3,000

[illegible]

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.														Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stud-ents.		Preparing for college.				Gradu-ates in the class that gradu-ated in 1902.				College prepar-atory stud-ents in the class that gradu-ated in 1902.					
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Ohio—continued.																					
4383	Galena.....	Ira Gregory.....	1	0	3	15	57	35						1	1	1	0	4	200	\$5,000
4384	Gallena.....	W. F. Rimer.....	.....	2	2	59	101	0	0	1	5	1	0	5	18	2	5	4	3,000	20,000
4385	Gallipolis.....	Chas. W. Boettcher.....	1870	1	1	42	33	20	22	3	12	13	20	2	13	2	8	4	450	6,500	
4386	Gambier.....	A. C. D. Metzger.....	1892	3	1	13	21	0	0	5	6	1	0	1	11	1	4	4	600	3,000	
4387	Garfield.....	Miss Jennie C. Myers.....	1875	0	1	6	7	26	43	4	4			2	0	2	0	3	200	3,000	
4388	Garrettsville.....	C. T. Northrop.....	1875	2	1	36	53	0	0			6	12	6	3	1	2	4	3,000	15,000	
4389	.....do.....	R. B. Turnbull (supt.).....	1870	1	0	10	9	51	42	0	2	3	0	1	4	1	0	2	200	55,000
4390	Geneva.....	H. B. McCollum.....	.....	3	1	47	89	0	0	0	1			5	12	0	2	4	390	8,700
4391	Genoa.....	J. F. Young.....	.....	1	0	9	17	0	0					0	3	0	1	3	590	30,000
4392	Georgetown.....	A. F. Waters.....	.....	2	0	23	27	0	0			1	0	2	9	1	0	4	200	20,000
4393	Georgetown.....	E. W. Struggles.....	.....	1	0	18	37	0	0					3	1	2	15	3	150	5,000
4394	Gettysburg.....	H. S. Thompson.....	.....	2	0	25	8	28	35					2	1	0	4	400	16,000	
4395	Gibsonburg.....	G. W. Hoffman.....	.....	2	0	20	40	0	0	2	1	3	1	2	15	1	0	3	66	700
4396	Girard.....	J. C. York.....	.....	2	0	19	28	0	0			3	3	0	2	2	1	4	45	2,000
4397	Glendale.....	Eugene H. Foster.....	1895	1	2	19	18	0	0	6	3	3	0	2	2	2	1	4	700	45,000	
4398	Glen Este.....	F. L. Fagley.....	1873	1	0	16	11	21	32	2	0							2	135	2,000	
4399	Glenford.....	A. G. Deaver.....	1894	1	0	24	18	0	0	2	0				5	0	1	0	195	2,300	
4400	Glenville.....	Miss Stella S. Ray.....	.....	2	3	20	26	0	0	5	5	5	0	1	2	1	0	4	600	13,000
4401	Glouster.....	J. F. Henderson.....	1892	2	0	24	40	0	0	3	6	3	2	0	7	0	3	4	300	10,000	
4402	Gludenhutton.....	H. P. Jeffers.....	1885	1	0	22	22	0	0					2	4			3	100	8,000	
4403	Goodhope.....	O. S. Nelson.....	1893	1	0	11	10	0	0	1	1				3	1	1	3	100	8,000	
4404	Grafton.....	W. A. Hiscox (supt.).....	1892	1	0	11	16	0	0			1	1	1	3	1	1	3	505	20,000	

4405	Grand Rapids	do	J. A. Felk	1876	1	0	15	20	0	0	0	0	0	0	5	5	3	3	60
4406	Granville	do	C. D. Coons	1862	2	2	26	50	6	11	4	3	2	0	6	5	3	4	1,364
4407	Gratis	Windsor Union High School	U. Solon Loofbrow	1888	1	0	12	6	40	56	1	0	2	0	0	0	0	3	32,000
4408	Green Camp	High School	M. S. Tschantz	1890	1	0	9	10	46	57	1	0	1	0	1	0	1	3	10,000
4409	Greenfield	do	J. L. Cadwallader (supt.)	1880	1	0	18	30	0	0	0	0	0	0	0	0	0	4	20,000
4410	Greenford	Green Township High School	L. W. Hulin	1880	1	0	25	24	0	0	0	0	2	0	0	0	0	4	5,000
4411	Greenspring	High School	U. L. Light	1898	1	0	19	15	0	0	0	0	0	0	4	2	2	3	20,000
4412	Greentown	do	D. T. Bishop	1881	1	0	14	9	0	2	0	0	0	0	4	1	2	3	220
4413	Greenville	do	J. L. Selby	1881	1	0	70	101	0	0	1	0	0	0	4	10	0	3	8,500
4414	Greeneville	do	Miss Mildred Marty	1881	1	1	15	29	0	0	2	6	0	0	4	6	0	3	6,000
4415	Grove City	do	W. O. Lambert	1881	1	3	5	22	0	0	0	0	0	0	1	6	0	3	40,000
4416	Groveport	do	Geo. C. Dietrich	1898	2	0	26	29	0	0	0	6	12	4	2	3	1	4	640
4417	Gustatus	do	C. W. Harshman	1898	1	1	15	22	0	0	0	0	0	0	1	7	1	4	500
4418	Halsbury	do	J. M. Borrowes	1898	1	0	5	6	32	36	0	0	0	0	3	1	2	0	12,000
4419	Hamden Junction	Hamden High School	C. H. Copeland	1898	2	0	9	4	0	3	0	0	0	0	0	0	0	4	350
4420	Hamersville	Clark Township High School	W. C. Tutman	1898	1	0	13	12	0	0	0	0	0	0	4	3	0	3	8,000
4421	Hamilton	High School	W. P. Cope	1856	5	7	153	202	0	0	5	6	0	14	22	4	3	4	1,800
4422	Hamler	do	Thos. H. Rowet	1902	1	0	8	12	0	0	0	0	0	0	2	0	2	4	85,000
4423	Hanging Rock	do	A. C. Robison	1891	1	0	6	8	0	0	0	0	0	0	2	1	0	3	200
4424	Hannibal	do	R. C. Franz	1891	1	0	4	11	52	45	1	2	0	0	1	3	0	4	343
4425	Hanover	do	F. P. Housholder	1891	2	0	13	20	43	55	1	2	0	0	1	3	0	5	2,500
4426	Hanoverton	do	J. J. Brown	1880	1	0	14	10	34	24	0	0	0	0	0	0	0	4	75
4427	Harrisburg	do	W. H. Howard	1878	1	0	17	28	0	0	0	0	0	0	2	1	0	3	6,000
4428	Harrison	do	Thomas P. Pierce	1878	1	0	6	5	0	0	0	0	0	0	3	1	0	4	5,000
4429	Harrisville	do	W. A. Forsythe	1902	1	0	4	6	56	69	0	2	2	0	0	0	0	2	10,000
4430	Harrod	do	J. J. Kumbaugh	1850	1	0	34	20	0	0	2	0	4	1	4	1	0	4	225
4431	Hartford	do	W. C. Ledfingwell	1883	1	0	14	6	0	0	0	0	0	0	0	0	0	3	330
4432	Hartsville	Lake Township High School	Frederic Heckman	1883	1	0	14	6	0	0	0	0	0	0	4	3	0	5	5,000
4433	Hartwell	High School	J. L. Trisler	1888	3	1	34	49	0	0	0	0	0	0	7	12	0	4	1,500
4434	Harveysburg	do	F. M. Reynolds	1889	1	0	16	13	59	41	0	0	0	0	0	3	0	4	40,000
4435	Haskins	do	A. U. Torrence	1883	1	0	10	10	73	3	0	0	0	0	2	0	2	4	213
4436	Hayesville	do	D. K. Andrews	1880	2	0	11	19	19	17	1	0	0	0	2	0	1	2	200
4437	Hebron	do	F. E. Kirk	1880	2	0	12	18	0	0	0	0	0	0	1	2	0	4	500
4438	Helena	do	E. W. Roush	1901	1	0	0	9	10	10	0	0	0	0	0	4	1	1	500
4439	Hemlock	do	C. M. Moore	1900	1	0	13	17	0	0	0	0	0	0	0	0	0	3	1,725
4440	Hicksville	do	W. A. Sauter	1884	2	1	39	38	0	0	0	0	0	0	4	5	2	4	2,500
4441	Higginsport	do	C. F. Hanselman	1884	1	1	17	18	0	0	3	0	2	0	5	7	0	4	400
4442	Highland	New Lexington High School	L. L. Farris	1875	1	0	10	8	45	48	2	3	0	2	2	4	1	4	100
4443	Hilliard	High School	Edgar A. Kolb	1889	1	1	19	16	0	0	0	2	2	0	4	8	2	1	150
4444	Hillsboro	do	H. E. Conrad	1892	3	3	64	84	0	0	3	5	2	0	7	16	0	4	47,000
4445	Holgate	do	H. S. Armstrong	1892	2	0	15	15	0	0	2	2	0	0	4	5	0	3	130
4446	Hone City	Dolby Station High School	J. O. Falkenburg	1897	1	2	14	28	0	0	0	0	0	0	7	0	2	3	50
4447	Homer	High School	Leroy H. Smith	1896	1	0	20	15	5	20	0	0	0	0	2	2	0	4	1,500
4448	Hopewell	High School	S. L. Rutledge	1896	1	0	4	10	0	0	0	0	0	0	0	0	0	3	800
4449	Hoysville	High School	W. E. Beeman	1896	1	0	8	12	0	0	0	0	0	0	0	5	0	4	12,000

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.										Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.					
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Prepar-ing for college.		Gradu-ates in the class that gradu-ated in 1902.						College prepar-atory stu-dents in the class that gradu-ated in 1902.				
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
onto—continued.																						
4450	Hubbard	High School	T. C. Woodward	1	1	23	37	0	0	0	0	1	1	0	0	5	0	3	4	600	600	\$10,000
4451	Hudson	do	G. F. Ramsayer	1	1	8	20	0	0	0	0	0	0	0	1	5	0	3	3	250	250	6,000
4452	Huntsburg	do	Wayland B. Peek (supt.)	1	2	25	21	46	39	1	1	1	0	3	3	2	1	4	150	150	5,000	
4453	Huntsville	do	O. H. Moffet	1	0	10	22	0	0	0	0	0	0	0	1	5	1	2	4	163	163	30,000
4454	Huron	do	W. H. Block	1	1	20	32	0	0	5	6	0	0	2	2	2	0	4	500	500	10,000	
4455	Independence	do	Fred D. Gleeson	1	0	12	5	51	58	0	0	2	0	0	2	2	0	3	60	60	0	
4456	Inland	Greene Township High School.*	D. C. Cooper	1	0	19	17	0	0	0	0	0	0	0	4	10	3	2	4	750	750	0
4457	Ironton	Kingsbury High School	T. Howard Winters	2	2	53	107	0	0	1	10	8	0	4	10	3	2	4	30	600	600	\$10,000
4458	Jackson	High School	E. C. Myers	3	1	50	84	0	0	0	6	10	0	6	21	3	6	4	210	210	1,500	
4459	Jackson Center	do	W. W. Parmenter	1	0	15	7	0	0	2	1	1	0	0	0	0	0	4	300	300	2,000	
4460	Jacksontown	do	W. L. Atwell	1	0	17	15	23	28	5	2	0	0	3	1	0	0	4	40	40	3,000	
4461	Jacksonville	do	G. A. Carbaugh	1	0	15	17	0	0	0	0	0	0	0	0	0	0	3	40	40	3,000	
4462	Jamestown	do	Geo. P. Harcourt	1	1	17	33	0	0	0	5	0	0	5	0	5	4	157	157	15,000		
4463	Jefferson	Educational Institute	Geo. E. Rogers	1	4	31	48	0	0	0	15	12	0	7	5	3	0	4	650	650	50,000	
4464	Jeffersonville	High School*	M. J. Flannery	1	0	14	18	0	0	2	0	0	0	2	2	2	2	4	100	100	18,000	
4465	Jerome	do	E. H. Batten	1	0	15	15	55	45	2	2	2	0	2	2	2	2	3	500	500	2,000	
4466	Jerry City	do	H. E. Hall	1	1	20	12	0	0	2	0	0	0	0	0	0	0	3	200	200	3,000	
4467	Jersey	do	C. V. Bebout	1	0	12	12	41	29	0	0	0	0	3	5	1	1	3	40	40	3,000	
4468	Jewett	do	Geo. W. Grissinger	1	0	9	11	0	0	0	0	0	0	2	3	0	0	3	250	250	5,300	
4469	Junction City	do	C. L. Martzoff	1	0	16	22	0	0	3	4	0	0	2	3	0	1	4	75	75	2,300	
4470	Kalida	do	G. M. Hoaglin	1	0	19	21	0	0	0	0	0	0	2	4	0	0	3	50	50	4,000	
4471	Kent	Central High School	H. A. Lind	2	3	58	93	0	0	0	0	0	0	6	11	0	0	4	900	900	50,000	

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Grad-u-ates in 1902.		College prepar-atory stu-dents in the class that gradu-ated in 1902.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
OHIO—continued.																							
4519 Louisville.....	High School.....	H. C. Koeller.....	1877	1	0	23	19	0	0						4	4	1	1	3	300	\$18,000		
4520 Loveland.....	do.....	J. C. Little.....	1881	1	0	14	18	0	0			2	2		4	8			3	300	12,000		
4521 Lowellville.....	do.....	Edwin L. Rickert.....	1897	1	0	14	18	0	0						3	4			2	500	9,000		
4522 Loyaloak.....	Norton Township High School.*	L. F. Garver.....		1	0	10	12	0	0	2	2				1	2	1	1	4	150	.....	
4523 Lucas.....	High School.....	W. C. Kramer.....		1	0	12	18	47	38	1	0				0	1			4	37	5,000		
4524 Lucasville.....	Valley Township High School.....	C. D. Walden.....		1	0	3	9	20	15									3	100	1,500			
4525 Lynchburg.....	High School.....	C. A. Puckett.....		1	0	20	11	0	0	0		1	0	4	3	1	0	3	600	10,000			
4526 Lyons.....	do. *	John H. Clark.....		1	0	11	16	0	0	2	2							3	2	150	2,500		
4527 Lytle.....	do.....	J. A. Kilpatrick.....	1894	1	0	6	8	0	0						0	1		3	150	2,500			
4528 McArthur.....	do.....	Miss Flora Campbell.....		1	1	24	23	0	0	2	2	6	0	4	5	2	1	4	400	5,500			
4529 McConnellsville.....	do. *	J. L. Floyd.....		2	3	20	30	0	0					3	1	2	0	4	1,000	.....		
4530 McCuneville.....	do.....	C. J. Marlowe.....		1	0	5	9	24	31									2	2	2,500	.....	
4531 Mack.....	Green Township High School.*	U. D. Clephane.....		1	0	5	12	0	0					2	6	2	4	2	1,000	25,000	.....	
4532 Macksburg.....	High School.....	C. C. White.....	1884	1	0	10	15	0	0	4	0	0	1	2	3	1	0	4	300	3,000	.....	
4533 Madison.....	do. *	H. N. Kimball.....		1	1	20	35	40	40	2	3			0	9			3	224	12,500	.....	
4534 Madisonville.....	do.....	Miss Jennie M. Bryan.....	1885	2	1	51	61	0	0	14	6	2	0	6	10	3	2	4	400	40,000	.....	
4535 Magnolia.....	do.....	H. A. Richardson.....	1895	1	0	16	19	0	0	1	1	2	0	3	1			4	350	6,000	.....	
4536 Malta.....	do.....	S. L. Stoner.....		2	0	13	28	0	0					4	3	3	2	4	300	20,000	.....	
4537 Malvern.....	do.....	W. N. Beetham.....	1890	1	0	10	8	0	0					2	0			3	350	25,000	.....	
4538 Manchester.....	do.....	H. E. Denning.....		2	1	37	33	0	0			6	5					4	252	17,200	.....	
4539 Mansfield.....	do.....	Harlan E. Hall.....	1862	2	7	130	195	0	0					11	12	6	10	4	500	106,000	.....	

4540	Martua.....	Township High School.	Warren W. Wager.	1897	1	0	18	11	0	0	4	6	1	4	3	800	5,000
4541	Martua Station.....	Martua High School.	H. L. Lawyer.....	1897	1	0	9	14	0	37			2		4	10,000	
4542	Maplewood.....	High School*.	T. Burton Shaw.....	1897	1	0	3	34	3	45			3		4	4,750	
4543	Marengo.....	do. *	S. B. Mott.....	1890	2	5	76	148	0	33	32		6	4	175	4,500	
4544	Marietta.....	do. *	Edward D. Beck.....	1890	2	0	8	12	10	15			3		381	2,500	
4545	Marbleton.....	Township High School.	Fred L. Maury.....	1888	2	0	20	24	34	37			22	3	200	19,000	
4546	Marboro.....	High School	James A. Silver.....	1897	1	0	19	17	34	48	6	5	2	2	160	8,000	
4547	Marshallville.....	do	C. W. Biddle.....	1897	1	0	4	13	17	17			1	5	120	1,550	
4548	Marshfield.....	do	Charles N. Belter.....	1890	1	0	9	12	39	41	1	2	8	1	450	900	
4549	Martinsburg.....	do	Meredith D. Morris.....	1890	2	3	51	90	0	0	5	5	0	8	809	50,000	
4550	Martins Ferry.....	do	A. I. McVey.....	1884	1	0	8	11	56	52			4	3	100	900	
4551	Marysville.....	do	Wm. I. Hill.....	1877	2	2	65	85	0	0			7	10	1,200	8,000	
4552	Mason.....	do. *	A. L. Baldwin.....	1897	3	0	17	18	0	0	5	5	3	2	50	5,000	
4553	Massillon.....	do. *	William Johns.....	1897	3	2	66	50	0	0			1	13	975	10,000	
4554	Mannace.....	do	J. M. Beck.....	1897	0	15	18	0	0				2	0	250	20,000	
4555	Medina.....	do	Miss Fannie E. Thomson	1877	3	2	47	66	0	0			15	12	759	28,030	
4556	Mendon.....	do	C. E. Thomas.....	1893	2	0	18	15	0	0			7	17	500		
4557	Mercer.....	Township High School.	F. U. Brookhart.....	1892	1	0	7	14	41	31	3	5	1	2	2	130	2,500
4558	Mesopotamia.....	do	J. M. May.....	1892	1	0	13	20	21	17			4	1	150		
4559	Miamisburg.....	do	Miss Hardy Jackson	1869	1	3	35	51	0	0	4		2	5	0	1,300	6,000
4560	Middleburg.....	Township High School.	Perry O. Gelter.....	1898	1	0	10	10	0	0	1	0	2	3	1	200	
4561	Middleburg.....	Zane Township High School.	S. A. Kurtz.....	1891	1	0	14	20	0	0			2	0		180	800
4562	Middleburg.....	do.															
4563	Middlebrook.....	Middleburg High School*.	E. E. Lee.....	1894	1	0	15	20	25	25			1			300	11,000
4564	Middlefield.....	High School	Geo. C. von Beseler.....	1894	1	0	4	10	33	37	0	2	1		2		25,000
4565	Middleport.....	Union School *	H. F. Ireland.....	1870	1	0	10	14	75	49	2	0		1	0	100	5,000
4566	Middleport.....	High School	Miss Lillie J. Huber.....	1870	1	1	28	28	0	0			6	9	4	103	5,000
4567	Middletown.....	do	E. C. Hopwood.....	1871	3	5	45	70	0	0						250	10,000
4568	Midland.....	do	W. W. Wickersham.....	1888	1	0	10	10	60	50			4	15	10	15,000	
4569	Milan.....	do	E. H. Webb.....	1888	1	1	18	31	0	0	2	5	1	2	4	203	25,000
4570	Milford.....	do. *	G. W. Witham.....	2	0	22	25	0	0	0			4	6	0	800	15,000
4571	Milford Center.....	do. *	J. A. Runyan.....	1	1	20	25	0	0	4	5	8	10	5	2	200	20,000
4572	Millersburg.....	do	J. S. Hunter.....	3	0	45	67	0	0	2	4	2	3	8	13	750	20,000
4573	Mineral City.....	do	Miss Blanche Calland	1896	1	1	22	10	0	0	3	2	0	1		200	8,000
4574	Mineral Ridge.....	do	H. A. Diehl.....	1876	0	0	12	38	0	0	2	1	0	0		1,000	15,000
4575	Minerva.....	do	O. W. Kurtz.....	1896	2	0	20	33	0	0			2	1	0	200	15,000
4576	Mingo Junction.....	do	Theodore Dodd.....	1892	1	15	25	0	0				2	4	2	200	15,000
4577	Mingo Junction.....	do	F. J. Eegerer.....	1899	1	0	10	17	0	0			0	2	4	450	22,000
4578	Monroe.....	do	Harry G. Frost.....	1892	1	0	8	12	0	0	2	1	0	2	1	120	5,000
4579	Monroeville.....	do	Miss Mable G. Krieger.....	1868	1	2	25	20	0	0	10	8	4	0	2	400	5,000
4580	Montpelier.....	do	W. A. Saunders (suplt.)	1884	1	1	31	42	26	21	6	4	1	3	250	25,300	
4581	Morning Sun.....	do	E. E. McMillan.....	1889	0	8		8					2	2	3	500	1,200
4582	Morrisown.....	do	A. A. McIndree.....	1875	1	0	16	20	25	35	2	2	2	0		325	4,000
4583	Moscow.....	do	G. W. Clements.....	1875	2	0	11	15	52	53			1	2		187	4,800
4584	Mount Blanchard.....	do	John B. Steen (suplt.)	1867	2	0	25	25	0	0			4	4	1	200	4,000
4585	Mount Carmel.....	do. *	A. L. Clark.....	1867	1	0	4	4	66	72			1	2	3	8,000	
4586	Mount Eaton.....	do	P. F. Autt.....	1867	0	17	18	50	53				4	1	2	150	2,200
4587	Mount Gilead.....	do	M. W. Spear.....	1870	2	1	27	31	0	0	3	2	3	5	4	1,250	20,000

*Statistics of 1900-1901.

TABLE 43. — *Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.*

State and post-office.	Name.	Principal.	Date of establishment.	Students.																		Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.						Preparing for college.						College prepar-atory.							
				Second-ary in-struct-ors.		Ele-ment-ary stu-dents.		Classi-cal course.		Sci-entific courses.		Gradu-ates in the class that graduated in 1902.		College prepar-atory stu-dents in the class that graduated in 1902.		Length of course in years.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
onto—continued																							
4588	Mount Orab	High school		1	1	10	20	0	0					3	6			4			\$1,000		
4589	Mount Perry	Madison Township High School	1890	1	0	11	10	0	0					0	4			3		40	1,200		
4590	Mount Pleasant	High School		1	0	22	25	6	10	1	2			2	8	1	3	4		50	10,000		
4591	Mount Sterling	do	1861	2	1	25	35	0	0	1	2			2	4	1	2	4		250	16,000		
4592	Mount Vernon	Central High School	1883	2	5	112	142	0	0	1	3			13	12	9	8	4		600	7,000		
4593	Mount Victory	High School	1890	2	0	18	25	0	0	6	5			2	8	1	5	4		200	7,000		
4594	Nankin	Orange Special High School		1	0	7	10	21	22	2	3							2		150	1,000		
4595	Napoleon	High School		2	1	24	85	0	0	3	17	2	0	4	10			4		265	10,000		
4596	Nashport	Licking Township High School		1	0	14	14	45	47					4	4	0	2	0	4				
4597	Navarre	High School		1	0	14	13	0	0	2	3	1	0	5	5	5	5	3		350	12,000		
4598	Nelson	do		1	0	11	14	0	0					1	1	0	1	3		125	4,500		
4599	Nelsonville	do		1	3	47	77	0	0			2	0	8	21			4		250			
4600	Nevada	do	1876	2	0	40	33	0	0	2	4			2	7			4		200	25,000		
4601	Newark	do		4	5	105	179	0	0					6	24	6	3	4		2,100			
4602	New Athens	do	1893	1	0	14	25	39	28					1	6			3		100	6,160		
4603	New Berlin	do	1881	1	0	16	13	0	0	3	0			3	2	1	0	3		300	8,800		
4604	New Bremen	do	1877	2	0	16	12	0	0	5	0	2	0	1	0	1	0	4		600	15,000		
4605	New California	Jerome Township High School	1890	1	0	8	14	0	0	1	0	5	0	4	2	3	0	3		300	4,000		
4606	New Carlisle	High School	1880	1	1	22	18	0	0					5	1			4		165	16,000		
4607	Newcomerstown	do		1	2	25	38	0	0					2	10			3		50	40,000		
4608	New Concord	do		1	1	15	25	0	0					4	6			8		200	10,000		

New Dover	Boyer, Township	High School	Miss Emma Herd	1896	0	1	13	13	0	0	2	3	...	5	2	0	1	4	...	20	2,000
4610	New Dover	Boyer, Township	Miss Emma Herd	1896	0	1	13	13	0	0	2	3	...	5	2	0	1	4	...	20	2,000
4611	New Holland	High School	R. L. McKee	1901	1	0	18	11	15	16	...	...	...	...	...	...	...	1	...	60	2,000
4612	New Lexington	do	Stanley Lawrence	1850	3	0	10	13	0	0	2	2	2	0	2	2	1	3	...	290	15,000
4613	New Madison	do	M. A. C. Fowler	1884	3	0	41	35	0	0	6	4	2	2	6	3	1	4	41	350	30,000
4614	New Malvern	do	J. M. Brown	1894	2	0	16	20	0	0	...	...	...	...	...	...	...	3	...	485	10,000
4615	New Paris	do	C. E. Caldwell	1891	1	1	16	24	0	0	...	...	...	...	...	...	...	2	...	200	12,000
4616	New Philadelphia	do	B. S. Davis	...	2	0	13	23	0	0	5	6	2	2	3	7	2	3	...	500	12,000
4617	Newport	do *	G. A. Wyle	...	2	3	49	88	0	0	8	5	12	3	10	2	1	4	...	1,500	20,000
4618	New Richmond	do	W. E. Seacock	...	1	0	11	12	0	0	0	1	...	...	...	...	...	1	...	280	6,200
4619	New Straitsville	do	Mrs. W. A. Davis	...	1	1	13	14	0	0	3	0	...	...	...	...	...	3	...	300	10,000
4620	Newtown Falls	do	J. Chas. Stone	...	1	0	6	29	0	0	...	...	...	...	...	...	...	3	...	300	10,000
4621	Newtownsville	do	Chas. Case	1878	1	1	15	28	0	0	...	...	...	...	...	...	...	3	...	1,125	15,000
4622	New Vienna	do	Chas. Case	1878	1	0	14	11	12	16	...	...	...	...	...	...	...	3	...	300	20,000
4623	New Washington	do	J. W. Richards	1878	3	0	26	30	0	0	5	4	2	0	...	...	...	4	...	300	13,000
4624	New Waterford	do	D. E. Black (supl.)	1882	2	0	30	25	0	0	...	...	...	...	...	...	...	4	...	400	20,000
4625	Ney	Washington Township	William C. Morgan	1898	0	10	20	45	45	...	...	...	...	...	...	...	...	4	...	175	12,000
4626	Niles	Washington Township	Wm. Walker, Jr.	...	1	0	4	...	...	...	...	...	...	...	...	...	...	2	...	2,000	2,000
4627	North Amherst	High School	W. H. C. Newington	...	2	1	15	30	24	36	...	...	...	...	...	...	...	3	...	600	...
4628	North Andover	do	Miss William Morse	...	4	1	20	23	0	0	...	...	...	...	...	...	...	3	...	350	...
4629	North Bloomfield	do	Miss Kithie M. Smith	...	1	2	24	37	0	0	...	...	...	...	...	...	...	4	...	270	30,000
4630	North Fairfield	do	Guy A. Wright	1883	1	1	8	14	20	30	...	...	...	...	...	...	...	4	...	200	20,000
4631	Northfield	do	Ashley Fullman	...	1	1	17	26	30	31	3	1	0	3	1	...	...	4	...	200	7,500
4632	North Lewisburg	Central High School	C. L. Burrell	1895	1	0	10	11	40	41	...	...	...	...	...	...	...	4	...	300	...
4633	North Lima	High School	W. A. Coffey	...	1	1	12	17	0	0	2	4	...	...	...	...	...	3	...	300	10,000
4634	North Madison	Beaver Township	C. C. DeWolf	...	1	0	14	...	...	...	...	...	...	...	...	...	...	3	...	250	2,000
4635	North Madison	Madison Township	Wallace N. Cheney	1896	1	0	14	19	46	31	0	1	2	1	8	6	3	3	...	2,000	...
4636	North Monroeville	High School	W. H. Bath	...	1	0	3	...	...	...	...	...	...	...	...	...	...	2	...	500	...
4637	Norwich	do	Jas. E. Cole	1898	2	0	70	110	0	15	20	10	0	9	20	4	12	4	...	5,200	...
4638	Oak Harbor	do	J. D. Hunt	1901	0	1	6	9	43	42	...	...	...	...	...	...	...	4	...	225	...
4639	Oakhill	do	Miss Edna Groves	...	1	2	28	46	0	0	...	...	...	...	...	...	...	4	...	250	2,000
4640	Oakwood	do	Richard E. Tope	...	2	0	25	25	0	0	...	...	...	...	...	...	...	4	...	100	2,000
4641	Oberlin	do	L. M. Eschbach	1894	1	0	16	15	54	51	...	...	...	...	...	...	...	2	...	600	1,500
4642	Old Fort	do	Ward Nye	...	3	4	62	126	0	23	...	...	...	...	...	...	...	3	...	20	1,500
4643	Orangeville	do	L. N. Montgomery	1895	1	1	3	13	27	30	0	4	...	...	...	...	...	3	...	20	1,500
4644	Oregonia	do	C. C. Rogers	1870	1	1	0	4	5	16	18	...	...	...	...	...	...	4	...	150	3,000
4645	Orville	do	H. D. Kellison	1895	3	1	39	29	0	0	2	1	3	0	2	3	3	...	25	3,000	
4646	Orwell	do	J. F. Adams	...	3	1	1	1	3	...	...	...	...	...	...	...	...	4	...	500	20,000
4647	Osborn	Bath Township	G. M. Bingham	1884	1	1	10	22	0	0	...	...	...	...	...	...	...	3	...	6,000	...
4648	do	High School	D. H. Barnes	1895	1	0	15	16	0	0	...	...	...	...	...	...	...	4	...	107	...
4649	Osnaburg	do	N. H. Stull	1886	1	1	17	17	0	0	3	1	...	...	...	...	...	4	...	200	20,000
4650	Ostrander	do	B. F. Watson	...	1	0	5	12	0	0	...	...	...	...	...	...	...	3	...	50	5,700
4651	Ottawa	do	C. L. V. Boyce	...	1	0	10	12	35	42	3	4	2	...	...	...	...	4	...	250	10,000
4652	Owensville	do	S. M. Glenn, Jr.	...	3	1	13	33	8	10	6	4	...	...	...	...	...	4	...	500	40,000
4653	Oxford	Boston High School	B. T. Davis	...	1	1	16	14	40	36	...	...	...	...	...	...	...	4	...	20	4,000
4654	Painesville	High School	Mrs. Annabel Sherer	...	2	2	17	29	0	0	1	5	1	0	3	1	3	...	800	25,000	
4655	Painesville	do	F. H. Kendall	1861	4	4	98	144	0	0	...	...	...	...	...	...	...	4	...	500	50,000

*Statistics of 1900-1931.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Prepar-ing for college.				Gradu-ates in 1902.		College prepar-atory stu-dents in the class that gradu-ated in 1902.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Ohio—continued.																					
4655	Palmyra.....	High School.....	W. J. Robison.....	1880	1	0	17	18	26	20	1	0	2	0	4	2	.....	.....	3	20	\$2,600
4656	Pandora.....	Riley Township High School.....	P. D. Amstutz (supt.).....		2	1	23	19	0	0	1	0	.....	.....	.....	.....	.....	.....	4	300	8,000
4657	Parkman.....	High School.....	Arthur A. Brogan.....	1883	1	0	7	18	43	47	1	0	.....	.....	1	2	.....	.....	3	296	5,000
4658	Pataskala.....	do.....	Chas. T. Moore.....	1876	2	0	31	22	0	0	0	2	2	0	5	4	2	2	4	257	6,300
4659	Patterson.....	do.....	G. O. Thompson.....		1	1	20	20	37	27	7	6	3	3	.....	.....	.....	.....	2	50	1,000
4660	Paulding.....	do.....	W. H. Yant.....	1882	2	1	30	50	0	0	4	4	2	2	8	9	5	4	4	250	36,000
4661	Payne.....	do.....	F. J. Stinchcomb.....		2	0	7	13	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3	53	10,000
4662	Pemberville.....	do.....	F. W. Toan.....		1	1	9	20	0	0	.....	.....	.....	.....	2	5	.....	.....	3	250	20,000
4663	Penfield.....	do.....	John J. Vaughn.....	1895	1	0	1	7	30	25	.....	.....	.....	.....	2	.....	.....	.....	1	40	3,000
4664	Peninsula.....	do.....	S. L. Ross.....		1	0	22	23	55	48	1	1	.....	.....	3	6	.....	.....	4	350	5,000
4665	Perry.....	do.....	F. E. Morrison.....		2	1	44	22	0	0	6	4	5	5	.....	.....	.....	.....	4	225	16,000
4666	Perryburg.....	do.....	Mrs. Kate Jamieson.....		1	2	18	37	0	0	.....	.....	.....	.....	3	4	3	0	4	.....	30,000
4667	Perrysville.....	do.....	E. C. Kiplinger.....	1888	1	0	7	6	0	0	3	3	.....	.....	3	4	3	0	4	100	10,000
4668	Petersburg.....	do.....	Fred R. Ormsby.....		1	0	7	12	39	22	.....	.....	.....	.....	3	2	2	2	3	160	1,600
4669	Pettisville.....	do.....	B. E. Lee.....	1894	1	0	8	13	18	22	.....	.....	.....	.....	2	2	2	2	4	40	2,000
4670	Pierpont.....	do.....	Geo. L. Hayes.....	1892	1	0	15	25	40	50	.....	.....	.....	.....	2	6	.....	.....	3	300	6,000
4671	Pikeleton.....	do.....	T. P. Johnson.....		1	0	9	9	60	57	.....	.....	.....	.....	1	3	.....	.....	3	.....	.....
4672	Pioneer.....	do.....	E. D. Longwell.....		1	1	12	10	0	0	.....	.....	.....	.....	2	2	2	0	4	60	7,000
4673	Piqua.....	do.....	Miss Mary E. Hall.....		2	3	75	90	0	0	5	5	1	0	6	16	.....	.....	4	10,523	50,000
4674	Plain City.....	do.....	R. W. McKinney.....	1880	2	1	19	39	0	0	0	0	2	8	1	2	1	4	500	36,000	
4675	Plainfield.....	do.....	Geo. E. Miller.....		2	0	25	15	27	45	.....	.....	.....	.....	2	1	10	5	2	271	5,000
4676	Pleasant City.....	do.....	John R. Hartup.....		1	1	14	21	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3	200	7,000
4677	Pleasanthill.....	do.....	C. H. Teach.....	1870	1	1	20	25	0	0	.....	.....	.....	.....	5	1	.....	.....	4	250	8,000

4678	Pleasantridge	do	T. L. Shummon	1898	1	1	12	24	0	0	0	0	0	0	6	4	500
4679	Plymouth	do	Miss Susan Monnett	1874	1	2	20	20	0	0	0	0	0	0	1	8	600
4680	Polk	do	M. A. Kimmel	1886	1	1	4	8	68	57	0	0	0	0	0	2	125
4681	Polk	do	C. E. Garter	1886	1	0	5	11	37	25	0	0	0	0	1	0	100
4682	Portage	do	J. E. Smith	1880	1	0	4	11	61	50	0	0	0	0	1	0	375
4683	Port Clinton	do	R. H. Lee	1880	2	1	8	36	0	0	0	0	0	0	4	0	800
4684	Portsmouth	do	J. E. Hudson	1880	2	1	7	35	0	0	0	0	0	0	5	12	300
4685	Port Washington	do	J. E. Hudson	1880	1	1	13	15	61	57	0	0	0	0	1	0	300
4686	Powell	Liberty Township High School	Victor C. Moon	1900	1	1	13	15	61	57	0	0	0	0	1	0	88
4687	Powhatan Point	Powhatan Township High School	Harry Briggs	1883	1	0	11	10	0	0	0	0	0	0	2	1	100
4688	Prairie Depot	Freeport High School	Harry Briggs	1883	1	0	11	10	0	0	0	0	0	0	2	1	400
4689	Proctorville	High School	W. E. Keshner	1886	1	1	13	13	0	0	0	0	0	0	3	0	375
4690	Prospect	do	R. W. Leonard	1882	1	0	16	27	0	0	0	0	0	0	3	4	200
4691	Put in Bay	do	Thos. B. Weaver	1885	1	1	21	0	0	0	0	0	0	0	1	0	350
4692	Quaker City	do	J. C. Oldt	1892	2	0	35	12	0	0	0	0	0	0	3	1	950
4693	Racine	do	W. G. Wolfe	1892	2	0	35	30	0	0	0	0	0	0	12	4	150
4694	Racine	do	O. G. Hershey	1892	1	0	13	17	56	57	0	0	0	0	4	0	100
4695	Rainsboro	South Paint High School	A. W. McKay	1900	1	0	23	24	0	0	0	0	0	0	4	3	150
4696	Randolph	High School	H. E. Gambell	1895	1	0	17	16	0	0	0	0	0	0	1	0	100
4697	Rawson	do	J. E. Campbell	1895	1	0	14	10	4	3	6	4	2	0	1	2	200
4698	Reddon	Clear Creek Township High School	Fred S. Beard	1901	1	0	9	61	58	2	1	1	0	0	1	0	350
4699	Reedsville	do	J. H. Glenn	1901	1	0	2	3	32	34	1	1	0	0	1	0	1,500
4700	Reedsville	High School	H. J. Cross	1901	1	0	11	12	33	36	1	1	1	1	1	1	151
4701	Republic	do	Frank P. Sayrs	1901	1	0	5	10	36	35	1	2	0	2	2	0	200
4702	Rex	do	S. M. Miller	1901	1	0	7	11	40	35	1	3	1	0	4	5	160
4703	Reynoldsburg	Bethel High School	E. C. Hedrick	1893	2	0	29	28	0	0	0	0	0	0	4	5	186
4704	Richfield	High School	W. M. Waltemire	1878	2	0	27	37	0	0	0	0	0	0	7	6	2,500
4705	Richmond	Central High School	M. W. Sweet	1878	1	0	14	19	0	0	0	0	0	0	2	0	650
4706	Richmondale	High School	J. S. Hawkus	1901	1	0	0	8	42	37	1	0	2	1	0	4	200
4707	Richwood	Jefferson Township High School	J. R. Clements	1901	1	0	6	6	7	4	1	2	0	0	2	0	288
4708	Ridgeville	Union School	J. M. Davis	1901	2	0	22	29	0	0	0	0	0	0	2	0	3,000
4709	Ridgeville Corners	do	F. C. Diehlman	1901	1	0	9	9	44	38	0	2	0	1	0	5	5,000
4710	Ridgeway	High School	V. L. Bell	1892	1	0	10	15	41	38	0	1	0	0	1	1	4,000
4711	Ripley	do	Leon S. Wiles	1892	2	0	28	32	0	0	0	0	0	0	7	10	25
4712	Rittman	do	Geo. S. Myers	1895	2	0	12	13	0	0	0	0	0	0	1	0	250
4713	Rockaway	do	C. E. Fisher, M. S.	1901	1	0	12	14	36	40	2	2	3	0	2	0	13,000
4714	Rockaway	do	do	1901	1	0	12	14	36	40	2	2	3	0	2	0	4,000
4715	Rockport	High School	F. E. Shuss	1886	1	1	8	16	0	0	0	1	1	1	2	5	300
4716	Rockport	do	S. C. Cuckman	1886	2	1	30	34	0	0	0	0	0	0	2	0	10,000
4717	Rockport	Central High School	J. S. Beck	1893	1	0	11	6	0	0	0	1	0	0	4	0	20,000
4718	Rocky Ridge	do	Geo. Muegy	1893	1	0	7	13	49	54	0	0	0	0	3	0	600
4719	Rocky River	Beach High School	J. W. Brown	1893	1	0	4	10	0	0	0	0	0	0	0	0	30
4720	Rockstown	High School	T. L. Gasky	1893	1	0	4	10	0	0	0	0	0	0	0	0	2,950
4721	Roscoe	do	Miss Myrtle C. Young	1893	1	0	1	8	16	23	31	0	0	0	2	0	150
4722	Roscoe	do	Geo. E. Wright	1893	1	0	1	22	5	0	0	0	0	0	3	1	275
4723	Rossville	do	Geo. E. Wright	1893	2	0	21	22	0	0	0	0	0	0	3	3	1,000
4724	Ross	York High School	G. M. Jones	1901	1	0	6	18	31	28	0	0	0	0	3	1	60
4725	Rushsylvania	High School	S. M. Jones	1901	1	0	10	18	0	0	0	0	0	0	3	5	250
4726	Rushsylvania	do	S. M. Jones	1901	1	0	10	18	0	0	0	0	0	0	3	5	3,000
4727	Rushville	Richard Township High School	F. P. Schuster	1901	1	0	3	7	37	38	0	0	0	0	1	0	74
4728	Rushville	do	F. P. Schuster	1901	1	0	3	7	37	38	0	0	0	0	1	0	100

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																		Value of grounds, buildings, furniture, and scientific apparatus.	
				Second-ary in-struct-ors.		Preparing for college.										College prepar-atory stu-dents in the class that grad-uated in 1902.		Length of course in years.	Number in military drill.	Number of volumes in the library.			
						Ele-men-tary stu-dents.		Classic-al course.				Sci-entific course.									Gradu-ates in 1902.		
								Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Ohio—continued.																							
4724 Russellville	High School	J. Lowry Miller	1901	1	0	20	8	39	15					5	7			3		20	\$3,000		
4725 Sabina	do	Chas. McDaniel		2	0	15	22	0	0											500	10,000		
4726 St. Clairsville	do	Miss Maggie Davies		2	1	26	61	0	0					1	10			4		745	20,000		
4727 St. Louisville	do	J. W. Horner, B. S.	1888	2	0	15	20	25	30	3	2	1	0	1	1	0	4	4		200	10,000		
4728 St. Marys	do	U. G. Sanger	1870	2	2	69	89	0	0	1	0	15	18	10	11	4	2	3		734	20,000		
4729 St. Paris	do	Geo. E. Stephenson		1	1	21	23	0	0			11	10	4	4	3	2	3		350	15,000		
4730 Salem	do	B. F. Stanton	1865	2	3	54	71	0	0			11	10	4	4	1	7	4		400	.....	
4731 Sandusky	do	H. N. Morton		3	4	82	171	0	0			9	18	7	6	4	6	4	1	400	.....	
4732 Savannah	do	Miss Mabel G. Garrett		1	0	13	12	0	0			5	5	0	5	0	3	4		100	1,500		
4733 Selo	do	J. E. Clark		2	0	13	25	0	0					0	3	0	3	3		350	9,000		
4734 Selotenville	Porter Township High School	Thos. Sikes		1	0	9	8	0	0									2		200	5,000		
4735 Scott	High School	T. M. Baxter		1	0	16	22	0	0	2	1							4		100	10,000		
4736 Sevenmile	do	C. E. Woolford		1	0	12	6	25	51									4		197	5,000		
4737 Seville	do	G. U. Baumgardner		2	0	25	22	0	0	10	10	5	5	4	3	4	1	4		500	7,000		
4738 Shalersville	do	T. A. Bonnell	1897	1	0	2	3	11	11	1	2					0	1	3		100	.....	
4739 Shandon	New London High School	J. A. Goshorn		1	0	20	15	30	35	10	5			6	2	4	0	3	1	100	10,000		
4740 Shanesville	High School	J. F. Hammond	1895	1	0	14	16	46	50			3	0	4	2	1	0	2		350	6,000		
4741 Sharon Center	Sharon High School	S. J. Miller		1	0	22	18	0	0	2	0	1	0	2	2	0	4	4		100	7,000		
4742 Shauck	Johnsville High School	S. J. Lafferty		1	1	10	32	0	0									3		500	20,000		
4743 Shawnee	do	C. L. Williams	1883	3	2	52	68	0	0					6	12			4		1,000	50,000		
4744 Shelby	do	W. D. Turner		1	0	13	16	0	0					1	1			4		1,110	1,000		
4745 Sherodsville	do	A. H. Snively	1894	1	1	10	18	0	0	4	2	1	0	1	1	1	1	3		400	8,000		
4746 Shiloh	do	F. B. Bryant	1885	1	1	10	18	0	0									3					

4747	Shreve	do	1882	2	0	30	20	0	0	0	2	4	0	8	6	3	0	4	500	10,000	
4748	Smithfield	do	1865	1	1	15	16	0	0	0	0	0	3	1	4	0	3	3	7,000		
4749	Smithville	Green Township High School.	1889	1	0	26	17	49	51	1	0	1	0	1	0	1	0	430	7,000		
4750	Somerset	High School.	1885	2	0	28	35	0	0	0	6	2	4	5	3	2	1	4	400	15,000	
4751	Sonoma	do	1885	1	0	7	7	32	38	1	0	0	0	2	1	0	0	175	2,500		
4752	Sonora	do	1898	1	0	15	15	15	15	15	15	15	15	15	15	15	15	300	3,000		
4753	South Bloomfield	do	1889	1	0	11	11	36	41	1	0	0	0	1	0	0	0	300	3,000		
4754	South Charleston	do	1860	2	1	14	22	0	0	1	2	1	2	3	3	1	2	3	400	20,000	
4755	South Lebanon	Deerfield High School.	1881	1	0	3	8	48	61	1	0	0	0	2	5	1	2	110	5,000		
4756	South Solon	Stokes Township High School.	1881	1	0	15	15	0	0	0	0	0	0	2	3	0	0	250	6,000		
4757	South Webster	High School *	1882	1	0	11	22	52	52	1	0	0	0	0	0	0	0	10	...		
4758	Sparta	do	1882	1	0	15	14	30	26	1	0	0	0	4	2	1	0	1,000	6,000		
4759	Spencer	do	1885	1	1	25	23	28	24	1	0	0	0	3	1	1	0	192	6,000		
4760	Spencerville	do	1889	2	0	16	20	0	0	0	0	0	0	1	8	1	2	59	30,000		
4761	Springboro	do	1890	2	0	30	20	0	0	0	0	0	0	4	4	4	4	400	2,000		
4762	Springvalley	do	1889	1	0	12	16	0	0	0	0	0	0	3	2	0	0	300	5,000		
4763	Steubenville	do	1860	2	3	60	90	0	0	0	0	0	0	10	20	3	8	5,000	8,000		
4764	Stockport	do	1860	1	0	17	16	20	18	1	0	0	0	1	2	0	0	308	8,000		
4765	Stout	do	1889	1	0	6	9	56	65	1	0	0	0	0	0	0	0	1,000	1,000		
4766	Stoutsville	Rome High School	1902	1	0	10	10	50	60	1	0	0	0	4	4	0	0	60	5,000		
4767	Strongsville	do	1889	1	0	13	23	0	0	0	0	0	0	3	4	2	2	17	1,000		
4768	Stryker	do	1889	2	0	22	23	0	0	0	1	2	0	0	0	0	0	8	1,000		
4769	Sugar Grove	do	1898	1	0	6	6	38	45	1	0	0	0	4	5	0	2	206	13,000		
4770	Sullivan	Township High School.	1892	1	0	15	14	0	0	0	2	2	0	1	4	0	1	130	4,500		
4771	Sulphur Springs	do	1892	1	0	8	14	0	0	0	0	0	0	1	0	1	0	50	7,000		
4772	Summitfield	do	1894	1	0	20	25	0	0	0	3	4	3	4	3	10	1	2	124	7,000	
4773	Swanton	do	1891	2	0	26	27	0	0	0	0	0	0	1	5	0	0	160	8,000		
4774	Sycamore	do	1889	2	0	19	25	0	0	0	0	3	2	2	0	0	0	50	3,500		
4775	Sylvania	do	1887	4	0	16	30	0	0	0	0	0	0	2	5	0	0	200	25,000		
4776	Syracuse	do	1887	2	0	20	35	0	0	0	0	0	0	2	7	0	0	200	5,000		
4777	Tadmore	do	1900	1	0	19	15	0	0	0	0	3	0	0	0	0	0	280	8,500		
4778	Tallmadge	do	1879	1	0	8	16	45	48	0	4	2	3	1	0	1	0	500	4,000		
4779	Tarleton	Central High School	1840	1	0	8	9	42	51	1	0	0	0	1	0	0	0	60	4,500		
4780	Terrence Park	do	1886	1	1	12	18	42	43	1	0	0	0	1	2	1	2	250	5,000		
4781	Thompson	do	1896	1	0	11	20	40	40	1	1	0	0	1	3	1	3	50	4,000		
4782	Thornville	do	1870	1	0	18	20	27	45	1	0	0	0	2	1	2	0	400	4,000		
4783	Thurman	do	1889	1	0	6	15	34	35	0	0	0	0	0	0	0	0	1,000	1,000		
4784	Thurston	Walnut Township High School.	1889	1	0	17	15	0	0	0	0	0	0	4	1	0	0	69	10,000		
4785	Tiffin	Columbian High School.	1889	2	6	88	112	0	0	0	13	20	5	0	9	21	2	5	2,000	40,000	
4786	Tippecanoe City	do	1889	3	0	30	37	0	0	0	4	3	2	1	5	1	1	4	500	40,000	
4787	Tiro	Union High School.	1889	1	0	3	6	44	57	1	0	0	0	0	0	0	0	500	500,000		
4788	Toledo	do	1849	14	17	452	740	0	0	0	0	0	0	21	85	14	66	4	50	40,000	
4789	Tonawanda	do	1896	2	12	52	60	0	0	0	0	0	0	0	0	0	0	250	3,000		
4790	Tontogany	do	1887	1	0	7	18	0	0	0	0	1	1	2	0	0	0	1,000	40,000		
4791	Toronto	do	1887	3	1	19	24	0	0	0	0	1	0	4	1	1	0	4	300	5,000	
4792	Trenton	do	1887	1	0	6	11	41	45	0	0	1	0	0	0	1	0	200	3,000		
4793	Trimble	do	1887	1	0	0	5	9	18	0	0	1	0	0	0	5	0	200	3,000		

* Statistics of 1900-1901.

TABLE 43.—*Statistics of public high schools in the United States for the scholastic year 1901-2*—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.										Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.						
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Prepar-ing for college.		Gradu-ates in the class that gradu-ated in 1902.											
												Male.						Female.		Male.		Female.	
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Ohio—continued.																							
4794	Trotwood	Madison Township High School.																		225	\$2,800		
4795	Troy	High School.																		3,567	53,000		
4796	Tuscarawas	Central High School.																		700	8,500		
4797	Twinsburg	High School.	1886	2	0	19	13	0	0	2	0									180	35,000		
4798	Urichsville	do.	1886	2	1	26	26	0	0	3	6	10	2	1	5	1	4	4		300	6,000		
4799	Unionville Center.	Darby Township High School.	1885	1	0	9	14	36	36											60			
4800	Unionville	High School.																			1,500		
4801	Upper Sandusky	do.																		2,000	30,000		
4802	Urbana	do.	1872	2	2	45	62	0	1	2										300	35,000		
4803	do.	do.		3	3	63	88	0	0											160	1,000		
4804	Utica	Terre Haute High School.		1	0	3	4	31	28	1	0									300	15,000		
4805	Vandalia	High School.	1898	1	1	18	10	0	0	10	6									75	3,000		
4806	Vandue	do.	1888	1	0	11	11	40	21											50	10,000		
4807	Vermilion	do.	1885	2	0	20	23	0	0	3	2									325	16,000		
4808	Versailles	do.	1886	2	0	22	17	0	0											200	8,000		
4809	Vincent	Barlow Township High School, No. 2.*	1884	1	0	20	20	20	20	2	1									15			
4810	Vinton	High School.	1899	1	0	3	18	48	40	0	3										3,000		
4811	Wadsworth	do.	1874	1	1	28	28	0	0											500	15,400		
4812	Wakarusa	School Township High School.	1895	2	0	11	15	0	0	0	1	1	0							130	2,800		
4813	Wakeman	do.		1	0	17	11	60	53											200	5,000		

Warren	do	4814	F. E. Ostrander	4	1	4	123	155	1	0	5	11	48	16	4	17	11	10	4	700
Washington	do	4815	H. D. McCulloch	1	0	5	11	48	0	0	5	1	0	0	0	17	11	3	3	3,000
Washington	do	4816	J. A. Harlor	3	2	72	97	33	0	0	2	1	1	0	9	17	4	3	100	
Washington	do	4817	E. S. Fred	1	0	10	33	0	0	0	0	2	0	1	0	0	4	4	300	
Waterford	Township High School	1894	L. E. Beecher	1	0	11	11	0	0	4	2	0	0	0	6	1	2	4	230	
Waterville	High School	1894	C. O. Casler	1	0	16	21	0	0	0	0	0	0	0	3	3	2	33	33	
Watkins	Miller Creek Township High School	1887	Odell Liggett	1	0	7	12	0	0	0	0	0	0	0	3	4	3	75	10,000	
Wauseon	High School	4821	C. E. Blanchard	2	1	40	45	0	0	0	4	4	2	6	6	2	4	4	300	
Waverly	do	4822	G. H. Porter	1	40	46	0	0	0	0	0	4	4	2	6	2	4	4	300	
Waynesburg	do	4823	S. F. Bowman	1	0	3	4	6	12	0	0	2	2	0	0	4	0	1	1,200	
Waynesfield	do	4824	A. E. Rankin	1	0	17	13	0	0	0	0	0	0	0	0	0	0	3	91	
Waynesville	do	4825	R. A. Perce	2	0	14	18	7	8	4	2	1	0	4	0	3	0	50		
Wellington	do	4826	Miss Daisy Bell	1	3	71	82	0	0	0	0	6	17	2	5	4	3	600		
Wellston	do	4827	R. L. Ervin	3	0	23	57	0	0	0	19	25	6	0	2	18	2	5	200	
Wellsville	do	4828	Miss Ruby E. C. Mason	0	4	43	70	0	0	0	0	0	0	0	4	0	4	1,000		
West Alexandria	do	4829	L. Disler	1	0	20	22	0	0	3	2	1	0	3	2	2	3	65,000		
West Carrollton	do	4830	W. C. Wilson	3	1	36	43	0	0	0	6	8	0	0	0	3	3	350		
West Elkton	do	4831	C. R. Weinland	1	0	10	10	40	38	0	0	0	0	0	2	2	3	570		
West Ellettsburg	do	4832	Lewis A. Bennett	1	0	31	31	0	0	12	15	2	0	2	0	2	4	100		
West Farmington	do	4833	M. H. Norton	2	0	7	20	37	22	0	0	0	0	0	1	1	0	200		
West Jefferson	do	4834	L. C. Dieck	2	0	12	13	0	0	0	0	0	0	0	3	9	3	350		
West Lafayette	do	4835	J. R. Walton	2	1	26	35	0	0	0	0	0	0	0	1	1	0	500		
West Manchester	do	4836	C. M. Eikenberry	1	0	10	6	0	0	0	0	0	0	0	3	1	2	30	18,000	
West Mansfield	High School	1890	R. W. Solomon	2	0	20	16	0	0	8	4	0	0	6	4	4	2	4	130	
West Mentor	Mentor High School	1890	H. W. Paxton	1	1	5	15	40	40	0	0	1	0	1	0	2	0	3	30	
West Milgrove	High School *	1883	G. V. Gordon	1	0	10	14	10	7	0	0	0	0	0	0	0	0	3	220	
West Milton	Milton High School	1883	F. B. Harris	1	0	30	32	0	0	1	2	2	1	2	5	0	1	4	200	
Weston	High School	1883	R. O. Smith	2	0	8	22	0	0	0	0	0	0	0	0	2	0	4	400	
West Richfield	do	4842	R. J. Alber	0	10	19	3	5	1	0	0	0	0	0	0	0	0	4	400	
West Rushville	do	4843	H. C. Bailey	1	1	6	14	38	27	1	1	2	3	1	4	1	1	4	400	
West Salem	do	4844	John B. Conard	1	0	18	18	0	0	0	0	1	1	0	3	3	1	3	300	
West Union	do	4845	J. K. Nold	1	0	4	6	5	6	0	0	0	0	0	0	0	0	3	50	
Weymouth	do	4846	A. O. Suber	1	0	4	6	58	44	0	0	0	0	0	0	0	0	3	500	
Wheelersburg	do	4847	W. S. Deam	1	0	8	11	0	0	0	0	0	0	0	1	1	0	3	181	
Whisper	do	4848	A. W. Imler	1	0	8	12	19	21	0	0	0	0	0	0	0	0	3	5,000	
Whitehouse	do	4849	D. R. Canfield	0	18	18	24	62	67	2	3	10	16	12	0	0	0	100		
Whitewhite	do	4850	William Gillespie	1	1	4	6	58	47	2	0	2	0	0	0	0	4	12	5,000	
Williamsburg	High School	1885	C. A. Wilson	2	0	24	16	0	0	0	3	0	0	0	1	1	0	4	215	
Williamsport	Decreeck Township	1892	W. F. Gephart	1	0	11	18	0	0	0	0	0	0	0	1	1	0	3	142	
Willoughby	High School	1870	Frederic M. Wood	3	2	49	45	0	0	0	9	6	3	0	7	4	4	1	1,100	
Willshire	do	4854	J. A. Catchpole	1	0	9	10	0	0	0	0	0	0	0	3	3	0	4	100	
Wilmington	do	4855	J. B. Hayworth	3	1	33	74	0	0	0	0	0	0	0	16	1	0	4	600	
Wilmot	do	4856	A. A. Schear	1	0	15	24	46	39	1	1	5	0	2	1	0	2	4	330	
Winchester	do	4857	F. H. Doyle	1	0	10	8	0	0	0	0	0	0	0	1	0	0	2	160	
Windham	do	4858	W. R. Davis	2	1	0	14	13	28	26	0	0	0	0	2	3	0	4	800	
Windsor	do	4859	Howard L. Rawdon	1	1	11	15	25	34	2	0	1	2	1	0	1	0	3	5,300	
Woodfield	do	4860	W. R. Hayes	2	0	24	23	0	0	2	3	0	2	0	3	6	1	4	21	2,000
Woodford	do	4861	W. R. Hayes	2	0	24	23	0	0	2	3	0	2	0	3	6	1	4	200	25,000

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Second-ary in-struct-ors.		Second-ary stud-ents.		Students.										Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Male.	Female.	Male.	Female.	Ele-mentary stud-ents.		Preparing for college.				Gradu-ates in 1902.								College prepar-atory stud-ents in the class that gradu-ated in 1902.	
								Male.	Female.	Classic-al course.		Schen-tific course.		Male.	Female.	Male.	Female.					Male.	Female.
										11	12	13	14										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
onto—continued.																							
4861	Woodstock	J. W. Cross	1884	1	0	17	16	0	0	4	0			1	2	1	1	3		275	\$11,000		
4862	Woodville	W. H. Richardson	1890	1	1	13	12	0	0					2	1			3		400	15,000		
4863	Wooster	Miss Laura B. Keau	1863	0	8	127	126	0	0			20		2	18			4		1,000	60,000		
4864	Worthington	H. S. Gruver	1879	2	1	30	30	0	0	8	2	5	0	9	8	6	2	4		700	31,000		
4865	Xenia	G. J. Graham	1856	2	4	72	107	0	0					7	17	6	3	4		1,400	22,500		
4866	do	Thurthy D. Scott		2	2	19	31	0	0					3	7			4		501	5,000		
4867	do	T. A. Edwards		1	3	50	20	0	0	2	2			17	8	1	0	3		3,500			
4868	Youngstown	Wells L. Griswold		7	8	195	258	0	0	6	18	54	42					4		1,200	150,000		
4869	Zaleski	B. H. Games	1882	1	0	7	12	0	0			0	2			0	2	3		100	5,000		
4870	Zanesfield	Frank March		1	0	12	9	48	54	1	2			3	4			3		80	4,000		
4871	Zanesville	W. M. Townsend	1850	4	7	154	164	0	0	0	0			12	20	4	3	4		252	30,000		
OKLAHOMA.																							
4872	Blackwell	G. W. Porter	1897	1	3	20	30	0	0					3	2			3			16,000		
4873	El Reno	Miss Blanche L. Miller	1895	2	1	23	51	0	0	1	0			0	6	2	0	4		250	20,000		
4874	Enid	A. C. Vinson		2	2	36	41	0	0	3	7	18	16	3	7	3	7	3		200			
4875	Guthrie	C. C. Brown		2	2	28	80	0	0					2	8	2	8	4		200			
4876	do	I. F. Scott	1894	2	0	6	25	0	0					0	2	0	2	3		75	12,000		
4877	Hobart	Wm. Z. Smith	1902	1	1	14	8	11	12											229	5,000		
4878	Kingfisher	Miss Laura Cherting	1889	2	2	28	38	0	0					1	3	1	2	3		300	18,000		
4879	Newkirk	E. B. Wood		3	0	27	28	0	0					3	3			4		622	4,000		

Oklahoma.....	Douglas, High School (colored). *	J. W. Sharpe.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500																																																																																																																													
Amity.....	do	Watts	1	0	10	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*Statistics of 1900-1901.

4949	Bedford	do	P. C. Stunkard	1888	2	1	22	42	0	0	0	0	0	0	2	4	4	800	40,000					
4950	Bellefonte	do	John D. Meyer	1883	2	2	44	72	0	0	0	0	0	0	8	10	7	940	40,000					
4951	Bellwood	do	John A. Hindman	1890	1	0	10	21	0	0	0	0	0	0	0	0	0	400	18,000					
4952	Berlin	do	R. C. Cole	1880	1	0	16	12	0	0	0	0	0	2	1	2	6	500	3,000					
4953	Berrville	do	William K. Hager	1865	1	0	16	12	0	0	0	0	0	0	0	0	0	212	2,400					
4954	Berryburg	Summary	Frank D. Koch	1865	1	1	10	22	20	23	0	0	0	0	0	0	0	250	4,000					
4955	Berwick	High School	Charles H. Winder	1865	2	2	35	60	0	0	0	0	0	0	0	3	9	1	0	4	400	45,000		
4956	Berwyn	High School	E. E. Fawling	1893	1	1	13	25	0	0	0	0	0	0	0	5	0	0	1	4	0	700	20,000	
4957	Bethlehem	High School	John E. Stocker, B. S.	1876	3	0	44	42	0	0	0	0	0	0	5	0	9	6	5	0	1	4	350	40,000
4958	do	West Bethlehem High School	Chas. T. Bender	1876	2	0	21	17	0	0	0	0	0	0	0	0	3	8	0	0	3	200	25,000	
4959	Birdsboro	High School	I. A. Grier	1880	1	0	11	22	0	0	0	0	0	0	0	1	4	0	0	0	3	450	45,000	
4960	Bismarck	Central High School	R. F. Wolfersberger	1888	1	0	9	8	3	1	1	0	1	0	0	3	1	1	0	0	3	212	16,000	
4961	Blairsville	High School	P. P. Archibald	1885	2	1	24	34	0	0	10	12	0	0	1	0	1	0	4	0	3	150	25,000	
4962	Bloomington	do	H. M. Gilmore	1885	1	0	3	10	0	0	0	0	0	0	0	0	0	0	0	0	2	25	4,000	
4963	Bloomington	do	L. P. Stierner	1871	4	1	64	76	0	0	3	3	4	0	7	16	1	3	4	0	7	750	400	
4964	Blossburg	do	H. F. Walker	1871	1	2	15	25	0	0	0	0	0	0	0	0	0	0	0	0	3	640	20,000	
4965	Bluebell	High School	W. D. Beyer	1895	1	0	9	11	17	9	0	0	0	0	2	3	0	2	3	0	2	267	5,000	
4966	Bonsburg	do	J. C. Bryson	1895	1	0	4	7	0	0	0	0	0	0	0	0	0	0	0	0	3	500	20,000	
4967	Boyetown	do	Samuel L. Henry, A. M.	1886	1	0	19	13	0	0	4	0	0	0	7	2	4	0	3	4	0	500	20,000	
4968	Bradford	do	J. Edgar Little	1886	2	3	39	58	0	0	5	5	1	0	2	1	1	4	0	1	200	25,000		
4969	do	North Bradford High School	Erastus F. Leucks	1891	1	1	12	24	0	0	0	0	0	0	0	4	5	0	0	3	100	40,000		
4970	Bradford	High School	Albert E. Colegrove	1878	4	8	169	245	0	0	6	3	41	40	29	42	6	10	4	0	750	50,000		
4971	Bridgeport	do	W. N. Lehman	1891	1	0	14	15	0	0	0	0	0	0	0	0	0	0	0	0	290	35,000		
4972	Bristol	do	Miss M. E. Watson	1891	0	3	5	23	0	0	0	0	0	0	0	9	0	3	3	0	510	8,000		
4973	Brockwayville	do	R. H. Longwell	1894	2	0	21	23	0	0	3	1	0	2	3	10	0	3	674	8,000				
4974	Brookville	do	G. E. Kramlich	1894	3	1	24	16	0	0	1	0	1	0	1	10	1	3	500	10,000				
4975	Brownsville	Union School	C. Gregg Lewellyn	1881	1	1	12	12	0	0	0	0	0	0	0	0	2	800	10,000					
4976	Burgessville	do	William H. Martin	1881	1	0	2	12	0	0	0	0	0	0	0	0	0	300	7,000					
4977	Burgettstown	South Williamsport High School	Geo. H. Fulmer	1881	2	1	17	16	0	0	0	0	0	3	8	1	0	3	400	40,000				
4978	Burnham	High School	Herbert W. Frith	1892	1	0	2	4	20	19	0	2	0	0	0	2	0	2	150	3,000				
4979	Butler	do	V. K. Irvine	1890	1	5	66	130	0	0	10	20	2	5	3	15	2	5	3	1,200	25,000			
4980	Canonsburg	do	F. W. McVay	1890	1	2	12	34	0	0	0	0	0	0	2	9	0	3	450	10,000				
4981	Canton	do	Willis L. Rowlands	1890	1	2	17	25	0	0	4	6	0	0	0	0	0	0	250	15,000				
4982	Carbondale	do	William D. Bryden	1880	3	6	59	158	0	0	0	0	0	7	20	4	1	4	1,500	75,000				
4983	Carlisle	do	J. E. Maxwell	1880	1	0	8	9	0	0	0	0	0	0	0	3	0	3	30	40,000				
4984	Carnegie	High School	T. J. George	1896	2	4	35	40	0	0	6	0	1	0	5	5	5	5	50	47,000				
4985	Catawba	do	H. J. Reinhard	1896	2	1	36	54	0	0	0	0	0	0	5	12	1	2	4	700	45,000			
4986	Catawissa	do	H. C. Rothrock	1893	1	1	25	30	0	0	0	0	0	0	7	3	0	0	830	18,000				
4987	Centerhall	do	Albert T. Digen, Ph. B	1898	1	0	11	8	0	0	0	0	0	0	2	2	0	3	21	2,000	20,000			
4988	Chambersburg	do	Howard J. Benchoff	1888	2	2	47	103	0	0	2	8	0	2	20	2	6	4	1,000	40,000				
4989	Charlottesville	do	J. A. Snodgrass	1883	1	1	10	9	0	0	0	0	0	0	0	0	0	3	1,000	40,000				
4990	Chester	do	Thos. S. Cole, A. M.	1872	3	10	97	187	0	0	5	4	4	1	13	37	6	1	400	195,000				
4991	Christiana	do	H. C. Symons	1880	1	0	17	18	0	0	0	0	0	0	1	4	0	3	125	3,000				
4992	Clarion	do	L. L. Himes	1890	1	1	17	11	0	0	0	0	0	0	7	7	0	0	800	20,000				
4993	Clarks Green	do	Jas. C. Tucker	1890	1	0	6	17	0	0	0	0	0	0	3	2	0	2	140	10,000				
4994	Clearfield	South Abington High School	Jas. T. Baker, Ph. M	1875	2	2	24	69	0	0	8	20	0	0	3	3	3	3	500	30,000				

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Prepar-ing for college.				Gradu-ates in the class of 1902.		College prepar-atory students in the class gradu-ated in 1902.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
PENNSYLVANIA—continued.																							
4995	Clifton Heights.....	Miss Adella A. Smith.....	.....	0	1	7	6	0	0	0	.....	.....	.....	0	2	1	0	.....	.....	400	.....	
4996	Coaldale.....	W. G. Jones.....	.....	1	1	17	25	0	0	0	.....	.....	.....	2	1	1	0	.....	.....	400	.....	
4997	Cochran.....	S. A. Wilson.....	.....	1	1	18	15	0	0	0	.....	.....	.....	6	3	2	3	.....	.....	75	\$6,000
4998	Cochran High School.....	A. B. Hess, A. M.....	1896	1	1	7	14	33	49	.....	.....	.....	.....	2	3	2	3	.....	.....	345	12,500
4999	Columbia.....	Miss Mary Y. Welsh.....	1861	1	3	34	43	0	0	6	4	.....	.....	4	10	1	0	.....	.....	500	.....	
5000	Conemaugh.....	H. D. Condon.....	.....	1	0	5	11	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	40,000
5001	Conemaugh.....	.....	.....	1	1	19	35	0	0	.....	.....	.....	.....	8	14	2	0	.....	.....	300	25,000
5002	Connellsville.....	Miss Ella Skiff.....	.....	0	3	32	67	0	0	.....	.....	.....	.....	2	10	2	0	.....	.....	800	35,000
5003	Conshohocken.....	J. Horace Landis.....	1870	1	2	27	31	0	0	4	2	.....	.....	3	6	2	2	.....	.....	995	36,000
5004	Coopersburg.....	W. P. Fetherolf.....	.....	1	0	16	17	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	71	3,500
5005	Coplay.....	W. N. Decker.....	.....	1	0	11	8	0	0	.....	.....	.....	.....	1	3	.....	.....	.....	.....	800	20,000
5006	Cornwall.....	E. W. Strickler.....	1901	1	1	14	8	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50	10,000
5007	Corry.....	Mrs. Jennie W. Davis.....	.....	1	4	60	105	0	0	14	9	6	1	5	19	.....	.....	.....	.....	400	36,000
5008	Coudersport.....	Geo. E. Zerlous.....	1885	2	1	26	56	0	0	3	1	.....	.....	2	7	2	4	.....	.....	500	35,000
5009	Cowan.....	Stephen Mitterling.....	.....	1	0	11	13	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	25,000
5010	Curtisville.....	T. A. Hoover.....	1885	1	3	12	26	0	0	0	3	.....	.....	0	8	0	6	.....	.....	250	4,500
5011	Damascus.....	F. J. Niles, A. B.....	.....	2	1	28	37	29	25	.....	.....	.....	.....	14	6	1	1	0	.....	.....	.....
5012	Darby.....	J. C. Carey.....	.....	2	1	56	51	0	0	5	3	8	2	6	8	3	2	.....	.....	.....	.....
5013	Dauphin.....	Charles P. Sweeney.....	1896	1	1	32	38	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	14	40,215
5014	Delaware.....	G. W. Pedlow.....	.....	1	0	23	23	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5015	Delaware.....	J. M. Schroepe.....	1892	1	1	4	9	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	20,000
5016	Delaware Water-gap.....	Harry L. Edinger.....	1896	1	1	13	12	0	0	.....	.....	.....	.....	4	2	.....	.....	.....	.....	350	2,500

5907	Delta	do. *	E. B. Barnett	1	0	19	20	0	0	1	0	0	4	3	100
5908	Dempseytown	Oakland High School *	G. W. Campanian	1	0	5	8	30	29	1	0	0	1	3	7,500
5909	Denver	Borough High School	Gus E. Oswald	1	0	15	18	0	0	1	2	1	0	3	320
5910	Dickson	High School	M. J. Lloyd	1	0	13	21	0	0	1	2	1	0	1	210
5920	Dorrance	do	David Wiant	1	3	25	21	0	0	5	5	1	1	1	300
5921	Dorrance	do	1895	1	3	40	50	0	0	0	0	3	4	3	300
5922	Dorchester	do	1895	2	0	13	15	0	0	0	0	1	1	4	250
5923	Doylestown	do	John R. Hunsleker	1	0	18	31	0	0	2	1	2	7	3	50
5924	Doylestown	do	1892	2	0	1	13	0	0	0	0	7	7	0	1,000
5925	do. *	do	A. S. Martin	1	3	3	46	38	0	1	0	4	2	1	300
5926	Dubois	do. *	B. G. Smith	1	0	13	30	0	0	1	0	4	2	4	700
5927	Dumbur	do. *	R. M. Carroll	1	1	10	30	0	0	2	3	11	3	2	300
5928	Dunbar	do. *	R. M. Carroll	1	0	17	13	0	0	2	1	1	0	3	500
5929	Dunbar	do. *	1892	3	3	21	91	0	0	0	0	3	3	4	10,000
5930	Dunmore	do	R. N. Davis	1	4	35	51	0	0	0	8	2	0	4	50,000
5931	Duquesne	do	1896	1	0	16	25	0	0	1	2	1	0	1	45,000
5932	Duquesne	do	1896	2	0	12	20	0	0	0	0	2	1	2	23,500
5933	Duryea	do	F. J. Regan	2	0	155	199	0	0	13	3	7	1	2	500
5934	East Brady	do	P. H. McCabe	10	2	10	17	0	0	0	0	24	6	2	100,000
5935	East	do. *	B. G. Reynolds	1	1	10	19	0	0	0	0	29	4	3	300
5936	East Smithfield	do	G. F. Sandt	2	0	12	18	0	0	0	0	1	10	2	23,000
5937	East Stroudsburg	do	H. L. Reber	2	0	12	20	0	0	0	0	5	7	0	300
5938	Edinburg	do	H. T. Jones	1	1	12	20	0	0	0	0	2	0	3	400
5939	Edwardsdale	Edwardsville High School	James O. Hermann	1	1	25	45	0	0	0	0	5	15	0	300
5940	Edward	Borough High School	Howard M. Wilson	1	1	13	25	0	0	3	4	2	0	3	200
5941	Elizabeth	do	O. O. Coon	1	1	13	25	0	0	0	0	2	4	0	12,000
5942	Elizabeth	do	1898	3	0	20	27	0	0	0	0	7	11	3	20,000
5943	Elizabeth	do	F. E. Sloan	1	1	12	17	0	0	0	0	4	0	3	130
5944	Elkland	Borough High School	F. W. Skelton	1	0	7	11	0	0	0	2	1	4	1	4,000
5945	Elkland	Salisbury High School *	Virgil R. Saylor, A. M	1	0	14	7	9	12	0	0	1	4	2	100
5946	Elkland	Ralpho District High School	Engle K. Richard	1	0	15	18	0	0	1	0	1	4	3	225
5947	Elysburg	do	1897	1	0	15	18	0	0	0	0	1	4	3	300
5948	Emalus	do	W. D. Landis	1	0	17	25	0	0	6	5	4	7	4	25,000
5949	Emertown	do	E. D. Carothers	1	1	17	25	0	0	0	0	4	7	4	600
5950	Emporium	do	Call P. Eastman	1	1	22	44	0	0	0	0	0	12	4	22,500
5951	Emporium	do	1890	1	0	26	20	0	0	0	0	8	31	4	425

Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.								
				Second-ary in-struct-ors.				Prepar- ing for college.				College prepar-atory stu- dents in the class that grad-uated in 1902.													
				Male.	Female.	7	8	Male.	Female.	9	10	11	12	Male.	Female.			13	14	Male.	Female.	15	16	17	18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
PENNSYLVANIA—continued.																									
5067	Hamburg	High School.	1886	1	0	21	23	0	0	1	1			4	6	1	1	3	—	600	\$25,000				
5068	Hanover	Eichelberg High School.	1893	3	1	40	48	0	0	6	3	2	0	9	12	4	3	3	32	1,100	35,000				
5069	Harmonsburg	Summit Township High School.	1895	1	0	13	11	41	38					1	2			3	—	200	3,000				
5070	Harrisburg	High School	1852	12	10	287	351	0	0	30	40	60	20	35	54	17	10	4	47	2,000	130,000				
5071	Hartstown	do *		1	0	10	4	20	31	3	1	2	0	3	1	3	1	2	15	15	800				
5072	Hawley	do	1878	2	0	10	12	0	0	3	2			4	3	3	2	3	600	16,000					
5073	Hazfield	Robert Kelley, jr.		1	0	3	4	9	9	3	1							2	—	—	—				
5074	Hazleton	J. Donald Geist.		1	5	84	102	0	0	45	53	4	0	3	14	0	1	3	700	—	—				
5075	Hellertown	A. I. Reinhard, A. B.	1896	1	0	16	11	0	0	1	1	1	0	3	6	1	1	3	230	—	—				
5076	Hempire	Jno. H. McLaughlin.		1	0	8	7	0	0	2	1							4	—	—	—				
5077	Holmdel	C. Leon Brumbaugh	1877	2	0	28	29	0	0					9	3	3		3	—	—	—				
5078	Honesdale	Mrs. L. P. Williams		2	4	43	81	0	0					4	14			4	—	—	—				
5079	Honesdale	Thomas S. March	1871	2	2	42	60	0	0	8	12	14	6	5	8	4	0	4	3,000	50,000					
5080	Houtdale	Geo. W. Baker	1890	1	0	13	20	0	0			1	0	1	3	1	0	3	300	15,000					
5081	Hughesville	J. G. Dundore	1880	1	0	11	11	0	0			3	1	4	4	2	0	3	1,200	16,000					
5082	Hummelstown	H. Lenich Meyer, M. S.		1	1	16	17	0	0	4	0	3	0					3	200	16,000					
5083	Huntingdon	F. B. Ott.		3	3	89	95	0	0					8	8	2	2	4	1,500	30,000					
5084	Hyndman	David F. Enoch	1889	2	0	17	24	0	0	5	1							3	100	6,500					
5085	Independence	R. E. Horner		1	0	5	14	6	9									3	65	800					
5086	Jennette	Geo. E. Reynolds.	1892	2	1	15	23	0	0	1	1	2	0	3	14	3	1	3	200	1,000					
5087	Jenkintown	Willard S. Campbell	1887	1	1	13	18	0	0					2	2	2		3	350	15,000					
5088	Jermyn	H. N. Barrett		1	1	4	17	19	41			2	0					3	330	20,000					

5069	Jersey Shore.....	1860	1	13	59	0	0	0	0	1	0	4	12	1	0	3	500
5090	Johnstown.....	1883	5	6	160	0	0	0	0	2	1	14	18	8	2	4	1,000
5091	Kane.....		2	3	41	0	0	0	0	2		2	18	0	10	4	400
5092	Kingston.....		1	2	32	0	0	0	0		2	0	5	2	0	4	50
5093	Kipple.....		2	0	17	26	0	0	0			3	4			3	600
5094	Kittanning.....		2	0	7	20	0	0	0			2	4			3	2,000
5095	Kittanning High School.....		2	0	13	20	0	0	0			2	4			3	1,400
5096	Knoxville.....		2	0	52	60	0	0	0	3	2	1	4			2	20,000
5097	Kutztown.....		1	0	5	5	19	11	4	2		7				4	1,450
5098	Laceyville.....		1	0	18	10	0	0	0	6	10					2	150
5099	Lancaster.....		2	7	0	270	0	0	0	1		0	49			3	38
5100	Lansdowne.....	1892	0	6	42	60	0	0	0	2	3		6	4	1	3	600
5101	Lansford.....	1875	0	6	42	60	0	0	0	2	3		6	4	1	3	38
5102	Latrobe.....		2	1	30	82	0	0	0	2	3	4	0	2	0	3	3,000
5103	Lebanon.....		2	4	8	110	0	0	0	2	2	1	0	8	2	4	478
5104	Lebanon.....		2	0	13	17	0	0	0	2	2	1	0	8	2	4	36,725
5105	Leesport.....	1897	1	0	12	18	18	14	2	1	1	1	2	4	1	0	5,030
5106	Lehighton.....		2	0	27	37	0	0	0	4	0	6	0	10	3	0	50,000
5107	Lewisburg.....		1	2	42	43	0	0	0	3	5	3	4	9	18	3	52,000
5108	Lewistown.....		2	1	32	57	0	0	0	1	0		7			3	400
5109	Linsville.....	1880	2	1	14	36	0	0	0				8			3	36,725
5110	Lititz.....	1889	2	1	14	36	0	0	0	3	2		5	1	2	3	5,030
5111	Liverpool.....		1	0	7	5	4	8					1			3	35,000
5112	Lock Haven.....		1	0	17	10	82	41					3			3	150
5113	Lock Haven.....		2	2	64	100	0	0	0	3		12	11	2	2	4	1,000
5114	Luzerne.....	1886	1	18	27	0	0	0	0			3	6			2	500
5115	Lykens.....		1	1	11	26	0	0	0			0	2	0	2	4	325
5116	McDonald.....		2	1	10	20	0	0	0			1	2	1	0	3	30,000
5117	McDonald.....	1870	1	0	12	9	2	4								3	20,000
5118	McKeessport.....	1881	4	4	66	141	0	0	0			9	27	2	0	4	425
5119	Manahoy City.....		2	1	50	83	0	0	0	7	8		12	3	3	4	10,000
5120	Manheim.....	1885	1	1	26	18	30	30	1	0		5	4			4	25,000
5121	Marcus Hook.....		1	0	9	7	0	0	0			1	1			3	8,500
5122	Marienville.....	1896	2	0	11	26	0	0	0			3	8			3	100
5123	Marietta.....	1875	1	1	19	24	0	0	0			0	4			3	700
5124	Martinsburg.....	1894	1	0	12	14	0	0	0	1	0	2	4			4	150
5125	Marysville.....		1	0	13	16	0	0	0	0	1	0	1	0	1	3	200
5126	Mauch Chunk.....	1867	1	1	2	42	36	0	0	0	0	6	5	6	5	4	3,500
5127	Mayfield.....		1	1	17	23	0	0	0	1	0	2	6	1	0	3	450
5128	Meadville.....		1	1	9	147	267	0	0			8	29	5	3	4	357
5129	Meachville.....	1883	1	3	30	60	0	0	0	5	10		4	9	2	5	610
5130	Media.....	1877	1	1	23	38	0	0	0	7	4		5	1	2	0	300
5131	Mercer.....		1	1	24	46	0	0	0	4	5		10			4	500
5132	Meyersdale.....		2	1	33	47	0	0	0	3	0	1	0	4	2	0	30,000
5133	Middleton.....	1872	2	1	29	58	0	0	0	1	0	0	5	4	2	0	500
5134	Mifflinburg.....	1876	1	1	25	35	0	0	0	1	0	1	3	9	1	1	4,000
5135	Mifflintown.....	1893	2	0	8	14	0	0	0	1	0		3	5	1	2	51
5136	Millford.....	1899	1	0	8	17	0	0	0			3	5	1	1	2	150
5137	Millersburg.....		1	2	30	32	0	0	0	4	3		6			4	10,000

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Second-ary stu-dents.		Prepar-ing for college.		Grad-uates in the class that gradu-ated in 1902.		College prepar-atory stu-dents in the class gradu-ated in 1902.									
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
PENNSYLVANIA—continued.																					
5205	Pricburg	M. J. Lloyd.	1890	1	1	14	16	0	0	2	2	2	2	8	4	2	2	4	4	400	\$35,000
5206	Punxsutawney	R. E. Anderson.	1890	1	1	34	55	0	0					1	2	1	0	3	3	500	30,000
5207	Quakertown	S. M. Rosenberger	1898	1	1	20	30	0	0					3	3	2	0	4	4	200	6,000
5208	Quarryville	S. Edward Gable	1898	1	0	12	18	0	0					2	6			3	300	8,000	
5209	Ramey	E. O. Tobias, M. E.	1881	1	0	12	15	0	0									4	4	600	45,000
5210	Reading	Chas. S. Foos	1881	9	0	202	0	0	0	10	0	13	0	50	0	20	0	4	4	2,000	133,000
5211	Reading	Miss Mary H. Mayer	1856	0	13	0	365	0	0									4	4	155	6,000
5212	Rebersburg	H. W. Morris	1891	1	0	7	4	8	7	2	0	1	4	0	2	1		3	100	800	15,000
5213	Reidsville	Asht. Sch.	1880	1	1	16	8	0	0									4	4	900	40,000
5214	Renovo	Jas. W. Elliott	1896	1	3	54	70	0	0	0	3			2	6	0	3	4	4	900	40,000
5215	Reynoldsville	G. W. Leukert	1896	2	1	23	38	0	0	0	3			2	6	0	3	4	4	900	40,000
5216	Richboro	Thos. A. Bock	1898	1	0	3	5	13	10	0	1	1	0	1	3	1	1	2		114	
5217	Ridley Park	Geo. G. Chambers		1	0	9	12	0	0			1	0	4	3	1	0	2		2,078	20,000
5218	Roaring Spring	Jos. K. Ritchey	1896	2	0	19	19	0	0					6	3	5	0	2		300	12,000
5219	Robesonia	Leonard M. Ruth	1889	1	0	18	14	0	0					0	2	7		3		250	10,000
5220	Rochester	Rufus Darr.	1890	1	1	10	41	0	0					3	7			3		360	
5221	Rome	Leon J. Russell		1	0	6	3	30	36									2			
5222	Graded School *	W. O. Woodring		1	0	9	38	0	0					3	3			4		150	2,500
5223	Rouseville	Jno. R. Geyer, A. M.	1898	1	0	9	38	0	0					0	8			3		60	80,575
5224	Royalton	A. H. Gerbench	1888	1	1	14	23	0	0	2	0			0	4			4		300	25,000
5225	Royersford	A. H. Gerbench	1888	1	1	14	23	0	0	2	0	2	0	0	4	1	3	3		500	25,000
5226	St. Marys	A. Leo L. Suhrie		2	0	20	20	0	0	5	4	2	0	1	9	1	3	3		25	2,500
5227	St. Petersburg	Jno. M. Myers	1895	1	0	9	24	0	0					0	0			3		25	2,500

5227	Salisbury	do	Hugh A. Jackson	1892	1	13	21	0	0	1	1	2	4	3	700	8,000
5228	Saxton	do	H. H. Poole	1901	1	0	9	17	0	0	0	0	0	3	145	245
5229	Sayre	do	I. F. Stetler	1886	2	3	48	53	0	0	0	9	0	4	250	50,000
5230	Schellburg	do	Harvey Gishett	.....	1	0	11	15	0	0	0	0	0	3	.....	.....
5231	Schmalkill Haven	do	H. Day Gishett	.....	1	1	26	16	0	0	5	2	0	4	500	18,000
5232	Scottdale	do	B. S. Fox	.....	1	0	11	35	0	0	0	0	0	3	300	45,000
5233	Seranton	do	W. C. Joslin	1858	16	9	366	610	0	0	57	86	79	12	300	300,000
5234	Sellersville	do	R. L. Schroyer	.....	2	0	27	17	0	0	0	8	10	4	1,100	4,500
5235	Selleysville	do	W. L. Schroyer	1888	2	0	16	18	35	44	0	2	2	2	1,500	12,000
5236	Sewickley	do	W. E. Borer	.....	1	23	18	0	0	0	6	3	4	4	3,500	100,000
5237	Shamokin	do	James Heaps	1882	5	2	125	175	0	0	15	2	30	25	2,150	75,000
5238	Sharon	do	Miss Marion M. Hoskin	1870	4	29	45	0	0	0	3	1	1	1	1,175	40,000
5239	Sharpshurg	do	C. C. Kelso	.....	1	0	2	8	0	0	0	0	0	3	800	20,000
5240	Sharpsville	do	T. S. Vickerman	.....	2	1	10	16	0	0	4	9	2	1	4,449	3,000
5241	Sheffield	Union School	A. W. Mumford	.....	1	1	9	42	0	0	0	2	0	1	500	40,000
5242	Shepandoah	High School	Miss Clara M. Cline	.....	2	3	35	59	0	0	0	0	0	3	600	20,000
5243	Shickshinny	do	Miss Elizabeth Hughes	1900	2	1	16	20	0	0	0	0	0	0	400	8,000
5244	Shippensburg	do	J. Hall App	.....	2	1	40	35	0	0	2	0	0	2	250	49,000
5245	Slatington	do	Frank J. Stetler	.....	1	0	17	34	0	0	0	2	3	3	1,037	32,000
5246	Smethport	do	H. H. Foster	.....	1	2	23	38	0	0	0	5	3	1	300	3,000
5247	Somerset	do	O. O. Saylor	.....	3	0	19	43	0	0	0	0	0	0	500	40,000
5248	Southampton	do	Chas. T. Windle	1898	1	0	10	10	0	0	0	0	0	0	1,037	32,000
5249	South Bethlehem	do	Clas. B. Krause	.....	4	1	60	62	0	0	0	7	0	10	600	20,000
5250	South Waverly	High School *	James N. Muir	.....	1	1	16	19	0	0	0	0	0	0	400	8,000
5251	Springboro	do	W. H. Korf	.....	1	1	17	14	50	60	0	1	0	1	200	49,000
5252	Spring City	do	Jacob K. Jones	1873	1	2	23	24	22	28	0	1	1	1	200	49,000
5253	Spring Mills	do	D. M. Wolf	1876	1	0	29	19	0	0	2	0	1	1	252	8,000
5254	Starrett	do	V. C. Lloyd	1882	1	0	12	14	0	0	0	1	7	0	3,000	150,000
5255	Steeton	do	Chas. S. Davis	1880	6	2	73	121	0	0	0	0	2	0	300	3,000
5256	Stoneboro	do	H. M. Tur	1885	1	0	12	18	0	0	0	0	0	0	200	3,200
5257	Stratford	do	R. S. MacIntance	1898	1	0	10	17	0	0	0	0	0	0	650	.....
5258	Strasburg	do	Edwin Brown	.....	1	0	17	18	0	0	2	0	1	0	500	.....
5259	Sugar Grove	Union School	S. W. Ford	.....	1	0	10	19	0	0	0	0	0	1	60	12,000
5260	Summerville	do	William H. Weiss	1879	1	0	10	17	8	14	1	0	0	0	1,200	12,000
5261	Sunbury	do	H. N. Ganser	.....	5	2	109	167	0	0	0	2	4	0	220	50,000
5262	Susquehanna	do	L. L. Twilley	1879	1	1	7	26	0	0	2	1	0	2	500	.....
5263	Tamaqua	do	J. F. Derr	.....	2	0	36	61	0	0	0	2	3	2	104	7,000
5264	Tarentum	do	A. D. Endsley	1896	3	1	24	45	0	0	0	0	0	0	3,000	.....
5265	Terrehill	do	I. B. Good	1898	1	0	15	18	0	0	4	0	0	1	50	5,000
5266	Thorndale	do	Will S. Irey	.....	1	0	11	6	12	7	0	0	0	0	300	35,000
5267	Tidhoute	do	E. J. Robinson	.....	1	1	12	13	0	0	0	1	1	1	85	4,000
5268	Tiona	do	Harry Brown	1885	1	1	0	3	2	43	0	0	0	0	3,000	5,000
5269	Tionesta	do	R. N. Speer	1895	1	1	0	5	23	0	0	3	5	0	260	35,000
5270	Titusville	do	H. D. Hopkins	1870	2	5	68	101	28	47	0	7	5	0	3,000	54,000
5271	Tobylanna	do	W. E. Brown	.....	1	0	10	20	0	0	1	1	5	0	800	30,000
5272	Towanda	do	Horace G. Padgett	1888	3	2	54	87	0	0	0	0	0	0	802	24,000
5273	Tower City	do	S. C. Miller	.....	1	1	15	18	0	0	0	0	0	0	65	8,000
5274	Tremont	Borough High School	J. J. Behney	1885	1	1	25	18	0	0	0	0	0	0	1,500	28,000
5275	Trevorton	do	P. S. Bergstresser	1880	1	1	0	11	13	0	0	0	0	0	3,000	.....
5276	Troy	do	C. H. Gordinier, A. M.	1867	2	1	47	54	0	7	5	1	1	2	1,500	28,000
5277	Turtlet Creek	do	W. G. Gans	1898	2	1	28	42	0	0	0	2	0	4	3,000	.....

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.										Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Prepar-ing for college.		Grad-uates in the class that gradu-ated in 1902.						College prepar-atory stu-dents in the class that gradu-ated in 1902.			
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
PENNSYLVANIA—continued.																					
5278 Tyronce	High School.	I. C. M. Ellenberger	1878	4	1	53	104	0	0	0	4	3		5	11			4		500	57,500
5279 Glysses	Lewisville High School	Alvin M. Whitney	1898	1	1	7	18	0	0	0	0	1	2	2	2	2	2	4		300	87,500
5280 Union City	High School	S. C. Humes	1876	1	2	18	42	0	0	0	0	0	0	3	8	2	0	4		385	25,000
5281 Uniontown	do	Lee Smith, supt.	1895	0	3	38	65	0	0	2	0			0	3			3		1,000	4,000
5282 Unionville	do	D. F. DeLap	1884	1	1	10	18	35	42					4	1	2	1	2		405	10,000
5283 Upland	do	H. B. Parsons	1898	1	0	12	13	0	0					0	15	3		3		100	45,000
5284 Vandergrift	do	Fred S. Breed	1900	1	1	18	29	0	0					0	3	3		2		100	3,000
5285 Venango	Borough High School *	J. B. Torry	1897	1	0	12	14	23	26					3	3	4		2		50	30,000
5286 Verona	High School	Miss Anna Fulton	1898	1	1	8	12	0	0					1	0	3		2		25	
5287 Wakefield	Fulton High School	Miss Ella V. Townsend	1898	0	1	2	5	13	9					9	4	7	0	4		725	10,000
5288 Waterford	High School	Samuel B. Bayle	1899	2	2	50	62	0	0	5	5	3	7	9	4	7	1	4		600	15,500
5289 Watsontown	do	A. A. Killian, Ph. D.	1880	1	0	15	13	39	37	2	3	1	0	3	9	2	1	3		500	12,000
5290 Waverly	do	Ralph M. Archibald	1893	1	0	15	42	0	0	8	12	5	0	4	4	3	3	3		200	57,500
5291 Wayne	Radnor High School	George H. Wilson	1893	2	3	41	42	0	0	0	8	12	5	0	4	4	3	4		200	57,500
5292 Waynesboro	High School	J. H. Reber, Ph. D.		3	1	23	49	0	0					4	4	7		4		500	6,000
5293 Weatherly	do	G. W. Heuninger		1	0	2	5	11	19					4	9			4		200	8,000
5294 Weissport	do.*	A. A. Knochel		1	0	2	5	11	19					4	9			4		200	6,000
5295 Wellsboro	do	Henry E. Raesly	1873	2	2	65	85	0	0					7	10	4	5	4		300	10,000
5296 Wernersville	do	W. A. Stricker	1895	1	0	15	12	0	0					3	3	2	0	3		500	60,000
5297 West Chester	do	Addison L. Jones	1865	4	5	76	138	0	0	26	31	19	37	9	15	7	15	4		1,400	13,000
5298 West Conshohocken	do	Ralph L. Johnson, M. A.	1874	1	1	20	18	0	0					3	2			3		40	
5299 Westfield	Borough High School	Wm. E. Blair		1	1	30	54	0	0					0	2	2	9	3		200	10,000

5300	Westgrove.....	High School.....	Oscar O. Barr.....	1894	1	0	6	16	0	0	0	2	3	.....	0	6	0	2	3	1,000	10,000
5301	West Newton.....	do.....	Charles P. Shaver.....	.....	2	0	12	22	0	0	0	0	.....	0	5	6	.....	.....	.....	750	30,000
5302	Whitehaven.....	do.....	E. W. Rombergh, A. M.....	.....	2	1	26	25	0	0	0	2	1	0	2	6	1	2	3	450	10,000
5303	Whiteland.....	do.....	George F. Mark.....	1868	2	0	23	23	17	20	0	0	2	2	0	1	2	4	1,000	35,000		
5304	Wilkesbarre.....	do.....	Jacob P. Breidinger.....	1890	17	6	275	457	0	0	1	3	30	0	37	98	10	12	4	300	600,000	
5305	Wilkesburg.....	do.....	W. P. Spargrove.....	1898	2	3	41	85	0	0	0	1	3	1	4	3	12	1	4	300	600,000	
5306	Williamsport.....	do.....	T. D. Ross.....	1897	1	0	7	16	0	0	0	0	0	0	0	0	0	0	3	600	9,000	
5307	Williamsport.....	do.....	W. W. Kelehear.....	1869	4	7	150	213	0	0	25	10	22	1	22	33	10	1	4	5,000	50,000	
5308	Williamsport.....	do.....	D. F. Dyer, M. E.....	1877	2	0	30	40	0	0	0	0	1	.....	4	9	0	4	4	500	20,000
5309	Womelsdorf.....	do.....	Chas. P. Schaeffer.....	1888	1	3	37	36	0	0	0	1	.....	2	2	0	1	3	4	500	15,000
5310	Wrightsville.....	do.....	E. U. Aumiller.....	1872	2	0	12	27	8	12	5	5	.....	4	4	2	1	4	300	20,000	
5311	Wyoming.....	do.....	Chas. W. Hermann.....	1885	1	1	19	17	18	27	0	0	1	0	3	4	4	3	300	20,000		
5312	York.....	do.*.....	F. M. McLaughry.....	1870	8	4	170	255	0	0	0	0	0	0	21	41	0	0	4	8,000	175,000	
5313	Youngsville.....	do.....	Adison White.....	1893	1	1	23	21	0	0	0	0	0	0	4	4	6	3	500	10,000		
5314	Zelienople.....	do.....	J. E. Kocher.....	.....	2	0	3	11	1	6	.....	2	4	4	.....	2	.....	3	.....	.....	.....
RHODE ISLAND.																						
5315	Ashaway.....	Hopkinton High School.....	Albert B. Crandall.....	1	1	10	19	0	0	0	13	8	1	0	2	4	2	0	3	125	7,000
5316	Ashburn.....	Cranston High School.....	Charles M. Poor, Ph. D.....	1894	4	3	63	76	0	0	8	6	.....	1	5	3	5	2	4	200	30,000
5317	Barrington Center.....	High School.....	William S. Mason, A. M.....	1883	1	1	23	23	0	0	0	13	8	6	1	5	1	2	4	100	5,000
5318	Black Island.....	do.....	W. G. Park.....	1900	1	0	16	27	0	0	0	0	0	1	.....	0	3	.....	4	.....	.....
5319	Bristol.....	do.....	John L. Chapman, Jr.....	.....	1	2	27	40	0	0	3	8	5	6	1	4	1	4	4	1,760	.....
5320	Central Falls.....	do.....	Wm. Overton.....	1888	2	4	34	62	0	0	0	5	3	3	4	5	4	3	2	4	550
5321	East Greenwich.....	First Avenue High School.....	Edwin A. Noyes.....	.....	1	0	9	5	0	0	0	0	0	0	6	5	4	3	2	4	.....
5322	East Providence.....	do.....	Edgar M. Johnson.....	1883	3	5	52	100	0	0	6	10	.....	10	19	3	5	4	725	17,750	
5323	Hope Valley.....	do.....	Henry B. Stearns.....	1895	1	1	6	10	1	5	.....	2	3	.....	2	3	.....	3	200	18,000	
5324	Newport.....	Rogers High School.....	Frank E. Thompson.....	.....	5	8	100	181	0	0	8	14	5	0	9	20	1	5	4	572	34,000
5325	.....do.....	Townsend Industrial School.....	Geo. H. Bryant.....	1894	3	1	39	38	0	0	0	0	0	.....	.....	.....	.....	4	.....	.....	.....
5326	Pascoag.....	Burrillville High School.....	Leroy G. Staples.....	1897	1	1	23	29	0	0	0	0	0	2	0	3	5	.....	4	126	18,000
5327	Pawtucket.....	High School.....	Elmer S. Hosmer.....	1855	7	6	117	144	0	0	6	16	24	21	10	22	5	7	4	1,000	85,000	
5328	Providence.....	Classical High School.....	William T. Peck.....	1843	7	11	207	123	31	36	207	123	.....	28	23	28	23	4	1,313	.....	
5329	.....do.....	English High School.....	David W. Hoyt.....	.....	9	20	164	592	0	0	16	26	9	41	5	9	4	4	4,150	.....	
5330	.....do.....	Hope Street High School.....	Charles E. Dennis, Jr., Ph. D.....	.....	7	11	166	256	40	49	79	75	12	0	19	27	16	14	4	450	.....
5331	.....do.....	Manual Training High School.....	George F. Weston.....	.....	15	7	244	106	0	0	0	0	0	.....	25	9	6	0	4	300	.....
5332	Valley Falls.....	Cumberland High School.....	Charles C. Richardson.....	1894	1	2	33	46	0	0	8	3	.....	4	4	2	0	4	250	20,000	
5333	Warren.....	do.....	Chas. W. Brown.....	.....	1	2	24	44	0	0	2	6	3	0	2	10	1	4	300	.....	
5334	Westerly.....	do.....	W. R. White.....	1875	3	3	51	110	0	0	0	5	11	6	4	8	5	3	2	1,300	75,000	
5335	Wickford.....	North Kingstown High School.....	John C. Davis.....	1901	1	0	15	17	0	0	0	0	0	.....	.....	.....	.....	5	50	.....	.....
5336	Woonsocket.....	High School.....	Frederick W. Doring.....	1857	3	4	101	112	0	0	0	0	0	4	0	7	13	3	2	4	40,000
SOUTH CAROLINA.																						
5337	Aiken.....	Institute *.....	Leonard W. Dick.....	.....	2	1	30	30	0	0	5	7	.....	8	10	4	4	3	.....	300	20,000
5338	Allendale.....	Graded School.....	J. B. Atkinson.....	.....	1	1	10	12	45	45	.....	2	2	.....	4	18	4	18	4	40	3,000
5339	Anderson.....	High School.....	J. W. W. Daniel.....	1896	3	4	90	95	0	0	12	17	3	4	1	4	18	4	18	1,200	23,000	
5340	Appleton.....	do.*.....	Mrs. W. A. Walker.....	.....	0	1	15	16	12	17	3	4	2	0	.....	.....	.....	4	.....	500	.....

* Statistics of 1900-1901.

Columbia.	do.	Howard	High School	1895	1	2	36	79	0	0	2	10	1	0	12	6	3	1,400	10,000	
5362	do.	Howard	High School	1895	1	2	36	79	0	0	2	10	1	0	12	6	3	1,400	10,000	
5363	do.	Thos. L. Coffin	do.	1868														150	10,000	
5364	Conway	R. Cosby Newton	Burroughs Graded School*		1	1	15	20	45	55	4	3					2	630	2,000	
5365	Cottageville	H. W. Ackerman	Graded School *		1	0	20	25	0	40	0	2	8				3	430	2,000	
5366	Cypress	W. C. Martin	High School *		1	0	15	30	40	0	0	5					3	50	1,000	
5367	Delmar	D. A. Quattlebaum	Graded School	1896	1	0	15	16	50	32	2	0					3	800	800	
5368	Denmark	Arthur Wiggins	High School.	1895	1	1	20	30	0	0	10	12					4	500	3,000	
5369	Dillon	W. W. Nickels	Graded School	1895	2	1	12	19	0	0							3	300	5,000	
5370	Easley	W. B. Dominick	do.	1896	1	3	20	22	0	0							3	300	1,200	
5371	do.	Miss H. L. Mack	Graded School (colored).																	
5372	Ellenore	J. B. O'Neale	Graded School	1900	0	1	0	7	18	43	0	1	0	1			25	800		
5373	Fairplay	M. C. Barton	H. H. Hollaway		1	0	11	28	57	46	3	14					500	12,000		
5374	Florence	C. E. Johnson, supt	do.		1	0	3	3	47	72	0	1					1,000	7,000		
5375	Fort Mill	J. J. Bailes	Pleasant Valley Academy	1897	0	2	10	30	0	0							1,000	20,000		
5376	Fountain Inn	D. L. Guy	Graded School		1	1	10	18	35	31	5	8	4	6			7,000	1,000		
5377	Gaffney	W. C. McArthur	do. *	1897	1	0	15	25	0	0							1	7,000	3,000	
5378	Georgetown	Ellison Capers, Jr	Whitely Graded School		2	0	15	16	0	0			3	0	4	1	3	500	20,000	
5379	Greentown	E. C. Coler	High School	1890	2	2	44	57	0	0							4	543	8,000	
5380	Greer Depot	George Briggs	Greer High School		2	2	44	57	0	0	2	2					4	100	1,200	
5381	Heath Spring	S. W. Garrett	High School *		1	0	14	17	0	0	5	2	1	0	4	2	4	3	20	
5382	Jefferson	W. H. Boyd	do.	1900	1	0	6	16	42	46							3	20		
5383	Jones	Grider	do.		1	0	8	4	18	23	1	3					3	18	1,000	
5384	Jordan	E. H. Hall	Academy *		1	0	1	5	15	31							200	800		
5385	Kingstree	Wm. W. Boddie	Graded School		1	1	12	15	0	0							3	300	5,000	
5386	Lancaster	L. T. Baker, A. M	do.	1891	1	0	12	20	63	45	2	4					3	300	5,000	
5387	Latta	Chas. M. Staley	do. *		2	0	30	33	0	0							80	1,250		
5388	Laurens	B. L. Jones	High School	1881	1	1	29	33	22	3	4						200	12,000		
5389	Lewisville	Miss Della Atkinson	do. *		0	1	5	8	18	9										
5390	Lexington	O. D. Seay	Palmetto Collegiate Institute.	1888	1	1	20	29	0	0							1,500			
5391	Little Rock	E. C. Major	High School		1	0	2	8	38	22	1	8	1	0			50	500		
5392	Lowndesville	J. F. Harper	do.	1898	1	0	16	14	22	43	2	3	1	0			350	2,000		
5393	Lowryville	J. R. Dye	do. *		1	0	15	15	18	18	3	2					1,000	1,000		
5394	McMinnick	R. J. Robinson	do.		1	0	5	9	40	50							2,000	2,000		
5395	Manning	J. Percy Inabnit.	Moses Levi Memorial Institute.		2	1	23	26	0	0	3	2	1	0	4	3	1	5,000		
5396	Marion	W. H. McNairy	High School	1888	3	1	25	30	0	0							451	6,000		
5397	Mountville	W. P. Culbertson	do. *		1	0	2	8	28	32	0	1	0	1			250	2,500		
5398	Mullins	J. E. Buzhardt.	Institute.		2	0	7	12	0	0							1,000	1,000		
5399	Oakway	N. W. Macnamay	Bethel High School *	1890	1	1	13	16	40	35	0	3					1,200	25,000		
5400	Orangeburg	A. J. Thackston	High School		2	3	97	139	0	0	24	0					250	3,000		
5401	Peak	St. John's High School *	Jas. H. Hope.	1898	1	1	6	7	11	20	0	4	4	1	1	0	2	200	2,000	
5402	Pendleton	R. P. Clinckales, Jr	Graded School	1880	1	0	10	22	35	31	0	8	5	3			1	3,000		
5403	Piedmont	J. R. Martin	do.		1	0	6	4	0	0							2	500		
5404	Pleasant Valley	L. Shirley	Academy *	1880	1	0	15	22	25	23	5	10					4	500		
5405	Princeton	J. R. Young	High School		1	1	5	8	17	25	2	3	1	0			2	100	4,000	
5406	Ridgeway	J. Thomas Moore.	do. *	1898	1	0	2	15	40	28							3	7,000		
5407	Rousesville	D. L. Wright.	Graded School		1	1	11	12	14	31	3	0					380	3,500		
5408	St. Matthews	J. E. Ward.	do.	1898	1	0	20	25	0	0	10	12					7,000	7,000		
5409	Seneea	do. *	do. *		2	0	20	25	0	0	10	12					3,500	3,500		

* Statistics of 1900-1901.

SOUTH DAKOTA.		High School *																	
5429	Aberdeen	Wm. P. Dunlevy	1889	3	1	35	55	0	0	5	10	5	10	4	4	600	50,000		
5430	Alcester	Ira J. Bradley	1889	2	0	12	16	0	0	2	2	2	0	3	54	16,000			
5431	Alexandria	A. H. Seymour	1883	1	0	10	14	0	0	---	---	---	---	---	250	7,500			
5432	Arlington	Mrs. Lena Kyle	1883	1	0	13	18	0	0	1	4	---	---	---	250	8,000			
5433	Armour	O. G. Jackson	1883	1	0	4	8	0	0	---	---	---	---	---	---	5,000			
5434	Ashton	H. D. Beauchamp	1900	1	1	12	21	24	36	0	1	---	---	---	150	5,000			
5435	Bath	J. C. Kirkpatrick	1900	1	2	6	10	21	27	0	1	2	---	---	123	1,200			
5437	Beresford	Geo. W. Knapart	1900	1	2	30	40	0	0	1	2	---	---	---	500	30,000			
5438	Birmingham	Grant Riggle	1896	1	1	20	24	0	0	4	2	4	2	4	500	16,000			
5439	Blunt	Wm. U. Hays	1900	1	2	5	10	32	28	---	---	---	---	---	100	5,000			
5440	Bowdle	Wm. J. Kelly	1879	1	0	5	5	45	75	---	---	---	---	---	125	4,000			
5441	Bridgewater	S. M. Smith	1879	1	1	19	21	0	0	---	---	---	---	---	149	9,000			
5442	Brookings	L. Walters	1884	1	0	4	13	0	0	20	30	---	---	---	659	6,000			
5443	Bryant	C. T. King	1884	2	0	32	50	0	0	---	---	---	---	---	1,000	15,000			
5444	Centerville	J. E. Lawrence	1884	1	0	13	17	0	0	---	---	---	---	---	150	10,000			
5445	Chamberlain	J. F. Dodder	1898	1	0	10	25	0	0	4	1	9	1	3	500	18,000			
5446	Clearlake	J. J. Hildeberg	1890	1	0	8	14	48	52	3	3	---	---	---	135	---			
5447	Columbia	Geo. Kohl	1890	1	0	2	3	17	17	---	---	---	---	---	---	6,000			
5448	Council Bluffs	Alexander Strachan	1890	2	2	36	67	0	0	---	---	---	---	---	1,500	---			
5449	Deadwood	J. E. Tschantz	1890	1	1	21	38	0	0	---	---	---	---	---	200	10,000			
5450	Dell Rapids	C. E. Swanson	1890	1	1	15	17	0	0	---	---	---	---	---	603	7,000			
5451	Desmet	Miss Marion Krom	1898	1	0	1	5	34	40	4	2	---	---	---	60	5,000			
5452	Doland	L. E. Bunker	1898	1	0	9	9	0	0	0	3	0	---	---	103	8,000			
5453	Egan	H. E. French	1898	1	0	15	24	0	0	---	---	---	---	---	289	16,000			
5454	Elkpoint	Geo. Bowers	1896	1	0	4	11	56	59	0	1	0	1	5	200	4,000			
5455	Estelline	B. Malcolm Lawrence	1896	1	0	2	40	41	0	0	2	15	4	10	4	500	25,000		
5456	Flandreau	W. T. Eddy	1899	1	0	7	11	40	42	---	---	---	---	---	200	3,000			
5457	Frederick	L. W. Ham	1899	1	0	2	5	58	65	0	3	2	2	2	245	3,500			
5458	Garrettsville	W. G. Jolley, B. S.	1901	1	0	6	9	0	0	3	4	1	2	---	359	6,300			
5459	Gayville	William H. Bacon	1901	1	0	6	9	0	0	---	---	---	---	---	300	---			
5460	Gettysburg	J. M. Hunter	1901	1	0	20	27	0	0	1	3	---	---	---	---	---			
5461	Groton	Mrs. Emma Armstrong	1889	1	0	1	4	22	21	---	---	---	---	---	50	3,000			
5462	Heceta	D. S. Stutson	1889	1	0	5	5	30	30	---	---	---	---	---	70	3,000			
5463	Hermosa	Chas. S. Cobb	1895	1	1	25	34	0	0	0	3	0	2	4	200	3,500			
5464	Hot Springs	E. S. Hatch	1895	1	1	10	10	65	50	0	10	15	4	0	300	15,000			
5465	Howard	Chas. M. Calderwood	1894	1	0	10	10	0	0	1	0	2	1	0	250	6,000			
5466	Hudson	Robert W. Ellis	1894	1	1	10	14	0	0	---	---	---	---	---	250	10,000			
5467	Hurley	Miss Clara Sylvester	1894	1	3	50	44	0	0	1	0	1	8	1	1,000	30,000			
5468	Huron	Rosser	1894	1	0	4	39	62	0	---	---	---	---	---	175	3,500			
5469	Ipswich	Edwin Snyder	1889	1	0	5	12	45	68	1	3	7	3	10	152	6,000			
5470	Ironopolis	J. C. Lindsey	1889	1	0	8	12	12	12	0	---	---	---	---	205	2,000			
5471	Lake Preston	P. S. Roland	1897	1	0	7	14	0	0	---	---	---	---	---	130	---			
5472	Lebanon	G. H. Deane	1897	1	0	7	14	0	0	---	---	---	---	---	200	2,000			
5473	Leoti	E. B. McClenon	1890	2	2	59	59	0	0	1	0	4	3	5	400	25,000			
5474	Madison	Miss Blanche Cartwell	1888	1	0	15	16	35	40	---	---	---	---	---	50	3,000			
5475	Mallett	S. G. Burkhardt	1888	1	2	23	26	0	0	---	---	---	---	---	500	14,000			
5476	Millbank	G. H. Grace	1902	1	1	1	14	0	0	1	3	0	1	---	800	5,000			
5477	Miller			1	1	1	14	0	0	---	---	---	---	---	---	---			

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Prepar-ing for college.				Gradu-ates in the class that grad-uated in 1902.		Length of course in years.		Number in military drill.					
				Male.	Female.	Male.	Female.	Classic-al course.		Schen-tific courses.	Male.	Female.	Male.	Female.	College prepar-atory stu-dents in class that grad-uated in 1902.						
								Male.	Female.						Male.		Female.	Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
SOUTH DAKOTA—continued.																					
5478 Mitchell	High School.	F. H. Hoff	1883	3	1	70	70	0	0			4	6	3	6	2	4	4		300	\$25,000
5479 Montrose	do.	Ira J. Bradley	1901	1	0	6	13	41	69										118	6,000	
5480 Mount Vernon	do.	O. E. Brodwin	1892	1	0	5	18	35	33			2	7	0	3				286	3,000	
5481 Northville	do.	C. E. Evans	1900	1	0	7	17	0	0	0	4	1	0						373	5,000	
5482 Parker	do.*	J. R. Byers		2	0	23	37	0	0					5	10				330		
5483 Parkston	do.	Chas. H. Lagg	1898	1	0	5	13	0	0					1	1				3		
5484 Pierre	do.	Miss Elizabeth Clary	1885	1	2	19	48	0	0	3	2	2	1	0	6	0	3	4	380	12,000	
5485 Rapid City	do.*	Miss Elvina M. Jones		1	3	23	57	0	0					2	5	0	3	1,200	50,000		
5486 Redfield	do.	S. A. Emory		1	1	18	40	0	0									385			
5487 Salem	do.*	Chas. P. Carl		1	2	30	34	0	0									300	6,000		
5488 Sioux Falls	do.	H. L. Wilson	1880	2	1	30	169	0	0					9	25			431	20,000		
5489 Sturgis	do.	J. N. Davis		1	1	10	30	0	0					1	4			300	5,000		
5490 Tyndall	do.*	S. K. Clark		1	1	18	20	0	0	3	2	5	5	1	2	1	1	350	13,000		
5491 Valley Springs	do.*	G. H. Dean	1880	2	0	16	20	31	23									50	4,000		
5492 Vermillion	do.	J. Jones, jr	1898	2	2	51	56	0	0					4	5	4	5	226	1,200		
5493 Volga	do.	J. F. Olander		1	0	6	7	0	0			2	3					417	1,500		
5494 Watertown	do.	B. S. Payne		3	2	58	98	0	0					6	1	1	1	1,000			
5495 Wanbay	do.	T. A. Sinclair	1901	1	0	2	3	87	88									214	4,000		
5496 Webster	do.	W. D. Buechel		1	2	18	30	0	0					2	5	1	2	509	2,500		
5497 White	do.	J. E. Holmes		1	0	9	1	68	65									381	2,600		
5498 Woonsocket	do.	C. B. Pickrell	1888	1	0	16	20	0	0					4	3			300	5,000		
5499 Yankton	do.*	Miss Jeannette L. Stevenson.		2	2	31	51	0	0					2	4	2	4	246			

5564	Morristown.....	High School.....	Chas. Mason.....	1887	1	2	31	57	0	0							1,250	31,300		
5565	Mountain City.....	Nasone Institute.....	J. J. Hays, B. S.....	1869	1	0	18	16	0	0							250	3,500		
5566	Mount Vernon.....	High School.....	E. O. Luther.....	1891	3	0	9	30	32	1	3	1								
5567	Murresboro.....	Bradley Academy (col- ored).....	F. G. Carney, A. M.....	1892	1	11	21	0	0	1	3	2	3	2	4	3		2,400		
5568	do.....	High School*.....	E. C. Cox.....		3	1	37	44	0	0	4									
5569	Nashville.....	Fogg High School.....	A. J. Carver.....	1855	7	5	112	246	0	0	2	4	3	0	9	0	4	3		
5570	do.....	Pearl High School (col- ored).....	F. G. Smith.....	1887	3	2	50	132	0	0							400	50,000		
5571	do.....	Waverly Place High School.....	F. M. Bowling.....		1	0	5	15	0	0							50	15,000		
5572	Neboville.....	High School.....	J. W. Burney.....	1887													15	8,000		
5573	Newbern.....	do.....	J. A. Lowry.....		2	1	20	20	0	0							40	2,500		
5574	Pinebluffs.....	Rocky Spring Academy.....	Wm. M. Poe.....	1891	1	0	11	15	16	0							100	10,000		
5575	Pulaski.....	High School.....	W. C. Lawson (supt.).....	1893	2	2	27	32	0	0			5	0			150	15,000		
5576	Rockwood.....	do.....	G. R. Throop.....	1893	1	2	20	27	0	0	2	4					100	4,000		
5577	do.....	do.....	I. N. Odum.....		1	0	10	15	0	0			3	6	3	6	3	10,000		
5578	do.....	High School (colored).....	C. H. Powell.....	1892	1	0	4	8	0	0			2	2	2	2	2	2,500		
5579	Rogersville.....	McMinn Military Acad- emy*.....	C. W. Davis.....		1	0	60	20	65	20	4	2	6	1	10	0	3	6,000		
5580	Rucker.....	Seminary*.....	Ed. H. Childress.....		1	0	5	7	25	23								1,000		
5581	Russellville.....	Union College*.....	E. H. Moore.....		1	1	10	15	0	0	6	4					150	3,000		
5582	Rutherford.....	Academy*.....	H. H. Ellis.....	1864	1	1	18	19	0	0			2	5			50	3,300		
5583	Rutledge.....	Madison Academy.....	J. E. Wickham.....		1	0	15	20	0	0	3	4	6	8				5,000		
5584	St. Elmo.....	High School*.....	B. H. Logan.....		1	0	11	13	0	0							370	3,500		
5585	Sevierville.....	Pigeon Forge Academy*.....	Miss Eliza E. Bowers.....	1889	0	1	5	43	38											
5586	Sharon.....	Training School.....	Madison W. Hall.....		1	1	35	55	0	0	4	7					1,000	3,500		
5587	Shelbyville.....	High School*.....	W. S. Fitzgerald.....	1894	1	1	6	34	35	25							50	10,000		
5588	Shopspring.....	do.....	W. W. Major.....		1	0	7	11	0	0										
5589	Soddy.....	do.....	James L. Hall.....		1	1	16	17	0	0			0	2			65	3,000		
5590	Somerville.....	do.....	W. T. Loggins.....		1	0	3	6	37	32			3	2	3	2	400	5,000		
5591	Stepperville.....	Mount Olive Seminary.....	Marion Turner.....	1898	1	0	14	16	38	39			2	3			15	800		
5592	Sunrise.....	New Hope Academy*.....	A. S. Callahan.....		1	0	9	13	14	26			0	2			200	7,000		
5593	Sweetwater.....	High School.....	J. C. Hicks.....		1	0	2	11	273	310			4	10	3	2	500	45,000		
5594	Tracy City.....	James K. Shook School.....	W. G. Dillon.....	1889	2	1	25	50	0	0							100	5,000		
5595	Trenton.....	Peabody High School*.....	F. L. Deunison.....		2	1	7	7	57	64	1	5								
5596	Trimble.....	High School.....	R. L. Keathley.....	1876	1	0	3	7	36	31								600		
5597	Uriel.....	Uriel and Campground.....	W. O. Mangum.....		1	0	3	7	36	31								1,000		
5598	Whites Store.....	High School*.....	R. M. Shank.....		1	0	15	10	35	39										
5599	Williston.....	Rocky Springs High School*.....	O. O. Colebank.....		1	0	8	9	23	20							1,500			
TEXAS.																				
5600	Albany.....	High School.....	Ethan A. Cochran.....	1900	1	1	15	25	0	0	6	11	4	2	2	6	1	4	230	2,550
5601	Alto.....	do.....	H. L. Ray.....		1	0	17	20	43	49								50	600	
5602	Alto.....	do.....	G. L. Barber.....		1	0	4	50	59									250	6,000	
5603	Alvin.....	do.....	R. C. Shirley.....	1884	1	0	4	18	0	0								250	4,000	
5604	Anson.....	do.....	Cecil E. Evans.....		1	1	21	38	0	0	1	1	1	5	1	1				
5605	Appley.....	do.....	Miss Etta Fonville.....		0	1	4	3	52	47	0	1	1	0						

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Gradu-ates in the class that gradu-ated in 1902.		College prepar-atory stu-dents in the class gradu-ated in 1902.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
TEXAS—continued.																							
5606	Archer City	High School		1	0	4	6	42	51			1	4					4			\$1,500		
5607	Arlington	do	1901	1	0	5	6	0	0	2	3			1	1	1	1	4		100	6,000		
5608	Ater	Sardis High School	1875	1	0	6	4	39	37			3	2							160	1,500		
5609	Atlanta	High School *		2	1	40	30	0	0	15	11	2	0	5	2	5	2	3		256	7,000		
5610	Austin	do	1881	3	5	0	0	0	20	40				9	14	6	10	3		500	75,000		
5611	do	Robertson Hill High School (colored).		1	0	2	5	45	65	2	0			1	2			3		50			
5612	Baird	High School	1885	1	1	47	20	0	0									3		13	3,000		
5613	Bastrop	Emile High School (colored).		1	0	7	9	0	0	1	1			1	2	1	1	3			8,000		
5614	do	High School	1880	1	1	20	30	0	0			5	0	1	2			3		500	20,000		
5615	Beaumont	Central High School (colored).	1896	1	0	4	5	96	145					1	2			3		30	10,000		
5616	Belcher	Belcher High School	1898	1	0	18	21	32	43											36	5,000		
5617	Bellville	High School	1883	2	0	14	18	0	0	5	3	2	0	0	6	0	3	3		600	4,500		
5618	Belton	do.		2	3	45	56	0	0	3	8	8	15	8	17	3	8	3		250	10,000		
5619	Ben Wheeler	Alamo Institute *		1	0	10	5	70	55											1,000	3,000		
5620	Blooming Grove	High School *		2	0	21	18	0	0	5	3	3	4	3	5	3	5	4		260	2,000		
5621	Bowie	do.		2	0	25	45	0	0	1	3			2	5	1	3	4		1,000	25,000		
5622	Brackettville	do.		3	1	8	17	0	0	1	3			0	1			3		150	8,000		
5623	Brady	Brackett High School	1890	1	1	16	40	0	0	2	3			1	0	1	0	3		275	4,000		
5624	Brenham	Graded School	1902	2	0	14	15	0	0	6	7	3	0	1	0	1	0	3		260	9,000		
5625	do	High School	1875	3	1	31	46	0	0					6	12			3		400	10,000		

5626	Brook	Olive Branch Institute*.	L. W. Coleman	1	1	12	10	47	36	2	2	1	2	11	1	6	4	600		
5627	Brownwood	High School.	Miss Etta M. Johnson.	1890	1	3	19	70	0	0	1	3	1	2	1	1	3	200		
5628	Brushycreek	do.	W. F. Davis.	1890	1	1	20	40	40	2	3	4	2	3	1	3	500			
5629	Bryan	do.	S. H. Hickman.	1890	2	1	17	61	0	0	9	25	1	3	1	3	800			
5630	do.	High School (colored).	P. Landry.	1890	1	0	5	13	0	0	0	0	0	0	0	0	160			
5631	Burkeville	Bum Male and Female College.*	H. P. Webb.	1890	1	1	38	29	0	0	5	7	3	1	7	3	3	154		
5632	Calvert	High School.*	Allison Thompson.	1890	1	2	14	33	0	0	0	1	5	1	12	1	3	1,000		
5633	do.	High School (colored).	J. D. Hill.	1890	1	1	4	12	0	0	2	1	1	1	1	1	4	150		
5634	Cameron	High School.	Jno. F. O'Shea.	1892	3	0	20	22	0	0	8	6	2	1	2	1	4	230		
5635	Cedarhill	Institute.	John Leeman.	1890	1	1	15	20	35	45	0	0	0	0	0	0	270			
5636	Celeste	Elmwood Institute*.	B. A. Stafford.	1890	2	1	18	20	0	0	10	12	0	1	2	1	4	15		
5637	Center	High School.*	W. H. Rushing.	1890	1	2	67	39	0	0	6	3	0	0	0	0	750			
5638	Chico	Male and Female Institute.	G. H. Carpenter.	1890	2	0	25	26	0	0	0	0	0	4	3	2	1	4,900		
5639	Childress	High School.	R. H. Templeton.	1900	2	0	38	60	0	0	0	0	0	2	4	2	4	3	40	2,000
5640	Chisholm	Berry Creek High School.	Enoch Dickson.	1888	1	1	21	25	0	0	0	0	3	0	4	2	4	3	300	1,500
5641	Cisco	High School.	S. E. Thompson.	1884	2	0	24	26	0	0	0	0	0	3	3	1	0	3	100	15,000
5642	Clarendon	do.	W. L. Butler.	1890	2	0	16	34	32	26	2	4	2	3	1	1	0	3	280	1,000
5643	Clarendon	do.	W. R. Silvey.	1890	2	0	14	30	0	0	2	2	2	4	2	2	3	50	12,000	
5644	Clarksville	do.	A. J. Street.	1886	2	1	41	22	0	0	15	8	5	4	4	4	4	600	25,500	
5645	Cleburne	do.	R. G. Hall.	1902	3	1	53	97	0	0	1	5	2	0	4	2	4	1,500	15,000	
5646	Cold Springs	do.	A. W. Oliver.	1902	1	0	6	12	35	28	0	0	0	0	0	0	2	1,500	7,000	
5647	Coleman	do.	T. D. Shepherd.	1892	2	0	10	20	0	0	1	4	1	13	1	1	2	430	2,000	
5648	Colorado	do.	L. P. Skinner.	1890	2	0	24	36	0	0	0	0	0	1	5	4	2	250	12,500	
5649	Columbus	do.	H. G. Kiehl.	1890	1	1	6	11	0	0	0	0	0	7	14	1	3	1,025	13,131	
5650	Comanche	do.	A. W. Evans.	1878	2	1	30	59	0	0	2	2	0	0	0	0	0	1,000	20,000	
5651	Comanche	do.	J. L. Hicks.	1878	2	1	12	23	23	12	0	0	0	6	9	3	4	30	6,200	
5652	Corpus Christi	do.	Moses Monger.	1892	2	2	23	38	0	0	0	0	3	1	6	3	3	500	10,000	
5653	Costantia	do.	W. F. Stephenson.	1890	2	3	55	120	0	0	0	0	7	21	4	10	4	800	20,000	
5654	Cottongin	do.	W. F. Flanniken.	1890	1	1	10	16	33	33	0	0	0	0	0	0	0	1,600	1,500	
5655	Crawford	do.	J. F. Ellis.	1890	1	1	20	26	0	0	2	3	1	1	3	0	1	4	650	20,000
5656	Crockett	do.	Walker King.	1890	2	2	35	54	0	0	1	0	1	0	0	0	0	20,000	25,850	
5657	Cuero	John C. French High School.*	L. G. Covey.	1890	3	0	9	29	0	0	0	0	0	0	2	0	3	300	1,000	
5658	Cumby	High School.	A. Mitchell.	1880	1	0	18	20	0	0	2	3	0	0	0	0	4	10	2,000	4,000
5659	Cundiff	do.	R. S. Walton.	1890	1	0	13	21	46	34	0	1	0	0	0	0	0	700	500	4,000
5660	Dalingerfield	East Texas Institute	B. F. Holcomb.	1901	1	3	30	40	0	0	0	0	0	6	12	4	4	500	700	40,000
5661	Dallas	Central High School	T. E. Peters.	1885	4	0	59	71	0	0	0	0	0	12	22	1	4	750	41,800	35,000
5662	do.	High School	J. Morgan.	1887	5	4	133	351	0	0	0	0	0	12	22	1	4	543	400	2,800
5663	do.	High School (colored)	N. W. Harlice.	1884	1	1	9	57	0	0	0	0	0	0	0	0	0	400	2,800	2,800
5664	Dawson	Institute.	G. W. Farmer.	1894	1	2	40	45	0	0	10	5	5	4	2	4	2	400	10,000	10,000
5665	Delrio	High School.	T. C. Hickman.	1892	1	0	15	12	0	0	0	0	0	3	1	3	1	2	511	25,000
5666	Denison	do.	D. S. Furman.	1885	3	2	61	140	0	0	0	0	0	5	6	4	4	500	500	6,000
5667	Denton	do.	J. S. Carlisle.	1884	3	0	30	60	0	0	0	0	0	0	0	0	0	6,000	6,000	1,700
5668	Dodd City	do.	G. A. Webb.	1900	1	0	20	20	0	0	0	0	0	0	1	0	3	125	1,700	1,700
5669	Duffan	do.	J. W. Hamilton.	1890	1	0	15	15	0	0	0	0	0	0	0	0	0	6,000	6,000	6,000
5670	Eagle Lake	do.	R. E. Nunn, Ph. B.	1880	1	0	19	14	0	0	4	10	0	0	1	0	2	50	50	5,000
5671	Eagle Pass.	do.	W. B. Hawkins	1880	1	0	4	10	0	0	0	0	0	0	0	0	0	50	50	5,000
5672	Eastland	do.	J. H. Hankins	1892	1	1	20	15	0	0	3	2	1	1	0	0	3	150	150	150
5673	Elkhart	do.	E. E. Barker.	1898	1	0	5	4	61	65	0	0	0	0	0	0	0	150	150	150

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.						College prepar-atory stu-dents in the class that gradu-ated in 1902.		Length of course in years.	Number in military drill.				
								Classic-al and sci-ence courses.													
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
TEXAS—continued.																					
5674	El Paso.....	Walker R. Taylor.....	.....	1	0	4	10	0	0	.....	.....	.....	.....	1	1	.....	.....	3	.....	300	\$15,000
5675	Ennis.....	W. C. McAlister.....	1890	2	1	26	34	0	0	8	7	2	1	5	5	5	5	4	.....	2,040	2,000
5676	Evant.....	R. L. Rewley.....	.....	1	1	25	30	0	0	3	5	2	0	.....	.....	.....	.....	4	.....	160	7,200
5677	Farmer.....	G. A. Timmons.....	.....	1	1	18	26	20	25	1	2	.....	.....	.....	.....	.....	.....	3	.....	34	2,500
5678	Fate.....	J. B. Jennings.....	.....	1	1	10	10	40	39	0	3	5	.....	.....	.....	.....	.....	3	.....	500	5,000
5679	Flatonia.....	J. W. Hoke.....	1888	1	1	18	35	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	79	4,000
5680	Florence.....	E. McMullen.....	1897	1	0	10	13	98	77	.....	.....	.....	.....	6	31	3	6	2	.....	100	4,000
5681	Fort Worth.....	W. D. Williams.....	1882	6	6	221	235	45	55	.....	.....	.....	.....	1	0	1	4	4	.....	700	100,000
5682	.....do.....	I. M. Terrell.....	.....	2	2	16	28	0	0	1	0	1	0	1	4	.....	.....	3	.....	207	10,000
5683	Franklin.....	J. B. Wolfe.....	1894	2	0	23	27	0	0	.....	.....	.....	.....	3	4	.....	.....	3	.....	150	4,000
5684	Fredericksburg.....	Herman Hirsch.....	.....	1	0	14	3	0	0	.....	.....	.....	.....	6	23	.....	.....	4	.....	30	5,550
5685	Gainesville.....	J. P. Glasgow.....	1886	3	3	78	128	14	15	.....	.....	.....	.....	6	23	6	4	4	.....	572	30,250
5686	Galveston.....	Harry H. Ransom.....	1881	4	3	115	160	0	0	8	12	12	26	8	16	.....	.....	4	.....	1,200	150,000
5687	.....do.....	John R. Gibson.....	1885	1	1	9	15	0	0	.....	.....	.....	.....	1	1	3	.....	4	.....	200	1,500
5688	Garrett.....	E. P. Gaines.....	.....	1	0	7	6	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....
5689	Garrison.....	T. R. Howard.....	1901	1	1	14	21	0	0	0	1	2	0	.....	.....	.....	.....	4	.....	500	2,500
5690	Gatesville.....	H. T. Clark.....	.....	3	0	36	59	0	0	5	6	.....	.....	1	3	1	2	4	.....	400	30,000
5691	Georgetown.....	W. L. Hughes.....	1896	1	1	40	42	0	0	3	4	.....	.....	4	15	3	4	4	.....	75	23,525
5692	Gibson.....	A. W. Weatherford.....	.....	1	1	25	21	0	0	0	3	0	.....	.....	.....	.....	.....	3	.....	100	1,500
5693	Goldthwaite.....	E. Oliver.....	.....	1	0	21	27	0	0	.....	.....	.....	.....	2	5	2	5	3	.....	350	7,700
5694	Gonzales.....	T. L. Toland.....	.....	3	1	24	30	0	0	4	6	.....	.....	0	3	0	2	2	.....	1,000	40,000

5685	.....do.	High School (colored)	J. H. Pickard	1	1	3	15	0	0	1	1						3,000
5686	Graham	High School	J. N. Johnston	2	2	41	61	0	0	5	6	8	7				160
5687	Greenville	do	E. R. Benedict	2	3	78	126	0	0	3	4		9	12			300
5688	Groesbeck	do	J. T. Cox	1	18	22	0	0	0				3	2	0		200
5689	Hallettsville	do	M. Z. Spahr	1	1	30	31	0	0	3	1		3	4	3	1	3,300
5690	Haskell	do	L. T. Dilsey	2	0	29	33	0	0				2	6			2,500
5691	do	do	do	2	1	6	13	0	0	0	3		0	4			15,000
5692	Hempstead	do	do	2	1	6	13	0	0	0	3		0	4			500
5693	Hempstead	do	do	2	1	6	13	0	0	0	3		0	4			500
5694	Henrietta	do	do	2	1	6	13	0	0	0	3		0	4			500
5695	Hillsboro	do	do	2	1	6	13	0	0	0	3		0	4			500
5696	Holland	do	do	2	1	6	13	0	0	0	3		0	4			500
5697	Honeygrove	do	do	2	1	6	13	0	0	0	3		0	4			500
5698	Houston	do	do	2	1	6	13	0	0	0	3		0	4			500
5699	Hubbard	do	do	2	1	6	13	0	0	0	3		0	4			500
5700	Hughes Springs	do	do	2	1	6	13	0	0	0	3		0	4			500
5701	Huntsville	do	do	2	1	6	13	0	0	0	3		0	4			500
5702	Hutto	do	do	2	1	6	13	0	0	0	3		0	4			500
5703	Irletell	do	do	2	1	6	13	0	0	0	3		0	4			500
5704	Jacksonboro	do	do	2	1	6	13	0	0	0	3		0	4			500
5705	Jefferson	do	do	2	1	6	13	0	0	0	3		0	4			500
5706	Katzeney	do	do	2	1	6	13	0	0	0	3		0	4			500
5707	Kaufman	do	do	2	1	6	13	0	0	0	3		0	4			500
5708	Kerens	do	do	2	1	6	13	0	0	0	3		0	4			500
5709	Kerrville	do	do	2	1	6	13	0	0	0	3		0	4			500
5710	Kingsburg	do	do	2	1	6	13	0	0	0	3		0	4			500
5711	Kingston	do	do	2	1	6	13	0	0	0	3		0	4			500
5712	Kosse	do	do	2	1	6	13	0	0	0	3		0	4			500
5713	Lagrange	do	do	2	1	6	13	0	0	0	3		0	4			500
5714	Lampasas	do	do	2	1	6	13	0	0	0	3		0	4			500
5715	Laneville	do	do	2	1	6	13	0	0	0	3		0	4			500
5716	Leesburg	do	do	2	1	6	13	0	0	0	3		0	4			500
5717	Libertyhill	do	do	2	1	6	13	0	0	0	3		0	4			500
5718	Livinston	do	do	2	1	6	13	0	0	0	3		0	4			500
5719	do	do	do	2	1	6	13	0	0	0	3		0	4			500
5720	Longeta	do	do	2	1	6	13	0	0	0	3		0	4			500
5721	Longview	do	do	2	1	6	13	0	0	0	3		0	4			500
5722	Longvady	do	do	2	1	6	13	0	0	0	3		0	4			500
5723	Luling	do	do	2	1	6	13	0	0	0	3		0	4			500
5724	East Texas College *	do	do	2	1	6	13	0	0	0	3		0	4			500
5725	McGregor	do	do	2	1	6	13	0	0	0	3		0	4			500
5726	McKinney	do	do	2	1	6	13	0	0	0	3		0	4			500
5727	Manor	do	do	2	1	6	13	0	0	0	3		0	4			500
5728	Marble Falls	do	do	2	1	6	13	0	0	0	3		0	4			500
5729	Marfa	do	do	2	1	6	13	0	0	0	3		0	4			500
5730	Marlin	do	do	2	1	6	13	0	0	0	3		0	4			500
5731	Marshall	do	do	2	1	6	13	0	0	0	3		0	4			500
5732	Mason	do	do	2	1	6	13	0	0	0	3		0	4			500
5733	Mert	do	do	2	1	6	13	0	0	0	3		0	4			500
5734	Mexia	do	do	2	1	6	13	0	0	0	3		0	4			500

* Statistics of 1900-1901.

Paris	High School	J. P. Downer	1884	2	7	60	136	0	0			0	34		4	2,000
do.	Province Street School (colored).	E. W. Baily		2	1	7	13	0	0	3	1		0	4		400
Pearson	High School *	E. C. Bohon	1892	1	1	12	38	0	0		2	0	3	11	1	3
do.	do.	G. M. Jones	1892	1	1	30	130	0	0							175
Pickton	do.	J. O. Minter	1887	1	0	10	15	0	0						4	40
Pittsburg	Jeff Davis College	W. S. Barks, A. B.	1887	2	1	45	53	0	0		12	8	3	9	2	6
Piano	High School.	Jas. T. Johnson.		2	0	38	52	0	0	6	6	3	0	6	3	3
Poolville	do.	R. A. Wilkins		2	0	22	18	0	0							150
Queen City	do. *	J. B. Price	1884	2	0	10	12	20	30							11,125
Quintman	College.	Clyde Jordan	1894	1	1	4	16	50	60		1	3				1,200
Raneloh	High School.	J. R. King	1890	1	0	6	4	26	37							1,000
do.	do. *	E. E. Lyday		2	0	6	7	65	56						3	3,000
Randolph	do.	J. E. Temple Peters	1897	4	2	46	73	0	0			17	26		0	1,250
Ranger	do.	B. W. Miller	1892	1	0	7	30	42	47	3	4				4	7,000
Rawenna	do.	T. D. Evans		2	0	28	30	0	0						4	200
Richland Springs.	do. *	J. M. Dunn		1	0	4	6	65	73						0	90
Riesel	do. *	J. H. Bradley	1885	2	0	20	29	0	0		2	2			1	1,000
Risingstar	do.	J. V. Holland	1892	2	0	20	30	0	0			2	2	1	1	60
Rockport	do.	C. L. Stafford		2	0	25	30	0	0							160
do.	do. *	Bradley E. Nash	1892	1	1	12	28	0	0			3	7		2	190
Rosebud	do.	A. J. Hale	1892	1	1	6	10	34	40	0	4				4	4,500
Round Mountain	Institute	J. C. Thomas	1884	1	1	22	25	0	0	4	5	3	4	2	1	2,000
Roundrock	do.	F. Z. T. Jackson	1884	2	0	18	15	0	0		4	7			20	6,000
Runge	High School.	E. J. Mathews	1892	2	0	12	13	59	63		5	4			3	600
Saiado.	do.	J. S. Abbott	1889	1	0	3	40	71	0		1	2	4	12	1	4
San Angelo.	do.	Chas. J. Larkin	1879	5	5	59	136	0	0	13	25	8	3	2	12	400
San Antonio.	do.	S. J. Sutton	1894	2	0	3	21	0	0		0	17	2	17	2	650
do.	Riverside High School (colored).	C. H. Huford		1	1	14	19	0	0		2	0	2	1	2	200
San Diego.	High School.	J. M. Skinner	1891	1	1	25	30	0	0		3	6	3	6	0	5,000
San Marcos.	do.	G. H. Hagan	1899	2	0	22	32	0	0		3	6	0	0	2	40
San Saba	do.	A. N. McCallum, B. A.	1882	2	0	30	37	0	0	10	15	2	0	7	4	200
Seguin	do.	J. W. Curtis	1882	3	0	35	27	0	0						5	15,000
Seymour	do.	O. S. Woolley	1885	1	0	1	19	0	0		2	1	3	1	2	425
Shelbyville.	do. *	L. S. Williams		1	0	1	5	149	230						1	1,200
Sherman	Fred Douglass High School (colored).	J. W. Reese	1891	1	0	12	15	0	0						1	5,000
Sipe Springs.	High School *	A. J. Tippit		1	0	2	3	62	73						2	1,000
Smiley	Glover Institute *	J. B. Jones	1898	3	0	47	75	0	0	4	5		7	8	4	3,600
Stephenville	High School.	M. D. Russell		1	0	6	7	0	0						3	20,000
Sulphur Bluff	do.	J. C. McMillan		1	0	12	25	28	31		2	5	2	5		1,000
Swan	Oakland High School *	R. E. L. Henry	1896	1	2	21	40	0	0			1	12			
Taylor	High School *	T. C. Collins		1	0	0	8	140	192	0	3				3	
do.	High School (colored) *	C. K. Williams	1896	1	0	0	8									
Tenaha	High School.	S. D. Irvine	1883	4	1	27	43	0	0		0	8			4	1,800
Terrell	do.	W. H. Barnett	1883	4	1	10	30	0	0		0	0			4	506
do.	do.	F. C. Nolen		1	0	9	15	0	0						3	42,000
Thornton	High School (colored).	J. B. Ramsey	1898	2	2	23	19	0	0		7	15	1	3		120
Timpson	High School	J. B. Ramsey		2	2	25	50	0	0	5	10				2	6,000
Trenton	do.	V. A. Peete		1	0	10	10	0	0						100	10,000
Tyler	do. *														3	3,500
do.	High School (colored) *.			1	0	4	6	0	0		1	3			2	

*Statistics of 1900-1901,

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.				Gradu-ates in 1902.		College prepa-atory stu-dents in the class that gradu-ated in 1902.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
TEXAS—continued.																					
5816	Uvalde.....	P. A. Gates.....	1890	1	1	31	32	0	0					0	7	0	1	3		200	\$10,000
5817	Velasco.....	C. D. Jessup.....	1890	1	0	3	9	31	49					0	3	0	1	4		480	5,000
5818	Victoria.....	Felix E. Smith.....	1899	5	2	25	55	0	0	2	4	2	2	0	1	0	1	4		500	
5819	Waco.....	W. E. Darden.....	1892	3	7	67	185	0	0					5	27	0	3	4		153	20,000
5820	do.....	A. J. Moore.....	1892	2	2	35	42	0	0					3	5	2	0	3		100	3,000
5821	Walnut Springs.....	W. R. Dobbins.....	1893	1	1	35	33	0	0					12	10	0	1	3		200	5,000
5822	Waxahachie.....	J. W. Tildon.....	1893	2	0	8	6	0	0	3	1			2	0			4		2,600	27,200
5823	do.....	G. B. Winn.....	1885	4	0	52	80	0	0					1	7			4		400	18,000
5824	Weatherford.....	T. W. Stanley.....	1885	2	3	69	87	0	0					6	3	3	3	4		40	3,000
5825	West.....	A. C. Elliott.....	1891	1	1	24	16	0	0									4			
5826	Wheelock.....	W. C. Jordan.....	1891	1	1	20	18	25	20									4			
5827	Whitesboro.....	Geo. W. Acton.....	1891	1	1	18	24	0	0									3			15,000
5828	Whitewright.....	Thos. E. Goff.....	1898	1	0	8	7	11	14									3		165	8,000
5829	Whitney.....	J. M. Willford.....	1899	1	0	20	25	0	0	2	4			0	1			4		50	1,000
5830	Whitt.....	G. W. Smith.....	1899	1	2	50	55	0	0									3		100	2,000
5831	Wichita Falls.....	Chas. H. Leizerich.....	1890	3	1	36	57	0	0	2	3			2	5	2	2	4		400	42,000
5832	Willisport.....	J. S. Bagwell.....	1891	2	0	30	25	0	0					0	7			2		50	14,000
5833	Wolfe City.....	C. G. Green.....	1891	3	2	34	44	0	0					1	8	0	4	3		250	20,000
5834	Yorkum.....	J. J. Kilpatrick (supt.).....	1891	3	0	59	96	0	0					3	0	6	8	4			15,000
5835	Yorktown.....	Geo. D. Beason.....	1891	1	0	11	7	29	35	2	3	4	3					4		150	
UTAH.																					
5836	Eureka.....	L. A. Ostien.....	1897	1	3	25	30	0	0	5	10	2	0	1	3	1	3	3		1,000	15,000
5837	Nephi.....	Thos. Glenn.....	1897	2	0	6	30	0	0					0				3		350	25,000

School	Teacher	Year	Grades	Pupils	Teachers	Scholarship	Library	Gymnasium	Gardens	Other	Total	Value
5838 Ogden	do	1890	1	150	200	0	0	0	0	0	0	500
5839 Park City	do	1897	2	27	31	0	0	0	0	0	0	400
5840 Richfield	do	1886	2	2	8	0	0	0	0	0	0	100
5841 Salt Lake City	do	1891	13	16	300	470	0	0	2	3	65	1,500
VERMONT.												
5842 Barre	Spaulding High School		2	3	31	63	21	25	1	9	1	650
5843 Barton	Academy		1	3	49	44	0	0	1	0	8	1,100
5844 Barton	High School		1	3	17	18	0	0	1	0	7	275
5845 Bellows Falls	do		3	3	55	81	0	0	2	3	3	400
5846 Bennington	do	1875	1	2	30	40	0	0	2	3	4	300
5847 Bethel	do		1	2	30	40	0	0	2	3	4	250
5848 Bradford	Whitcomb High School		1	1	28	26	0	0	2	0	1	2,500
5849 Brandon	Academy and Graded School		1	1	28	14	0	0	2	5	1	20,000
5850 Burlington	High School		1	1	15	53	0	0	2	0	3	15,000
5851 Bristol	Graded School		1	1	24	31	0	0	1	0	4	50
5852 Burlington	Edmunds High School		7	9	175	205	0	0	35	15	40	8,000
5853 Chelsea	Academy	1829	1	1	16	17	4	2	1	0	25	132,000
5854 Chester	Central High School	1883	1	1	29	21	0	0	1	2	5	187
5855 Enosburg Falls	High School	1880	1	1	12	30	0	0	1	0	3	150
5856 Essex Junction	do		1	1	12	28	0	0	1	0	3	110
5857 Fairhaven	do		1	1	20	27	0	0	1	0	1	50
5858 Franklin	do		1	1	27	19	31	28	0	1	6	30,000
5859 Hinesburg	Academy		1	2	55	65	0	0	4	0	4	41
5860 Hydepark	High School	1860	1	0	22	27	0	0	1	0	1	200
5861 Island Pond	Lamont Central Academy		1	2	25	35	0	0	2	3	2	55
5862 Johnson	do		1	0	6	15	0	0	0	1	1	200
5863 Ludlow	High School	1901	1	0	19	19	0	0	0	1	1	4,000
5864 Lyndon	Black River Academy	1835	2	0	18	41	3	17	6	2	7	600
5865 Middlebury	Academy and Graded School		1	0	15	43	3	45	57	2	9	1,500
5866 Montpelier	High School	1866	1	2	35	42	0	0	10	4	13	255
5867 Milton	Graded School		1	1	7	6	0	0	0	1	1	30
5868 Montpelier	High School	1876	1	4	92	68	0	0	0	0	0	150
5869 Morrisville	Washington County Grammar Academy	1859	1	1	4	28	0	0	0	3	1	500
5870 Newbury	People's Academy	1874	1	3	61	88	0	0	1	3	8	20,000
5871 New Haven	High School		1	1	20	16	28	39	3	2	1	300
5872 Newport	Bacon Academy		2	1	6	18	33	39	0	0	0	10,000
5873 North Bennington	High School		2	2	32	0	0	0	3	9	6	35,000
5874 Northfield	do	1876	1	1	23	61	0	0	0	1	9	225
5875 North Troy	Graded School	1870	1	3	43	61	0	0	6	3	2	100
5876 North Troy	High School		1	0	7	16	14	16	0	0	1	13,500
5877 Norwich	do	1897	1	0	4	63	07	0	0	0	0	706
5878 Pittsford	Central School		1	1	10	22	11	32	0	0	0	5,000
5879 Pottsville	do	1887	1	1	31	0	0	0	0	0	0	6,000
5880 Proctor	do		1	2	20	24	0	0	0	0	0	2,500

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Ele-ment-ary stu-dents.	Preparing for college.				Gradu-ates in the class that gradu-ated in 1902.				College prepar-atory stu-dents in the class gradu-ated in 1902.						
				Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.									
													Male.	Female.						Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
VERMONT—cont'd.																					
5881	Randolph	High School	1882	1	3	40	49	0	0	2	3			7	9	0	6	4	...	500	\$25,000
5882	Richford	do	1892	1	1	21	26	0	0	2	0	3	1	2	0	2	0	4	...	226	8,000
5883	Richmond	do	1892	1	1	19	24	0	0									4	...	52	5,500
5884	Richester	do	1892	1	1	10	20	0	0	2	0				2	0	2	4	...	100	3,000
5885	Rutland	do	1851	2	6	88	150	0	0	17	28	8	0	16	23	5	3	4	...	1,200	
5886	St. Albans	Georgia Academy	1887	1	0	16	34	0	0									2	...		
5887	Shelburne	High School	1887	1	0	1	32	0	0			3	5	3	5	2	1	4	...	300	3,000
5888	South Royanton	do	1887	1	1	32	30	0	0	4	1	8	0	5	10	5	0	4	...	100	5,000
5889	Springfield	do, *	1887	1	3	64	60	0	0	2	0	15	0	7	10	2	4	4	...	300	
5890	Stowe	do	1887	1	1	13	22	0	0			1	0	0	2			4	...	200	
5891	Swanton	do, *	1887	1	2	23	17	0	0	2	0			2	3			4	...	250	
5892	Wallingford	do	1887	1	0	14	16	0	0			1	0	2	2	2	2	4	...	25	5,000
5893	Wells River	do	1887	1	1	12	24	0	0					3	7			3	...	150	
5894	West Rutland	do	1898	1	1	8	18	0	0	6	1	1	0	1	4	1	0	4	...	30	17,380
5895	White River Junction.	Hartford High School	1885	2	1	29	58	0	0	2	5	3	2	2	10	1	6	4	...	350	30,000
5896	Wilmington	High School	1896	1	0	9	19	0	0						2	2		4	...	50	5,000
5897	Windsor	do	1845	2	1	32	27	26	28	3	0	3	1	3	4	0	1	4	...		30,000
5898	Winooski	High and Graded School.	1845	1	1	4	24	0	0			1	0	1	2	1	0	4	...	150	1,500
5899	Woodstock	High School	1885	1	3	40	73	0	0	3	0	5	3	3	8	3	5	4	...	180	
VIRGINIA.																					
5900	Adrianne	Guinea High School *	.....	0	1	8	20	7	9	2	8							4	...		
5901	Alexandria	George Washington High School.	.....	3	0	150	0	0	0	8	0	5	0	13	0	13	0	4	...	150	

PUBLIC HIGH SCHOOLS.

1869

[illegible]

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Gradu-ates in 1902.				College prepar-atory in the class that gradu-ated in 1902.					
				Male.	Female.	Male.	Female.	Male.	Female.	Classic-al course.		Selen-tific courses.		Male.	Female.	Male.	Female.	Male.	Female.				
										Male.	Female.	Male.	Female.											Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
VIRGINIA—cont'd.																							
5951 Suffolk	High School *	W. C. Morton		1	1	22	20	0	0	1	0			0	1			4		300	\$8,000		
5952 Tazewell	do	G. L. Byrom	1871	1	3	40	50	0	0					0	1	0	1	4		15	1,000		
5953 Tenth Legion	Graded School *	J. W. Gline		1	0	7	0	28	24									3					
5954 Tushes	Clifton High School	Miss Kate W. Cabell	1894	1	0	4	6	4	6	4	1							4					
5955 Warrenton	High School	E. L. Johns		1	0	5	0	60	15	4	0			5	0	5	0	4		60	7,000		
5956 Waterford	do.*	Richard M. Macroe		1	0	14	9	31	31	4	0												
5957 West Point	do.	Miss Katharine P. How- land		0	1	5	10	54	65									3		104	4,000		
5958 Williamsburg	Nicholson School	F. G. Scott	1896	1	0	6	10	44	48					3	2	3	0	1			4,000		
5959 Winchester	Graded School (colored)	Jno. H. Quett		1	0	3	4	67	86					1	2	0	2	4					
5960 Winchester	John Kerr High School	J. C. Van Fossen	1872	2	1	33	35	11	0	3	0			10	12			2		400	16,000		
5961 Wise	do	C. Y. Chapman	1882	2	0	33	14	0	0									4			4,000		
5962 Woodstock	Gladeville College	W. G. Campbell		1	2	14	24	0	0									3			3,500		
5963 Wytheville	Graded and High School	do.		2	0	15	22	0	0	2	2	7	0	2	5	2	0	3		400	13,000		
WASHINGTON.																							
5964 Aberdeen	High School	Chas. I. Kerr (supt.)		1	2	17	27	0	0					2	1	2	1	4		200	35,000		
5965 Arlington	do	Miss Johanna MacKen- zie	1900	0	1	5	3	79	81									3		200			
5966 Asotin	do	J. B. Jones		1	0	8	17	0	0	0	2	2	0	6	6	2	2	2		420	15,600		
5967 Auburn	do	C. F. Allan	1901	2	0	5	10	11	0			1	0					2		50	7,000		
5968 Ballard	do	H. F. Giles		2	1	25	50	0	0	0	3	3	3	0	4	0	4	4		500	3,000		
5969 Bayview	do	T. H. Look	1899	1	0	5	8	7	16	3	8							2		150			

[illegible]

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in-struct-ors.		Second-ary stud-ents.		Preparing for college.				Gradu-ates in the class that gradu-ated in 1902.		College prepar-atory.									
				Male.	Female.	Male.	Female.	Classic-al course.		Sclen-tific courses.	Male.	Female.	Male.	Female.	Male.					Female.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
WASHINGTON—continued.																							
6021	Stamokawa	Union School No. 1.....	1898	1	0	1	7	0	0	0	1							4	...	120	\$2,000		
6022	Stuhonish	High School.....		2	1	15	38	0	0									4	...	500	350		
6023	Southbend	do.....	1891	1	1	21	28	0	0			0	5	0	7	0	5	3	...	350	12,000		
6024	Spokane	do.....	1889	9	13	248	406	0	0	64	113	59	16	11	31			4	...	1,500	125,000		
6025	Sprague	do.....		1	0	11	14	0	0									2	...	100	100		
6026	Stanwood	Thos. A. Davies.....		0	1	3	70	76	0									2	...	180	8,000		
6027	Sumner	Miss Katharine Anderson.....	1901	1	0	1	3	0	0									2	...	250	15,000		
6028	Sumner	J. B. Protzman.....		8	12	234	387	0	0									2	...	200	30,000		
6029	Tacoma	H. F. Wegener.....	1890	1	1	14	15	0	0									2	...	173	6,000		
6030	Tekoa	B. B. Lower.....		1	1	14	15	9	12			1	0	2	2	1	0	2	...	109	3,000		
6031	Tumwater	Philip Brady.....	1900	1	0	4	1	36	39									2	...	200	6,000		
6032	Vancouver	Theo. D. Young.....		1	0	4	60	0	0	3	2	7	3	4	1	4	0	4	...	1,200	25,000		
6033	Waitsburg	Patrick Hough.....	1889	1	2	16	28	0	0									3	...	300	16,000		
6034	Walla Walla	C. H. Knapp.....		1	2	16	28	0	0									3	...	500	6,000		
6035	Waterville	Miss Rose E. Doyell.....	1890	3	3	77	77	0	0									3	...	500	6,000		
6036	Wenatchee	E. F. Elliot.....	1901	1	2	16	25	0	0	2	14	5	9	4	1	4	1	4	...	350	12,000		
6037	Whatcom	J. F. Haney.....	1892	1	0	14	16	0	0									2	...	300	5,000		
6038	Winlock	John A. Lee.....	1891	3	6	82	129	0	0	4	1	1	0	9	12			3	...	185	14,000		
6039	Yakima	G. H. Tucker.....	1891	2	0	13	12	0	0									3	...	39	3,525		
		do.....do.....	1901	1	0	2	4	0	0			2	0	1	0	1	0	2	...				
WEST VIRGINIA.																							
6040	Benwood	Central School.....		1	1	5	21	0	0									3	...	300	9,000		
6041	Bridgeport	A. J. Findley.....		1	0	3	5	64	60									2	...	413	3,000		

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.				Gradu-ates in 1902.		College prepar-atory stu-dents in class that gradu-ated in 1902.		Length of course in years.		Number in military drill.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
WISCONSIN—cont'd.																					
6087	Belmont.....	High School	.....	1	1	10	25	0	0	0	0	0	0	0	0	0	0	4	282	\$15,000
6088	Beloit.....	do	.....	4	5	74	179	0	0	0	0	6	15	18	18	4	8	4	600	50,000
6089	Benton.....	do	.....	1	1	8	22	0	0	0	0	0	0	0	0	0	0	3	400	4,250
6090	Berlin.....	do	.....	2	4	70	80	0	0	18	16	0	0	12	15	8	7	4	544	45,000
6091	Biramwood.....	do	.....	1	1	14	22	0	0	0	0	4	6	2	6	0	0	4	300	8,000
6092	Black Earth.....	do	.....	1	1	21	28	0	0	0	0	0	0	0	0	0	0	4	300	4,000
6093	Black River Falls.....	do	.....	1	3	17	58	0	0	1	0	8	1	3	6	0	0	4	782	25,000
6094	Bloomer.....	Union High School	.....	1	1	17	31	0	0	0	0	0	0	0	0	0	0	3	265	5,000
6095	Bloomington.....	do	.....	1	1	25	35	0	0	0	0	0	0	2	4	1	2	4	400	15,000
6096	Boscobel.....	do *	.....	1	3	32	54	0	0	0	0	2	1	0	3	4	3	4	1,400	25,000
6097	Brandon.....	do	.....	1	2	19	24	0	0	0	0	0	0	6	3	0	0	4	700	15,000
6098	Brillion.....	do	.....	1	0	20	20	0	0	0	0	4	4	3	2	3	2	3	260	10,000
6099	Brodhead.....	do	.....	1	3	45	54	0	0	2	6	4	5	5	8	3	4	4	900	10,000
6100	Burlington.....	do	.....	1	3	34	61	0	0	2	5	6	3	2	3	2	1	4	1,250	40,000
6101	Cadott.....	do	.....	1	0	8	17	0	0	0	0	0	0	0	0	0	0	3	300	10,000
6102	Cambridge.....	do	.....	1	1	13	24	0	0	0	0	0	0	0	0	0	0	4	375	11,000
6103	Cashin.....	do	.....	1	1	19	22	0	0	0	0	0	0	4	1	2	1	4	700	12,000
6104	Cashville.....	do	.....	1	0	21	31	0	0	0	0	0	0	4	1	2	1	4	250	4,000
6105	Cassville.....	do	.....	2	0	20	23	0	0	0	0	0	0	3	4	0	0	3	300	12,000
6106	Chetek.....	do	.....	1	0	5	30	0	0	0	0	0	0	0	0	0	0	3	423	6,000
6107	Chilton.....	do	1	2	31	50	0	0	0	0	7	8	5	6	5	6	4	4,276	689	8,000
6108	Chippewa Falls.....	do	.....	1	2	46	105	0	0	0	0	2	3	6	12	8	6	4	700	14,000
6109	Clinton.....	do	.....	2	4	27	48	0	0	0	0	2	3	0	4	3	4	4	800	20,000
6110	Clintonsville.....	do	1	1	40	52	0	0	0	0	3	2	0	9	1	2	4

6111	Cobb	do	A. Kuykendall	1892	1	1	15	20	45	60	2	2	3	2	3	2	2	2	4	300	10,000
6112	Colby	do	Paul W. L. Boehm	1885	1	1	18	21	0	0	0	0	0	0	0	0	0	0	186	1,700	
6113	Cuba	do	Harry F. Gilmore	1885	1	1	18	31	0	0	0	0	0	0	0	0	0	0	500	5,000	
6114	Cumbarland	do	P. L. Pense	1886	1	2	21	31	0	0	0	0	0	0	0	0	0	0	600	15,000	
6115	Darlington	do	Henry G. Parkinson	1876	1	3	29	73	0	0	0	0	0	0	0	0	0	0	1,300	30,000	
6116	Deerfield	do	O. S. Rice	1893	1	1	20	29	0	0	0	0	0	0	0	0	0	0	311	8,000	
6117	De Forest	Windsor Township High School	E. C. Mohand	1894	3	0	51	37	0	0	3	4	0	0	0	0	3	4	450	5,000	
6118	Delavan	High School	C. W. Rittenburg	1875	2	2	40	48	0	0	0	0	0	0	0	0	0	0	1,200	40,000	
6119	Devere	do	E. T. O'Brien	1881	3	2	18	27	0	0	0	0	1	0	4	16	1	0	700	22,000	
6120	Dodgeville	do	De Witt Elwood	1881	3	1	65	87	0	0	0	0	0	0	0	0	0	0	900	42,000	
6121	Durand	do	R. B. Pease	1892	1	1	20	20	0	0	0	0	2	2	3	1	4	0	500	15,000	
6122	Eagle River	do	A. P. Casey	1892	1	0	7	11	0	0	0	0	1	1	0	0	0	0	300	30,000	
6123	East Troy	do	Julius Winden	1888	1	2	24	40	0	0	0	0	0	0	0	0	0	0	805	15,000	
6124	Edgerton	do	William A. Clark	1888	1	2	32	30	0	0	0	0	0	0	0	0	0	0	720	25,000	
6125	Elk Horn	do,*	T. J. Jones	1891	2	3	58	62	0	0	0	0	0	0	0	0	0	0	1,200	20,000	
6126	Elroy	do	Geo. E. Bunsen	1870	1	2	21	52	0	0	0	0	0	0	0	0	0	0	835	35,000	
6127	Fairbault	do	H. F. Kling	1870	1	2	46	58	0	0	0	0	0	0	0	0	0	0	2,700	30,000	
6128	Farmington	do	Edward M. Bowman	1891	1	1	16	18	0	0	0	0	0	0	0	0	0	0	850	30,000	
6129	Fond du Lac	do	C. A. H. Forster	1891	1	2	14	23	0	0	0	0	0	0	0	0	0	0	2,500	12,000	
6130	Fort Atkinson	do	Miss Elizabeth Waters	1900	2	3	55	85	0	0	0	0	0	0	0	0	0	0	1,700	50,000	
6131	Fort Atkinson	do	J. A. Hagenmann	1900	2	2	8	11	0	0	0	0	0	0	0	0	0	0	1,800	35,000	
6132	Fox Lake	do	J. A. Martin	1900	1	0	21	20	0	0	0	0	1	1	0	0	0	0	812	2,000	
6133	Friendship	do	Sam. A. Harrison	1898	1	0	5	17	0	0	0	0	0	0	0	0	0	0	400	11,000	
6134	Galesville	do	Sam. A. Harrison	1898	1	1	19	23	0	0	0	0	0	0	0	0	0	0	500	5,000	
6135	Glenbeulah	do	C. P. Peterson	1878	1	0	20	15	40	49	0	0	0	0	0	0	0	0	540	10,000	
6136	Glenwood	do	Vincent H. Huck	1878	1	0	37	35	0	0	0	0	0	0	0	0	0	0	316	3,600	
6137	Grand Island	do	A. L. Thomson	1892	2	0	4	85	95	0	0	0	0	0	0	0	0	0	1,200	16,000	
6138	Grand Rapids	do	Geo. P. Humbrecht	1871	1	0	12	25	0	0	0	0	1	0	2	2	0	0	1,525	45,000	
6139	Greensburg	do	W. F. Steve	1889	1	6	45	82	0	0	0	0	0	0	0	0	0	0	360	13,000	
6140	Green Bay	do	Wm. O. Brown	1838	1	1	40	36	0	0	0	0	0	0	0	0	0	0	675	40,000	
6141	do	do	H. H. Hendrickson	1838	1	1	23	35	0	0	0	0	0	0	0	0	0	0	700	700	
6142	Greenwood	do	B. O. Dodge	1838	1	1	20	32	0	0	0	0	0	0	0	0	0	0	500	10,000	
6143	Hammond	do	John Wood	1838	1	1	23	35	0	0	0	0	0	0	0	0	0	0	295	10,000	
6144	Harford	do,*	Thos. E. Lloyd-Jones	1871	1	2	33	39	0	0	0	0	0	0	0	0	0	0	890	1,500	
6145	Hayward	do,*	J. G. Adams	1871	2	1	9	23	0	0	0	0	0	0	0	0	0	0	450	30,000	
6146	Hazelgreen	do	Chas. M. Fox	1871	1	0	14	15	0	0	0	0	0	0	0	0	0	0	235	5,000	
6147	Higland	do	Louis Corcoran	1901	1	1	17	20	0	0	0	0	0	0	0	0	0	0	600	25,000	
6148	Hillsboro	do	Fred S. Barrows, Jr	1901	2	1	22	29	0	0	0	0	0	0	0	0	0	0	1,172	5,100	
6149	Hudson	do,*	M. N. Melver	1871	1	0	10	10	0	0	0	0	0	0	0	0	0	0	553	5,100	
6150	Humbird	do	H. S. Perry	1858	2	1	13	29	0	0	0	0	0	0	0	0	0	0	1,000	25,000	
6151	Hurley	do	Chas. N. Abbott	1858	7	8	473	265	0	0	0	0	0	0	0	0	0	0	666	80,000	
6152	Janesville	do	W. C. Buell	1890	1	2	31	23	0	0	0	0	2	8	0	0	0	0	2,000	40,000	
6153	Jefferson	do	H. L. Van Dusen	1889	1	1	21	23	0	0	0	0	0	0	0	0	0	0	600	16,000	
6154	Jewett	do	D. E. McLaue	1850	3	3	61	63	0	0	0	0	0	0	0	0	0	0	610	45,000	
6155	Kaukauna	do	A. M. Olson	1871	2	3	4	70	110	0	0	0	0	0	0	0	0	0	1,300	12,000	
6156	Kenosha	do	E. C. Wiswall	1885	3	3	2	27	25	0	0	0	0	0	0	0	0	0	700	50,000	
6157	Kiel	do	A. O. Hoyer	1871	3	12	138	187	0	0	0	0	0	0	0	0	0	0	400	27,000	
6158	La Crosse	do	W. R. Hemmenway	1876	1	2	45	55	0	0	0	0	0	0	0	0	0	0	1,000	30,000	
6159	Lake Geneva	do	Jno. N. Foster	1876	2	2	3	5	0	0	0	0	2	2	0	0	0	0	1,000	30,000	
6160	Lake Mills	do	Allen B. West	1876	1	2	3	45	55	0	0	0	0	0	0	0	0	0	1,000	30,000	

* Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary students.		Prepar- ing for college.		Grad- uates in the class that gradu-ated in 1902.		College prepar-atory students in the class that gradu-ated in 1902.											
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
WISCONSIN—cont'd.																							
6161	Lancaster.....	L. L. Clarke.....	1888	2	2	55	78	0	0	0	0	0	0	7	15	6	6	4	400	\$30,600			
6162	Linden.....	T. Emily Bray.....	1888	1	0	7	20	0	0	0	0	0	0	2	3	1	1	3	500	4,000			
6163	Lodi.....	D. E. Kiser.....	1870	1	3	37	53	0	0	2	1	2	1	8	6	4	2	4	864	10,000			
6164	Lone rock.....	M. T. Buckley.....	1894	1	0	12	10	0	0	0	0	0	0	0	0	4	3	3	125	4,000			
6165	Loyal.....	Glenn Tyler.....	1886	1	1	16	22	0	0	0	0	0	0	1	0	0	0	4	342	5,500			
6166	Madison.....	J. H. Hutchison.....	1886	5	15	221	356	0	0	0	0	0	0	30	42	21	14	4	524	300,000			
6167	Manawa.....	C. B. Stanley.....	1886	2	0	18	38	0	0	12	1	6	4	3	5	2	4	4	700	12,000			
6168	Manitowoc.....	W. H. Luehr.....	1873	4	1	54	43	0	0	0	0	2	0	11	2	2	8	4	1,000	25,000			
6169	Marinette.....	H. R. Chamberlain.....	1878	5	4	99	152	0	0	0	0	5	2	3	3	4	3	1	450	4,000			
6170	Marion.....	E. O. Dent.....	1898	1	0	11	14	0	0	0	1	3	0	1	6	1	1	4	857	25,000			
6171	Marshall.....	J. B. Baldwin.....	1888	2	0	24	29	0	0	0	0	5	2	3	3	4	3	1	750	35,000			
6172	Marshfield.....	J. B. Borden.....	1878	2	3	20	81	0	0	0	12	3	6	7	7	0	2	4	771	50,000			
6173	Mauston.....	W. E. Utendorfer.....	1880	2	2	38	75	25	20	0	0	0	0	10	10	0	8	4	600	6,000			
6174	Mayville.....	L. S. Keeley.....	1880	2	2	31	38	0	0	0	0	4	0	1	5	1	0	4	700	14,000			
6175	Mazomanie.....	William Kittle.....	1890	2	2	30	41	0	0	0	0	2	3	7	2	0	0	4	425	84,000			
6176	Medford.....	F. W. Thomas.....	1874	2	2	31	32	0	0	0	0	4	0	1	4	2	4	4	1,817	5,000			
6177	Menasha.....	John Callahan.....	1875	3	5	60	87	0	0	0	0	0	0	9	13	3	2	4	1,000	5,000			
6178	Menomonie.....	Judson E. Hoyt.....	1875	3	4	66	133	0	0	0	0	0	0	8	13	3	2	4	650	3,000			
6179	Merrill.....	Miss Anna E. Anderson.....	1875	2	0	20	19	0	0	0	0	0	0	5	2	0	0	4	200	2,000			
6180	Merrillan.....	John E. Hale.....	1870	1	0	12	17	0	0	0	0	0	0	1	3	0	0	3	403	10,000			
6181	Middleton.....	E. A. Reynolds.....	1878	1	0	12	17	0	0	0	0	0	0	0	0	6	3	3	200	2,000			
6182	Milton.....	F. R. Hamilton.....	1899	1	2	24	30	0	0	0	8	0	0	0	8	0	6	3	820	20,000			
6183	Milton Junction.....	Jas. T. Healy.....	1890	1	2	24	41	0	0	4	3	8	10	3	6	3	2	4	820	20,000			
6184	Milwaukee.....	Arthur Burch.....	1890	8	10	392	266	0	0	0	0	0	0	28	31	18	20	4	3,000	125,000			

.....do	South Division High School	Edward Risman	1893	7	11	211	249	0	0	4	1	1	0	16	25	5	1	4	.....	2,000	175,000
6186	.....do	Chas. E. McLeugan.	1875	7	16	343	371	0	0	57	56	32	6	30	43	15	37	4	.....	3,000	150,000
6187	Mineralpoint	J. F. Bergen	1875	1	3	53	73	0	0	5	12	15	5	7	12	2	5	4	.....	300	25,000
6188	Mondovi	J. W. Nesbit	1875	1	2	38	42	0	0	6	5	7	4	8	4	8	1	4	.....	700	16,500
6189	do *	Alvin F. Rode	1875	2	3	47	76	0	0	2	1	6	4	9	13	5	3	4	.....	4,587	50,200
6190	Montello	Maurice Morrissey	1875	1	1	11	37	0	0	0	0	0	0	5	4	0	0	4	.....	4,400	15,000
6191	do *	David James	1880	2	1	30	46	0	0	0	0	0	0	5	4	0	0	4	.....	120	5,300
6192	Moutho.	G. J. Zimmerman	1880	1	0	9	15	30	42	1	1	1	1	1	3	1	2	3	.....	150	1,650
6193	Muscola	R. M. Orchard	1870	1	0	9	12	49	55	0	0	0	0	2	2	0	0	3	.....	500	8,000
6194	Needah	Fred Thomson	1870	1	2	17	48	0	0	2	9	0	3	0	7	3	2	4	.....	1,000	18,000
6195	Neenah	O. J. Schuster	1870	1	4	40	71	0	0	1	1	8	3	4	7	3	2	4	.....	600	600
6196	Nellsville	L. W. Wood	1872	2	2	42	62	0	0	0	0	0	0	3	5	1	5	1	.....	250	18,000
6197	New Lisbon	C. R. Thomson	1872	1	2	23	40	0	0	2	3	4	3	1	5	1	4	.....	1,250	27,000	
6198	New London	Paul G. W. Keller	1872	1	2	57	65	0	0	0	2	4	13	12	7	8	3	2	.....	415	41,000
6199	New Richmond	C. J. Brewer	1880	2	3	61	95	0	0	0	0	0	0	8	14	0	0	4	.....	625	30,000
6200	Oakfield	B. W. Bridgman	1880	1	1	19	27	41	45	0	0	0	0	3	9	1	7	3	.....	500	8,000
6201	Oakwood	Anton Minard	1888	1	0	7	7	41	45	0	0	0	0	4	3	0	3	.....	397	4,000	
6202	Oconomowoc	William Kittle	1888	2	3	45	65	0	0	2	3	3	2	2	13	1	2	4	.....	2,500	10,000
6203	Oconto	R. L. Cooley	1876	2	2	40	60	0	0	0	0	5	5	5	1	7	2	4	.....	1,000	50,000
6204	Omro	B. F. Oltman	1891	1	2	22	55	0	0	0	0	0	0	2	4	2	4	.....	1,000	15,000	
6205	Onalaska	E. E. Sheldon	1891	1	1	19	17	0	0	0	0	0	0	4	9	0	0	4	.....	650	20,000
6206	Oregon	B. F. Oltman	1891	1	1	35	35	0	0	0	0	0	0	2	2	2	2	4	.....	300	8,000
6207	Oskosh	Franklin Gould	1889	1	2	8	42	0	0	0	2	2	0	2	2	2	2	4	.....	1,600	13,000
6208	Oshtosh	Paul Vander Elke	1889	1	2	8	42	0	0	0	0	0	0	19	11	0	0	4	.....	1,600	13,000
6209	Palmyra	A. B. O'Neill	1868	3	10	116	113	13	22	0	0	0	0	19	11	0	0	4	.....	1,600	13,000
6210	Paynesville	Chas. W. McIntyre	1877	2	1	21	26	0	0	0	0	0	0	3	7	2	3	4	.....	500	13,000
6211	Pepin	A. H. Cole	1875	1	0	6	9	28	42	0	0	0	0	0	4	0	0	3	.....	310	4,000
6212	Peshigo	Wm. T. Darling	1875	1	0	12	19	0	0	0	0	0	0	0	7	0	0	3	.....	520	....
6213	Pewaukee	H. C. Starr	1891	1	1	12	34	0	0	0	0	0	0	2	10	0	0	3	.....	250	....
6214	Phillips	A. R. Clifton	1885	1	1	15	18	0	0	0	0	0	0	0	1	0	1	4	.....	500	15,000
6215	Plainfield	E. C. Gotham	1885	1	2	15	18	4	12	0	0	0	0	3	2	0	0	4	.....	700	4,150
6216	Platteville	G. E. Duford	1889	1	0	16	30	0	0	0	0	0	0	2	5	2	1	4	.....	500	17,000
6217	do *	O. E. Gray	1877	1	2	37	52	0	0	0	0	0	0	12	13	2	4	4	.....	900	22,000
6218	Plymouth	Otto Gafron	1877	2	2	78	83	0	0	2	4	1	3	2	6	1	3	1	4	300	10,000
6219	Port Washington	A. G. Hatch	1877	1	1	19	9	0	0	0	0	0	0	2	1	3	1	4	.....	900	2,500
6220	do *	L. C. Hatch	1882	1	1	3	23	35	74	0	3	0	2	2	6	0	2	4	.....	300	10,000
6221	Poyntette	C. E. Lamb	1882	1	2	25	32	0	0	1	5	6	8	5	6	1	2	4	.....	900	2,500
6222	Prairie du Chien	John A. Pratt	1887	1	2	27	35	37	29	0	0	0	0	2	10	1	4	....	903	12,000	
6223	Prairie du Sac	Arthur L. Roy	1887	1	1	13	18	0	0	0	0	0	0	2	2	0	0	4	.....	400	10,000
6224	Prescott	Alvan B. Cook	1889	1	2	28	17	0	0	0	0	0	0	1	1	1	1	4	.....	1,250	20,000
6225	Racine	James Goldworthy	1885	5	8	162	242	0	0	32	52	28	20	22	34	22	34	4	.....	1,650	100,000
6226	do *	E. W. Blackhurst	1883	1	2	28	30	0	0	1	0	1	0	5	2	1	0	4	.....	600	16,000
6227	Randolph	E. W. McGarry	1886	1	0	8	4	7	0	0	0	0	0	5	2	0	0	3	.....	300	3,600
6228	Reeseville	E. R. Oliver	1887	1	1	4	50	55	0	0	10	12	4	2	6	4	5	4	.....	1,800	30,000
6229	Rhinelander	F. A. Lowell	1888	1	4	50	55	0	0	0	0	0	0	5	2	0	0	4	.....	300	35,000
6230	Richland Center	G. E. Pratt	1887	3	2	72	96	0	0	1	1	5	0	11	10	4	0	4	.....	350	55,000
6231	Ripon	V. A. Saydam, B. Se	1887	2	2	32	58	0	0	0	0	0	0	5	7	0	0	4	.....	1,200	5,500
6232	River Falls	J. W. T. Ames	1887	2	2	55	35	0	0	0	0	0	0	6	3	5	5	4	.....	1,200	6,500
6233	Rosendale	Miss Alice M. Tetherly	1894	0	1	15	13	42	58	0	0	0	0	4	4	3	0	3	.....	450	10,000
6234	St. Croix Falls	Geo. A. Works	1894	2	1	19	31	0	0	0	0	0	0	1	1	4	0	1	....	675	20,000
6235	Sauk City	J. E. Phillips	1894	1	1	1	25	0	0	0	0	0	0	2	2	0	0	4	.....	800	6,000

*Statistics of 1900-1901.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1901-2.—Continued.

State and post-office.	Name.	Principal.	Date of establishment.	Students.										Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in-struct-ors.		Second-ary stu-dents.		Prepar-ing for college.		Grad-uates in the class that grad-uated in 1902.		College prepar-atory stu-dents in the class that grad-uated in 1902.									
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
WISCONSIN—cont'd.																					
6235	Sextonville.....	Edgar G. Dondna.....	1876	1	1	25	32	0	0					4	5			3		274	\$2,500
6236	Seymour.....	Frederick W. Axley.....		2	0	41	26	18	16	2	0	2	0	8	2			4		800	8,500
6237	Sharon.....	E. T. Towne.....		2	1	24	19	18	16	4	3	4	3	1	3	1	1	4		300	1,300
6238	Shawano.....	J. Leidenberg.....		1	2	31	42	0	0	1	1	1	1	2	1	3	2	4		500	18,000
6239	Shenandoah.....	John S. Rowsler.....	1863	5	5	117	139	0	0					10	19	10	5	4		7,300	50,000
6240	Shenoygan Falls.....	A. C. Kingsford.....		1	2	11	34	0	0			3	0	0	6			4		700	15,000
6241	Shell Lake.....	Wm. L. Bullock.....	1891	1	2	22	30	0	0	5	2	1	1	4	5	2	2	4		1,000	15,000
6242	Shullsburg.....	A. G. Grant.....	1875	2	1	20	24	0	0	3	4	1	1	0	3	0	1	4		700	35,000
6243	Soldiers Grove.....	B. L. Brinkbeck.....	1885	1	1	18	32	0	0					2	7	1	3	4		1,000	30,000
6244	South Milwaukee.....	Frank Kelly.....	1893	2	1	23	48	0	0					4	12					1,000	5,000
6245	Spring Green.....	Thomas W. Davies.....		2	1	12	33	0	0					2	5			3		117	10,000
6246	Stanley.....	George F. Snyder.....		3	3	48	72	0	0	1	3			9	7			4		1,320	
6247	Sucyons Point.....	Jas. W. Shummons.....		3	1	11	21	59	48					1	6			3		200	3,000
6248	Stockbridge.....	Hugh J. Hughes.....		3	1	40	80	0	0	0	0			8	11			4		553	41,300
6249	Stoughton.....	A. H. Shultz.....	1872	2	2	40	67	0	0			8	0	9	6			4		1,510	65,000
6250	Sturgeon Bay.....	E. E. Beckwith.....	1885	3	2	36	60	0	0	6	3	8	3	2	3	1	4	32		500	100,000
6251	Superior.....	Milton C. Potter.....																			
	Nelson Dewey High School.																				
6252	Thorp.....	A. F. Elmegreen.....	1898	1	0	12	20	0	0					1	4			3		350	6,000
6253	Tannah.....	C. H. Maxson.....	1884	2	3	52	88	0	0					7	12	4	2	4		75,000	70,000
6254	Townhawk.....	Ralph E. Smith.....	1887	1	3	30	34	0	0					1	3	0	1	4		600	30,000
6255	Trempealeau.....	Chas. J. McCormick.....	1894	1	0	12	21	0	0			1	0	3	1			3		960	8,000
6256	Two Rivers.....	G. W. Vaude Walker.....		1	2	23	26	0	0	2	8	3	0	2	1	3		4		1,500	30,000
6257	Union Grove.....	Clifford E. Randall.....	1896	1	2	13	20	56	40					3	3	0	2	4		700	5,000

Unify	do, #	1	0	10	15	0	0	0	0	0	1	3	260
Verona	Township High School	1899	0	16	22	0	0	0	0	0	Thomas S. Thompson	5	60
Violet	High School *	1899	2	0	22	0	0	0	0	0	J. Scott Earl	5	1,067
Vivian	do	1892	1	4	32	0	0	0	0	0	S. E. Pearson	4	5,000
Walton	do	1892	1	4	43	99	0	0	2	4	0	12	300
Walworth	do	1890	1	0	17	44	40	41	0	0	1	0	3,500
Washington	do	1887	1	0	6	12	6	18	0	0	2	0	2,250
Washington	Walker High School	1889	1	1	17	39	0	0	0	0	7	4	1,200
Watertown	High School	1889	1	2	21	39	0	0	0	0	4	0	30,000
Watertown	do *	1890	3	76	107	0	0	0	0	0	10	3	800
Waukegan	do	1890	3	4	110	0	0	0	0	8	15	3	15,000
Waukegan	do	1890	3	55	165	0	0	0	0	0	10	8	850
Waukegan	do	1880	1	3	55	65	0	0	0	8	13	3	50,000
Wausau	do	1890	2	3	51	58	0	0	8	11	0	4	1,690
Wauwatosa	do	1890	5	108	131	19	33	0	3	1	9	4	2,352
West	do	1890	1	2	43	48	0	0	0	0	11	4	12,000
West	do	1890	1	2	43	48	0	0	0	0	12	11	62,700
West	do	1890	1	3	25	32	0	0	0	1	2	1	600
West	do	1884	1	1	11	37	0	0	0	1	0	2	1,200
West	do	1890	4	3	99	135	0	0	5	0	5	0	6,000
West	do	1890	1	2	37	0	0	0	0	6	0	5	15,000
West	do	1890	1	3	99	135	0	0	0	6	9	4	300
West	do	1890	1	1	34	22	0	0	2	2	2	2	75,000
West	do	1886	1	5	70	123	0	0	4	3	12	5	410
West	do	1890	1	0	14	18	0	0	1	4	12	5	25,000
West	do	1897	1	1	39	30	0	0	0	4	1	4	1,600
West	do	1897	1	1	39	30	0	0	0	4	1	4	500
West	do	1897	1	1	19	24	0	0	3	0	3	3	4,000
West	do	1876	1	1	20	28	0	0	1	0	1	0	800
West	do	1876	1	1	20	28	0	0	0	0	1	0	26,000
West	do	1876	1	1	20	28	0	0	0	0	1	0	661
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0	1	0	40
West	do	1876	1	1	20	28	0	0	0	0			

*Statistics of 1900-1901.

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

State and post-office.	Name.	Principal.
1	2	3
ALABAMA.		
1 Anniston	Noble Institute (Girls)	Oliver O. Anderson
2 Birmingham	North Alabama Conference College.	Rev. Edgar M. Glenn
3 do	Pollock-Stephens Institute	Mrs. E. T. Taliaferro
4 do	The Taylor School*	William P. Taylor, A. B.
5 Crews Depot	Trideka Male and Female College.*	J. M. Walton, M. A., LL. D.
6 Cullman	Polytechnic College and Ladies' Institute.	S. A. Felter, A. M., Florence B. Felter.
7 Demopolis	Demopolis High School	W. A. McLeod
8 Eliska	Sevier's (Miss) School	Miss Elizabeth Sevier
9 Elkmont	Elkmont High School	W. L. Davis
10 Fayette	Fayette High School	John B. Ziegler
11 Fort Payne	North Alabama College	J. J. Jones
12 Gaylesville	Gaylesville High School	Groves Colvert
13 Gurley	Robert Donnell High School*	Rev. H. L. Walker
14 Hartselle	Hartselle College	J. H. Riddle
15 Healing Springs	Industrial Academy*	J. M. Quarles, A. B.
16 Huntsville	Huntsville Academy	Frank Puryear
17 Joppa	Industrial Normal and Collegiate Institute.	Horace J. Clark
18 Marion	Marion Baptist Academy	Rev. D. V. Jennison
19 do	Marion Military Institute	James T. Murfee, LL. D.
20 Mobile	Academy of the Visitation	Sister M. Ligonci Fox
21 do	Hunter's (Miss) Select School (Girls).	Miss S. E. Hunter
22 do	St. Mary's Select School*	Sister Aloysua
23 Montgomery	St. Mary's of Loretto Academy	Sister M. Borromeo
24 do	University School	J. M. & S. C. Starke
25 Nat.	Green Academy	V. Dillard Peek
26 Newton	Baptist Collegiate Institute	A. W. Tate
27 Pisgah	Pisgah Male and Female Academy.	J. W. Simpson
28 Plantersville	University School	E. Y. McMorries, Ph. D.
29 Rockford	Rockford High School	Jef. Sox
30 Selma	Alabama Baptist Colored University.	R. T. Pollard, president
31 Springville	Spring Lake College	H. Y. Weisinger
32 Talladega	Talladega College	George W. Andrews, D. D.
33 Thorsby	Thorsby Normal School	R. A. Rasco
34 Trinity Station	Lile's University School	Henry T. Lile
35 Tuscaloosa	University High School	H. M. Somerville, jr.
36 Tuscumbia	Deshler Female Institute and College.*	Mrs. R. P. Foote
ARIZONA.		
37 Prescott	St. Joseph's Academy*	Sisters of St. Joseph
38 Tucson	St. Joseph's Academy	
ARKANSAS.		
39 Amity	Amity High School	Samuel M. Samson
40 Barren Fork	Barren Fork Academy*	C. L. Manning
41 Belleville	Belleville Normal College	R. D. H. Montgomery
42 Bentonville	Bentonville Academy (Ouachita)	E. R. Wilson
43 Berryville	Clarke's Academy	Isaac A. Clarke
44 Fordyce	Little Rock Conference Training School.	J. D. Clary
45 Gentry	Hendrix Academy*	W. E. Simpson
46 Helena	Sacred Heart Academy	Sister Evangelista
47 Holly Springs	Judson Baptist High School*	W. R. McEwen

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2.

Religious denomination.	Second-ary in-structors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Second-ary stu-dents.	Ele-men-tary pupils, including all below second-ary grades.	Preparing for college.				College preparatory students in the class that gradu-ated in 1902.														
					Classi-cal course.		Scien-tific course.			Gradu-ates in 1902.													
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
Epis.....	0	3	0	30	12	30	.....	.....	.....	.....	0	8	.....	.....	4	0	300	\$50,000	1
M. E. So.....	6	0	112	2	42	22	16	1	50	.....	10	0	10	.....	4	40	200	30,000	2		
Nonsect.....	0	7	0	75	0	75	0	27	0	15	0	19	0	5	5	0	1,000	3,000	3				
Nonsect.....	3	2	36	14	43	29	29	4	12	0	4	0	.....	.....	4	.....	1,200	.....	4
Nonsect.....	3	0	21	20	0	0	.....	.....	.....	.....	0	0	.....	.....	.....	.....	1,200	150,000	5
Nonsect.....	1	1	14	18	3	5	1	2	2	1	1	0	.....	.....	3	.....	1,000	5,500	6	
Nonsect.....	2	2	29	30	44	49	20	30	9	0	7	7	7	7	4	0	100	11,000	7				
Epis.....	0	1	8	4	0	0	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8
Nonsect.....	1	1	15	16	10	12	5	6	2	3	.....	.....	.....	.....	3	0	.....	2,000	9
Nonsect.....	1	0	15	25	60	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10
Nonsect.....	1	3	24	20	78	85	.....	.....	.....	.....	0	0	0	.....	2	0	150	3,500	11
Cumb. Pres.	2	1	12	13	23	27	2	3	.....	.....	.....	.....	.....	.....	.....	.....	500	10,000	12
Cumb. Pres.	1	3	28	30	22	35	2	2	.....	.....	2	4	1	2	4	16	75	12,000	13		
Nonsect.....	2	2	60	73	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	325	5,000	14
Bapt.....	1	0	21	21	25	17	.....	.....	.....	.....	.....	.....	.....	.....	3	0	.....	1,500	15
Nonsect.....	1	1	19	5	4	0	8	4	2	0	.....	.....	.....	.....	5	0	400	.....	16
Cong.....	1	0	8	7	88	88	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	400	3,000	17
Bapt.....	2	0	11	15	57	55	8	0	9	9	0	0	0	0	4	0	157	2,000	18				
Nonsect.....	6	0	114	0	0	0	.....	.....	.....	.....	1	0	15	0	5	114	.....	75,000	19
R. C.....	0	4	0	19	0	30	.....	.....	.....	.....	0	4	.....	.....	3	.....	3,650	.....	20
Nonsect.....	0	3	0	20	0	25	.....	.....	.....	.....	.....	9	.....	.....	4	.....	.....	.....	21
R. C.....	0	2	0	32	0	148	.....	.....	0	70	0	4	.....	.....	4	.....	.....	.....	22
R. C.....	0	2	0	12	0	143	.....	.....	.....	.....	0	0	0	0	4	.....	1,000	.....	23
Nonsect.....	3	0	70	0	26	0	.....	.....	.....	.....	0	0	0	0	0	.....	.....	13,000	24
Cong.....	1	1	13	8	30	32	.....	.....	.....	.....	.....	.....	.....	.....	2	0	100	4,000	25
Bapt.....	2	2	40	40	60	43	.....	.....	.....	.....	1	2	.....	.....	4	0	15	3,000	26
Nonsect.....	2	0	25	20	55	45	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	1,200	27
Nonsect.....	1	0	11	9	28	35	.....	.....	3	2	0	0	0	0	4	0	.....	1,200	28	
Nonsect.....	1	1	15	12	30	43	1	3	0	0	0	0	0	0	4	0	.....	800	29			
Bapt.....	1	6	40	86	85	200	12	10	.....	.....	.....	.....	.....	.....	.....	.....	500	30,150	30
Nonsect.....	1	1	10	10	40	30	3	2	0	0	0	0	0	0	4	0	150	600	31				
Cong.....	7	4	68	29	164	273	.....	.....	13	4	5	11	5	3	4	0	7,000	140,000	32		
Nonsect.....	1	1	60	40	60	82	11	1	11	2	8	3	.....	.....	2	0	2,000	10,000	33		
Nonsect.....	1	0	16	0	0	0	5	0	5	0	.....	.....	.....	.....	3	.....	1,000	5,000	34
Nonsect.....	1	0	21	0	8	0	2	0	5	0	0	0	0	0	4	21	100	5,000	35				
Nonsect.....	0	1	0	9	2	36	0	8	0	0	0	0	.....	.....	4	.....	17	2,000	36	
R. C.....	0	3	1	5	34	75	.....	.....	1	4	0	2	0	2	4	0	200	.....	37	
R. C.....	0	9	0	50	0	75	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20,000	38
Nonsect.....	2	0	67	52	61	49	1	3	5	4	0	1	0	1	65	.....	500	9,000	39			
Nonsect.....	3	1	40	20	50	100	10	1	8	4	8	5	.....	.....	.....	0	380	3,500	40	
Nonsect.....	2	2	27	14	103	98	.....	.....	.....	.....	.....	.....	.....	.....	2	0	75	4,000	41
Bapt.....	3	2	48	39	25	18	.....	.....	.....	.....	.....	.....	.....	.....	4	0	500	17,500	42
Nonsect.....	2	2	37	20	20	13	.....	.....	.....	.....	2	2	.....	.....	4	0	950	5,000	43
M. E. So.....	3	2	70	30	0	0	12	5	10	0	.....	.....	.....	.....	4	0	700	6,000	44
M. E. So.....	2	2	20	15	5	10	3	2	8	7	0	0	.....	.....	4	0	1,200	7,500	45		
R. C.....	2	3	10	8	25	27	.....	.....	.....	.....	0	1	.....	.....	0	.....	.....	.....	46
Miss. Bapt.	2	1	25	15	10	30	0	1	.....	.....	0	0	.....	.....	3	0	.....	2,500	47

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	ARKANSAS—continued.		
48	Imboden	Sloan-Hendrix Academy *.....	W. L. Clifton.....
49	Little Rock	Arkansas Baptist College	Joseph A. Booker.....
50	Magazine	Magazine-Ouachita Academy.....	Charles E. Scott.....
51	Maynard	Ouachita Academy	J. F. Rorex.....
52	Monticello.....	Hinemon's University School.....	Ury McKenzie and J. W. Shewmake.....
53	Newport	Franklin Doswell Institute.....	A. V. Hamilton.....
54	North Little Rock	Shorter College	T. H. Jackson.....
55	Paragould.....	Thompson's Classical Institute.....	R. S. Thompson.....
56	Rogers.....	Rogers Academy *.....	Morrison Weimer.....
57	Searcy.....	Searcy Female Institute	Mrs. R. B. Willis.....
58	.....do	Speers-Langford Military Institute.*	R. B. Willis, D. D., and W. E. Hill.....
59	Spielerville.....	New Subiaco College	Rev. Albert Ignatius Konrad.....
60	Stuttgart	Stuttgart College *.....	Rev. E. McKee.....
61	Wilmar.....	Beauvoir College.....	J. L. Spence.....
62	Witcherville	Buckner College.....	W. A. Hill.....
	CALIFORNIA.		
63	Alameda	Notre Dame Academy	Sister Mary St. George.....
64	Alta	Agassiz Hall	W. W. Price.....
65	Belmont.....	Belmont School.....	W. T. Reid.....
66	Berkeley (post-office box 42)	Boone's University School.....	P. R. Boone.....
67	Berkeley	Head's (Miss) School.....	Miss Marion Ransom.....
68	Crescent City	Crescent City Academy.....	Walter F. Jones.....
69	East Oakland.....	Our Lady of Lourdes Academy.....	Sister M. Fidelis.....
70	Grass Valley.....	Mount St. Mary's Academy*.....	Sister Mary Baptist O'Connor.....
71	Hollister	Sacred Heart Academy.....	Sister Helena.....
72	Irvington	Anderson Academy.....	William Walker Anderson.....
73	Los Angeles (Adamsstreet)	Girls' Collegiate Institute.....	A. K. Parsons, J. W. Dennen.....
74	Los Angeles	The Harvard Military School	Grenville C. Emery.....
75	.....do	Los Angeles Military Academy.....	Walter J. Bailey.....
76	.....do	Marlboro School for Girls and Young Ladies.....	Miss Mary S. Caswell.....
77	.....do	St. Mary's Academy*.....	Sister Catherine.....
78	Marysville.....	College of Notre Dame.....	Sister Superior.....
79	Menlo Park	Hoit's School for Boys.....	Ira G. Hoitt.....
80	.....do	St. Patrick's Seminary	Rev. A. J. B. Vinbert.....
81	Nordhoff	Thacher's School	Sherman D. Thacher.....
82	Oakland.....	Convent of Our Lady of the Sacred Heart.....	Sister M. Hermann, superior.....
83	.....do	Horton's (Miss) School.....	Miss Sarah Wyman Horton.....
84	Oakland (Fifth and Jackson streets).....	St. Joseph's Academy	Brother Genebern.....
85	Palo Alto.....	Manzanita Hall.....	Frank Cramer.....
86	Pasadena (59 South Euclid avenue).....	Classical School for Boys	Stephen Cutter Clark.....
87	Pasadena (124 South Euclid avenue).....	Classical School for Girls	Anna B. Orton.....
88	Petaluma.....	St. Vincent's Academy.....	Sisters of Charity.....
89	Red Bluff.....	Academy of Our Lady of Mercy	Sisters of Mercy.....
90	Redwood City.....	Academy of Notre Dame *.....	Sister Mary Cecilia.....
91	Rio Vista	St. Gertrude's Academy*.....	Sister Mary Camillus.....
92	Sacramento (1028 J street).....	Howe's Academy and Business College.....	Edward Howe, jr.....
93	Sacramento (1126 K street).....	Sacramento Institute	Brother Walter.....
94	Sacramento	St. Joseph's Academy.....	Sister Mary Lignori.....
95	San Diego	Academy of Our Lady of Peace.....	Sisters of St. Joseph.....
96	San Francisco (925 Franklin street).....	Academy of the Sacred Heart	M. Gorman.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
	Secondary instructors.		Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.		Graduates in 1902.		College preparatory students in the class that graduated in 1902.												
							Classical course.	Scientific course.															
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
M. E. So.	2	2	30	15	10	5	0	0	0	0	0	0	0	0	0	0	0	0	4	0	600	\$10,500	48
Bapt.	1	1	43	17	157	153	10	1	1	1	2	4	2	2	4	4	0	500	4	40	150	4,000	49
Bapt.	0	1	20	20	32	45	10	12	1	1	1	1	1	1	1	1	1	150	4	40	150	15,000	50
Miss. Bapt.	1	0	4	4	66	64	15	25	30	50	8	12	1	1	1	1	1	25	4	0	200	2,000	51
Nonsect ..	3	1	55	60	15	25	30	50	8	12	1	1	1	1	1	1	1	200	4	0	200	15,000	52
Nonsect ..	1	1	35	38	7	25	9	2	0	1	8	3	8	2	2	2	2	3,670	16	3	3,500	3,500	53
A. M. E.	2	3	9	9	0	0	0	2	4	0	0	0	0	0	0	0	0	9,700	0	0	350	9,700	54
Nonsect ..	2	1	52	29	28	33	6	4	0	0	2	2	2	1	2	2	2	500	4	0	500	3,000	55
Cong.	3	1	49	41	12	18	0	0	0	0	2	2	2	2	2	2	2	1,800	4	0	1,800	15,000	56
Nonsect ..	0	3	0	38	0	30	0	2	0	2	0	1	0	1	0	1	0	200	4	65	200	200	57
Nonsect ..	4	3	65	0	0	0	65	0	0	0	7	0	3	0	0	0	0	200	4	65	200	200	58
R. C.	4	1	27	0	27	0	7	1	3	0	0	1	1	1	1	1	1	2,000	3	0	2,000	2,000	59
United Presb.	2	2	16	14	9	13	7	1	3	0	0	1	1	1	1	1	1	1,000	3	0	1,000	10,000	60
Nonsect ..	1	4	45	47	75	88	5	2	40	45	12	4	0	0	2	50	500	10,000	2	50	500	10,000	61
Bapt.	2	2	12	10	52	45	0	0	0	0	0	1	1	1	1	1	1	15,000	0	0	15,000	15,000	62
R. C.	0	3	0	23	30	114	0	0	0	0	0	0	0	0	3	0	450	0	0	450	450	63	
Nonsect ..	3	2	14	0	0	0	4	0	4	0	19	0	0	0	4	95	1,200	150,000	4	0	1,200	150,000	64
Cong.	10	3	95	0	38	0	8	0	60	0	15	0	15	0	4	0	2,000	30,000	4	0	2,000	30,000	65
Nonsect ..	6	0	70	0	0	0	5	0	35	0	0	11	0	0	4	0	2,000	40,000	4	0	2,000	40,000	66
Nonsect ..	0	12	0	98	16	24	0	0	1	0	0	11	0	0	4	0	2,000	40,000	4	0	2,000	40,000	67
Nonsect ..	1	0	6	1	12	1	0	0	1	0	3	1	1	0	4	0	400	3,000	4	0	400	3,000	68
R. C.	0	4	0	93	65	110	0	5	0	0	0	3	0	0	3	0	950	0	3	0	950	0	69
R. C.	0	1	0	5	5	120	0	5	0	0	0	2	0	2	4	0	250	30,000	2	0	250	30,000	70
R. C.	0	3	24	6	6	70	0	0	0	0	0	0	0	0	3	0	500	80,000	2	0	500	80,000	71
Nonsect ..	5	0	20	0	8	0	1	0	9	0	5	0	4	0	4	20	500	4,000	4	0	500	4,000	72
Nonsect ..	0	13	0	80	0	70	0	0	0	25	0	9	0	5	4	0	400	4,000	4	0	400	4,000	73
Nonsect ..	5	2	52	0	67	0	0	0	0	0	2	0	2	0	4	52	1,000	100,000	4	52	1,000	100,000	74
Nonsect ..	5	0	20	0	15	0	0	0	0	0	0	0	0	0	4	20	5,000	100,000	4	20	5,000	100,000	75
Nonsect ..	0	7	0	65	0	85	0	15	0	0	0	14	0	4	4	0	0	0	4	0	0	0	76
R. C.	0	5	0	40	0	140	0	1	0	0	0	2	0	1	4	0	800	2,500	4	0	800	2,500	77
R. C.	0	3	0	17	51	177	0	3	0	0	0	3	0	3	4	0	1,500	0	4	0	1,500	0	78
Nonsect ..	2	0	18	0	0	0	0	0	4	0	4	0	4	0	4	0	450	0	4	0	450	0	79
R. C.	11	0	52	0	0	0	0	0	7	0	7	0	7	0	6	0	4,000	400,000	6	0	4,000	400,000	80
Nonsect ..	6	0	34	0	6	0	3	0	6	0	7	0	7	0	0	0	500	28,000	0	0	500	28,000	81
R. C.	0	8	0	75	0	55	0	0	0	0	0	2	0	0	4	0	900	500,000	4	0	900	500,000	82
Nonsect ..	3	5	7	21	40	88	0	0	0	0	1	4	0	0	4	0	150	0	4	0	150	0	83
R. C.	3	0	15	0	85	0	0	0	0	0	4	0	4	0	6	0	2,000	25,000	6	0	2,000	25,000	84
Nonsect ..	3	2	22	0	0	0	0	0	22	0	0	7	7	0	4	0	300	17,000	4	0	300	17,000	85
Nonsect ..	3	2	26	0	12	0	18	0	8	0	5	0	4	0	4	0	3,500	0	4	0	3,500	0	86
Nonsect ..	0	7	0	17	0	63	0	0	0	0	0	4	0	4	4	0	1,200	0	4	0	1,200	0	87
R. C.	4	0	40	0	0	140	0	6	0	0	4	6	0	0	4	0	200	20,000	4	0	200	20,000	88
R. C.	0	3	0	20	0	40	0	0	0	0	0	2	0	0	3	0	500	0	0	0	500	0	89
R. C.	0	4	0	14	0	0	0	0	7	0	7	0	0	0	3	0	0	0	0	0	0	0	90
R. C.	2	10	2	50	40	100	2	10	0	3	0	8	0	2	3	0	500	45,000	0	0	500	45,000	91
Protestant.	2	2	15	16	48	60	4	5	0	3	0	0	0	0	0	1,200	3,000	0	0	1,200	3,000	92	
R. C.	6	0	76	0	100	0	0	0	0	0	0	0	0	0	0	0	1,500	20,000	0	0	1,500	20,000	93
R. C.	0	3	0	10	0	160	0	0	0	0	0	4	0	0	4	0	500	0	4	0	500	0	94
R. C.	0	9	5	25	45	125	0	0	0	0	0	2	0	0	4	0	500	0	4	0	500	0	95
R. C.	0	5	0	25	0	50	0	0	0	0	0	0	0	0	4	0	2,000	0	4	0	2,000	0	96

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

	State and post-office.	Name.	Principal.
	1	2	3
	CALIFORNIA—continued.		
97	San Francisco.....	College of Notre Dame*.....	Sister Julia Theresa
98	San Francisco (1849 Jackson street).	Hamlin School and Van Ness Seminary.	Sarah D. Hamlin
99	San Francisco (2126 California street).	Irving Institute.....	Edward B. Church
100	San Francisco (2234 Pacific avenue).	Murison's (Miss) School.....	Miss E. L. Murison
101	San Francisco (Fremont and Harrison streets).	Our Lady of Mercy's Academy....	Sister M. Immanuel
102	San Francisco (1901 Powell street).	Presentation Convent.....	Sister Mary Josephine
103	San Francisco (Eddy and Larkin streets).	Sacred Heart College.....	Brother Xenophon, F. S. C.
104	San Francisco (1623 Broadway street).	St. Brigid's School.....	Sisters of Charity
105	San Francisco.....	St. Patrick's Academy (Boys)....	Sister Eugenia Garvey
106	San Francisco (Twenty-fourth and Alabama streets).	St. Peter's Academy.....	Sister Mary B. O'Brien
107	San Francisco (671 Mission street).	St. Vincent's School (Girls).....	Sister Eugenia Garvey
108	San Francisco (2203 Central avenue).	Trinity School for Boys.....	H. C. Lyon and Léon H. Roger
109	San Francisco (2014 Van Ness avenue).	West's (Miss) School for Girls....	Miss Mary B. West
110	San Jose (165 Devine street).	The Washburn College Preparatory School.	Arthur Washburn
111	San Leander.....	St. Mary's Convent.....	
112	San Luis Obispo.....	Academy of Immaculate Heart of Mary.	Sister R. C. Garvie
113	San Mateo.....	St. Margaret's School.....	Miss Ida Louise Tebbetts
114	do.....	St. Mathew's School.....	Rev. Wm. A. Brewer
115	San Rafael.....	Dominican College.....	Mother Louis
116	do.....	The Hitchcock Military Academy.	Rev. Charles Hitchcock
117	do.....	Mount Tamalpais Military Academy.	Arthur Crosby, D. D.
118	Santa Barbara.....	Santa Barbara Collegiate School..	T. H. McCune, M. A.
119	Santa Clara.....	Notre Dame Academy.....	Sister Louis de Gonzague
120	Santa Cruz.....	School of the Holy Cross.....	Sister M. Joseph
121	Santa Rosa.....	Ursuline Academy.....	Sister Agatha Reynolds
122	Shorb.....	Ramona Convent.....	Sister Superior
123	Stockton.....	St. Mary's College.....	Brother Charles Aul
124	Vallejo.....	St. Vincent's School.....	Sister M. Agnes
125	Woodland.....	Holy Rosary Academy.....	Sister Mary Barbara
	COLORADO.		
126	Boulder.....	Mount St. Gertrude's Academy...	Sister M. Salone
127	Canon City.....	Mount St. Scholastica's Academy.	Sister Callista Blake
128	Del Norte.....	The Presbyterian College of the Southwest.*	Rev. J. E. Weir, president
129	Denver.....	Wolfe Hall.....	Margaret Kerr
130	Leadville.....	St. Mary's School.....	Sister Anacleta
131	Pueblo.....	Loretto Academy.....	Sister M. Reparata
	CONNECTICUT.		
132	Baltic.....	Academy of the Holy Family.....	Mother M. Aloysio
133	Black Hall.....	Black Hall School for Boys.....	Charles G. Bartlett
134	Bridgeport (263 Golden Hill)	Courtland School for Girls*.....	Miss Frances A. Marble and Miss Mary J. Miner
135	Bridgeport (688 Park avenue).	Park Avenue Institute.....	Seth B. Jones

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.							
	Male.	Female.					Male.	Female.	Male.	Female.					Male.	Female.				
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
R. C	0	6	0	54	0	246	0	12	0	8	0	8	0	1	4	0	2,000	97		
Nonsect ...	0	4	0	86	3	30	0	14	0	0	0	16	0	1	4	...	2,000	\$60,000 98		
P. E	5	8	0	59	0	66	...	...	...	...	0	16	0	6	4	0	2,000	10,000 99
Nonsect ...	2	8	0	60	0	30	0	1	0	3	0	6	0	4	5	0	500	100		
R. C	0	1	0	10	156	184	...	...	...	...	0	1	...	...	...	...	...	101
R. C	0	4	0	14	0	560	0	0	0	0	0	0	0	0	4	0	6,012	50,000 102		
R. C	6	0	88	0	327	0	...	...	55	0	14	0	6	0	3	0	3,000	150,000 103
R. C	0	3	0	30	210	300	10	20	...	...	0	5	...	...	4	0	500	104
R. C	2	0	11	0	371	0	...	...	...	...	...	...	...	...	4	11	...	105
R. C	0	2	0	20	114	390	...	...	...	...	0	1	...	...	4	...	500	106
R. C	0	2	0	34	0	476	...	...	...	...	0	7	...	...	4	...	3,000	54,000 107
Nonsect ...	4	0	18	0	21	0	5	0	...	...	6	0	6	0	4	0	...	108
Nonsect ...	0	7	0	55	15	50	0	7	0	0	0	2	0	1	4	...	1,000	40,000 109		
Nonsect ...	2	5	23	36	33	33	...	...	22	28	2	5	2	5	4	0	700	7,500 110
R. C	0	2	0	15	40	105	0	0	0	0	0	0	0	0	4	...	...	111
R. C	0	2	0	25	0	8	...	...	...	...	...	...	...	...	4	...	200	112
Epis	2	7	1	21	2	6	...	...	...	...	0	2	...	...	4	...	...	15,000 113
P. E	7	0	72	0	62	0	35	0	25	0	9	0	6	0	4	72	1,000	200,000 114		
R. C	0	5	0	20	0	60	0	1	0	1	0	2	0	2	4	...	7,000	100,000 115		
Nonsect ...	5	0	16	0	36	0	...	...	...	...	...	...	...	...	4	16	250	25,600 116
Presb.	6	0	66	0	24	0	...	...	...	...	6	0	2	0	4	66	300	40,000 117
Nonsect ...	2	1	10	5	16	0	...	...	10	2	3	3	2	1	4	0	370	10,000 118
R. C	0	4	0	58	0	152	...	...	0	2	0	4	0	0	4	...	...	119
R. C	0	3	0	30	0	120	...	...	...	...	0	0	0	0	4	0	600	50,000 120
R. C	0	3	0	20	0	20	...	...	...	...	0	2	...	...	4	...	600	121
R. C	0	5	0	14	0	51	...	...	...	...	...	...	...	...	4	0	750	122
R. C	1	0	27	0	125	0	...	...	...	...	4	0	...	...	4	0	...	123
R. C	0	3	15	17	189	192	...	...	...	...	1	5	...	...	4	32	950	124
R. C	0	3	0	34	0	93	0	2	...	...	0	2	...	...	4	...	900	125
R. C	0	4	13	34	39	55	0	0	0	0	4	10	0	0	4	0	500	40,000 126		
R. C	0	3	0	44	0	68	...	...	...	...	0	5	...	...	4	...	300	100,000 127
Presb.	2	1	19	18	9	6	...	...	...	...	1	0	1	0	...	...	600	20,000 128
Epis	0	7	0	58	0	45	0	5	...	...	0	8	0	1	4	0	1,486	129
R. C	2	2	22	20	300	334	...	...	...	...	0	3	...	...	4	42	200	130
R. C	0	8	0	50	0	80	...	...	...	...	...	...	...	...	4	...	1,000	131
R. C	0	8	0	45	0	33	...	...	...	...	0	5	0	5	4	...	1,200	132
Epis	4	1	21	0	3	0	3	0	11	0	3	0	3	0	4	...	2,000	133		
Nonsect ...	1	6	0	39	0	48	0	11	...	...	0	0	0	0	5	0	...	134
Nonsect ...	2	0	41	0	30	0	18	0	12	0	13	0	9	0	4	0	2,500	30,000 135		

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

State and post-office.	Name.	Principal.
1	2	3
CONNECTICUT—continued.		
136 Bridgeport (836 Fairfield avenue).	The University School.....	Vincent C. Peck.....
137 Brookfield Center.....	Curtis School for Boys.....	Frederick S. Curtis, Ph. B.....
138 Cheshire.....	Episcopal Academy of Connecticut.	Eri D. Woodbury.....
139 Cornwall.....	The Cornwall School*.....	Rev. Allyn K. Foster, M. A.....
140 Essex.....	Pratt High School.....	J. W. Taylor.....
141 Fairfield.....	Fairfield Academy*.....	Francis H. Brewer.....
142 Farmington.....	Porter's (Miss) School.....	Mrs. M. E. Dow.....
143 Greenwich.....	Greenwich Academy*.....	J. E. Root.....
144 ..do.....	Rosemary Hall*.....	Caroline Runtz-Rees.....
145 Hartford.....	Mount St. Joseph's Seminary.....	Mother Fabian Kane.....
146 Kent.....	Hopson's (Miss) School*.....	Miss Katharine M. Hopson.....
147 Lakeville.....	The Hotchkiss School.....	Edward G. Coy.....
148 ..do.....	The Taconic School for Girls*.....	Lillian Dixon.....
149 Lyme.....	Boxwood School.....	Mrs. R. S. Griswold.....
150 Middletown.....	Patten's (Misses) School.....	Miss Eliza F. Patten.....
151 Milford.....	Simpson's (Miss) School.....	Miss L. Simpson.....
152 Mystic.....	Mystic Valley English and Classical Institute.	John Knight Bucklyn.....
153 New Haven (18 Insurance building).	Gile Grammar School*.....	Theodore B. Willson.....
154 New Haven (7 College street)	Hopkin's Grammar School*.....	George L. Fox, M. A.....
155 New Haven (97 Whitney avenue).	Johnstone's (Miss) School.....	Miss Mary Sibyl Johnstone.....
156 New Haven (33 Wall street).	Whedon's (Miss) School for Boys.....	Miss Susan H. Whedon.....
157 New Haven (96 Mansfield street).	Willard's (Miss) School.....	Miss Charlotte A. Willard.....
158 New London.....	Bulkley School.....	Walter A. Towne.....
159 ..do.....	Williams Memorial Institute.....	Colin S. Buell.....
160 New Milford.....	Ingleisle School.....	Mrs. Wm. D. Black.....
161 ..do.....	The Weantinaug School for Boys.....	Rev. Frank Barnard Draper.....
162 New Preston.....	Upson Seminary.....	Rev. Henry Upson.....
163 Newtown.....	Newtown Academy.....	Wm. Wilson Gardner.....
164 Norfolk.....	The Robbins School.....	Oscar A. Beverstock, acting principal.
165 North Stonington.....	The Wheeler School.....	Clare Reynolds Bass.....
166 Norwalk.....	Baird's (Miss) Institute.....	Miss Cornelia F. Baird.....
167 Norwalk (Hillside).....	Mead's (Mrs.) School for Girls.....	Mrs. Melville E. Mead.....
168 Norwalk.....	Norwalk University School.....	W. G. Chase, A. B.....
169 Norwich.....	Butt's (Miss) School.....	Miss Matilda Butts.....
170 ..do.....	Norwich Free Academy.....	Robert P. Keep, Ph. D.....
171 Pomfret.....	Pomfret School.....	Wm. Beach Olmstead.....
172 Putnam.....	Notre Dame de Bon Secours Academy*.....	Rev. J. Van Den Noort.....
173 Redding.....	Hill Academy*.....	Adah J. Todd.....
174 Salisbury.....	St. Austin's School.....	Rev. George E. Quail.....
175 Simsbury.....	Westminster School.....	W. L. Cushing.....
176 ..do.....	Woodside Seminary.....	J. B. McLean and Sara J. Smith.
177 Southport.....	Seaside Seminary.....	Miss Augusta Smith.....
178 Stamford.....	Catherine Aiken School.....	Harriet B. Scoville Devan.....
179 ..do.....	The King School.....	Hiram U. King.....
180 Stamford (5 and 7 Willow street).	Low's (Miss) School.....	Miss Low and Miss Heywood.....
181 Suffield.....	Suffield Academy*.....	Harry L. Thompson.....
182 Wallingford.....	The Phelps School for Girls.....	Miss Sara S. Phelps Kelsey.....
183 Washington.....	The Guntery*.....	John C. Brinsmade.....
184 ..do.....	The Ridge.....	William G. Brinsmade.....
185 Waterbury.....	Academy of the Congregation de Notre Dame*.....	Sister St. Stanislaus.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
	Secondary instructors.	Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.		Graduates in 1902.	College preparatory students in the class that graduated in 1902.													
		Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.										
1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Nonsect ...	2	1	23	0	5	0	10	0	13	0	3	0	3	0	5	0	2,500	\$20,000	136			
Nonsect ...	2	1	7	0	17	0	7	0	7	0	0	0	0	0	0	0	450	27,000	137			
P. E.	1	1	67	0	7	0	6	0	21	0	7	0	6	0	4	67	350	50,000	138			
Nonsect ...	2	2	18	6	0	0	4	0	1	0	1	0	1	0	4	0	160	.....	139		
Cong ...	1	0	4	15	0	0	0	1	0	0	1	1	0	0	3	0	40	5,000	140			
Nonsect ...	2	1	5	5	5	0	5	0	0	0	0	0	0	0	4	0	100	1,500	141			
Nonsect ...	0	9	0	85	0	35	0	0	0	0	0	0	0	0	4	0	3,000	52,000	142			
Nonsect ...	3	0	6	6	27	4	5	3	0	0	1	1	1	0	4	0	.....	.....	143	
Nonsect ...	2	9	0	75	0	20	0	4	0	0	0	5	0	5	4	0	.....	.....	144	
R. C.	0	0	86	0	34	0	0	0	0	0	0	24	0	4	4	0	2,579	200,000	145			
Nonsect ...	0	2	3	6	0	0	0	0	0	0	0	0	0	0	4	0	.....	.....	146	
Nonsect ...	12	0	156	0	0	0	125	0	31	0	0	0	0	0	4	0	1,600	300,000	147			
Nonsect ...	1	6	0	11	9	12	0	1	0	1	0	0	0	0	4	0	325	20,870	148			
Nonsect ...	0	4	0	16	0	12	0	4	0	0	0	0	0	0	4	0	.....	.....	149	
Nonsect ...	0	4	10	14	8	13	0	0	0	0	0	1	0	1	4	0	.....	.....	150	
Protestant.	0	1	3	4	5	5	0	0	1	0	0	2	0	3	3	0	.....	.....	151	
Nonsect ...	2	0	10	6	8	4	2	1	1	1	1	0	1	0	4	0	1,600	10,000	152			
Nonsect ...	1	2	14	1	4	1	1	0	2	0	0	0	0	0	0	0	50	200	153			
Nonsect ...	3	0	68	0	0	0	30	0	38	0	7	0	7	0	4	0	400	.....	154		
Nonsect ...	1	14	0	66	13	75	0	15	0	0	0	1	0	1	4	0	.....	.....	155	
Nonsect ...	3	0	14	0	27	0	0	0	0	0	1	0	1	0	4	0	.....	.....	156	
Nonsect ...	0	3	0	13	0	3	0	0	0	0	0	13	0	0	0	0	.....	.....	157	
Nonsect ...	4	1	97	0	0	0	0	0	22	0	0	0	0	0	3	0	500	75,000	158			
Nonsect ...	1	8	0	190	0	0	0	8	0	15	0	23	0	6	4	180	990	125,000	159			
Epis ...	3	17	0	60	0	8	0	0	0	12	0	0	0	0	5	60	500	100,000	160			
P. E.	4	4	19	0	0	0	1	0	1	0	2	0	0	0	4	0	200	75,000	161			
Cong ...	2	0	8	3	3	1	1	0	1	0	3	3	0	0	0	0	350	.....	162		
Nonsect ...	1	0	5	8	15	8	0	0	0	0	0	0	0	0	4	0	30	.....	163		
Nonsect ...	2	2	19	9	0	0	1	1	8	0	5	3	3	1	4	0	500	35,000	164			
Nonsect ...	0	2	5	7	3	3	0	0	1	0	1	2	0	0	4	0	300	75,000	165			
Nonsect ...	4	6	0	48	0	0	0	0	0	0	0	6	0	0	4	0	.....	.....	166	
Nonsect ...	0	9	0	36	1	11	0	19	0	0	0	4	0	4	4	0	.....	.....	167	
Nonsect ...	4	0	24	0	14	0	10	0	8	0	6	0	6	0	4	24	.....	.....	168	
Nonsect ...	0	1	0	6	0	0	0	0	1	0	0	0	0	0	4	0	600	10,000	169			
Nonsect ...	9	11	131	168	0	0	30	31	11	1	21	20	10	4	4	0	12,609	150,000	170			
Epis ...	10	0	106	0	0	0	90	0	16	0	18	0	17	0	4	0	1,500	150,000	171			
R. C.	0	4	0	50	0	5	0	0	0	0	5	0	0	0	4	0	400	.....	172		
Nonsect ...	0	2	6	4	6	4	1	1	0	1	1	1	1	1	3	0	.....	.....	173	
P. E.	3	0	11	0	0	0	3	0	7	0	1	0	1	0	6	0	.....	.....	174	
Nonsect ...	6	0	45	0	0	0	45	0	0	0	1	0	1	0	5	0	1,400	90,000	175			
Nonsect ...	0	4	0	18	0	5	0	3	0	5	0	3	0	2	4	0	1,200	.....	176		
Nonsect ...	0	1	3	1	1	7	0	1	1	0	0	1	0	1	0	0	150	8,000	177			
Nonsect ...	1	9	0	25	0	35	0	4	0	0	0	0	0	0	4	0	500	.....	178		
Nonsect ...	6	0	24	0	31	0	2	0	12	0	5	0	5	0	4	0	200	20,000	179			
Epis ...	1	10	0	40	0	20	0	0	0	0	0	0	0	0	4	0	.....	.....	180	
Bapt ...	4	0	53	48	8	2	12	6	14	18	8	3	3	0	4	0	2,000	100,000	181			
Nonsect ...	0	2	0	12	0	25	0	4	0	4	0	0	0	0	4	0	.....	.....	182	
Nonsect ...	6	2	40	10	2	0	15	4	12	0	8	2	8	2	4	0	.....	.....	183	
Nonsect ...	2	0	8	0	0	0	5	0	2	0	4	0	4	0	4	0	.....	.....	184	
R. C.	0	12	0	50	0	130	0	5	0	0	12	0	3	4	4	0	5,429	90,000	185			

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	CONNECTICUT—continued.		
186	Waterbury	Gerard School	Isabel C. Lawton
187	Watertown	The Taft School (boys)	Honace D. Taft
188	Westport	Staples High School	Bessie R. Taylor
189	Wilton	Wilton Educational Institute	Charles W. Whitlock
190	Windsor	Hayden Hall-Home School for Girls.*	Julia S. Williams
191	Winsted	Gilbert School	John Eastman Clarke, Ph. D.
192	Woodstock	Woodstock Academy	E. R. Hall
	DELAWARE.		
193	Wilmington	Hebbs (Misses) School	Miss E. R. Hebb
194	.....do	Wilmington Friends School	Herschel A. Norris, A. M.
195	.....do	Wilmington Military Academy	Wm. H. Morrison and Thomas A. Blackford
	DISTRICT OF COLUMBIA.		
196	Washington (Eighth street and Maryland avenue)	Academy of the Sacred Heart of Mary	Sister M. Clementine
197	Washington	Academy of the Visitation	Sister M. Agnes Mathaney
198	Washington (1342 Vermont avenue)	Chenoweth Institute	Mrs. Mary D. Chenoweth Turner
199	Washington (corner Woodley road and Twentieth street)	Chevy Chase School	Miss Leâ M. Bouligny
200	Washington (1453 Massachusetts avenue)	Columbia School for Boys	H. Montgomery Smith
201	Washington	Dupont Seminary	Mrs. C. I. Ford
202	Washington (2701 Fourteenth street)	Fairmont Seminary	Arthur T. Ramsay
203	Washington (1811 I street NW.)	Friends' Select School	Thomas W. Sidwell
204	Washington (West)	Georgetown Visitation Academy	Sister Claude Agnes
205	Washington (1409 Massachusetts avenue)	Gunston Institute	Mr. and Mrs. Beverley R. Mason
206	Washington (1312 Massachusetts avenue)	Holy Cross Academy	Sister M. Angelica
207	Washington (1322-1324 P street NW.)	Laise-Phillips School*	Mrs. J. Sylvester Phillips
208	Washington (West, 3116 O street NW.)	Linthicum Institute	R. C. Balingier, curator
209	Washington (1305 Seventeenth street)	McDonald-Ellis School for Girls	Dr. E. R. Lewis
210	Washington (1109 M street)	Mount Vernon Seminary	Mrs. Elizabeth J. Somers
211	Washington (North Capitol and K streets)	Notre Dame Academy	Sister Mary Apollonia
212	Washington (1206 Eighteenth street)	The Olney School	Virginia Mason Dorsey
213	Washington (1339 Corcoran street)	Putnam's English and Classical School for Boys	William H. Putnam, A. M.
214	Washington (601 East Capitol street)	St. Cecilia's Academy*	Mother Mary Augusta
215	Washington (1310 Eighteenth street)	The University School for Boys	Robert Lee Preston
216	Washington (Third and T streets NE.)	Washington College for Young Ladies	F. Menefee
217	Washington (1850 Wyoming avenue)	Washington Heights School*	Miss Frances Martin
218	Washington (4401 Wisconsin avenue)	Washington School for Boys	Louis Leverett Hooper, A. M.

*Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.	Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.	College preparatory students in the class that graduated in 1902.									
	Classical course.					Scientific course.														
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Nonsect . . .	0	3	0	8	35	22									3		100	186		
Nonsect . . .	7	0	75	0	0	0		32	0	36	0	12	0		5	0	550	187		
Nonsect . . .	0	3	17	28	0	0		0	5	4	0	0	6	0	4	0	2,200	188		
Nonsect . . .	1	0	20	0	30	0		10	0	10	0	8	0	5	0	1	2,000	189		
Nonsect . . .	0	6	0	26	7	8						0	4	0	3		500	190		
Nonsect . . .	3	4	65	74	0	0	9	10	11	0	6	12	1	4	4	0	6,000	191		
Nonsect . . .	2	2	29	26	5	5	4	1	2	0	7	8	1	1	4	0	4,000	192		
Nonsect . . .	0	8	0	31	0	20						0	0	0	4		2,000	193		
Friends . . .	4	3	28	34	65	49	0	2	6	3	5	4	5	3	4	0	1,000	60,000		
Nonsect . . .	2	0	40	0	20	0	22	0	10	0	9	9	8	0	4	40	1,200	45,000		
R. C	0	3	0	30	0	50					0	1			3		1,200	60,000		
R. C	0	6	0	70	0	20					0	0								
Nonsect . . .	2	2	0	10	0	2	0	1			0	1			5		300	20,000		
Nonsect . . .	0	7	0	20	0	10	0	2							4		2,000	50,000		
Nonsect . . .	4	0	30	0	10	0	23	0	7	0	3	0	3	0	4	0	200	38,000		
Nonsect . . .	0	2	0	6	0	8					0	1				0	400	50,000		
Nonsect . . .	0	5	0	50	0	20	0	5			0	1			4	0	1,500	125,000		
Friends . . .	4	9	61	28	83	42					3	5			4			75,000		
R. C	0	20	0	110	0	20					0	17				0	10,000	250,000		
Nonsect . . .	6	15	0	67	0	30	0	4	0	1	0	3	0	2	4					
R. C	0	6	0	37	0	93	0	2			0	0	0	0	4	0	3,000			
Nonsect . . .	0	7	0	21	0	21									4					
Nonsect . . .	5	0	35	0	83	0												30,000		
Nonsect . . .	1	9	0	52	0	0					0	4			5		2,000	60,000		
Nonsect . . .	0	14	0	115	0	45	0	3			0	17					3,000			
R. C	0	6	0	60	80	290	0	4			0	7			5	0	5,000			
Epis	6	9	0	25	0	5	0	4	0	3					6		500	200		
Nonsect . . .	2	0	12	1	2	0	1	0	1	0	0	0			4	0				
R. C	0	9	0	32	0	199	0	2	0	4	0	2	0	2	4	0	1,550			
Nonsect . . .	5	0	29	0	18	0	6	0	23	0	4	0	4	0	4	0				
Nonsect . . .	7	9	0	73	0	3					0	8				0	2,000			
Nonsect . . .	0	4	0	20	0	20	0	10	0	0	0	6	0	4	4		200			
Nonsect . . .	5	0	14	0	16	0	8	0	4	0	2	0	2	0	5	0	1,200	75,000		

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	FLORIDA.		
219	Fernandina	St. Joseph's Academy*	Sister Agnes
220	Gainesville	Tebeau's (Miss) Boarding and Day School.*	Miss Tebeau
221	Jacksonville	Cookman Institute	Lillie M. Whitney
222	do	Edward Waters College*	A. St. George Richardson
223	do	Florida Baptist College	N. W. Collier, A. B.
224	Key West	Convent of Mary Immaculate	Mother M. Delphine
225	Martin	Fessenden Academy	Joseph L. Wiley, A. B.
226	Palatka	St. Joseph's Academy	Sister Jane Frances
227	St. Augustine	do	do
228	San Antonio	Holy Name Academy	Sister Mary Catherine
229	Tampa	Convent of the Holy Names	Sister Mary Winifred
	GEORGIA.		
230	Arabi	Houston High School*	Lawson E. Brown
231	Athens	Jeruel Academy*	J. H. Brown
232	do	Knox Institute and Industrial School.*	L. S. Clark
233	Atlanta	Hunter's School for Boys	B. T. Hunter
234	do	Peacock's School for Boys*	D. C. Peacock
235	do	The Prather Home School*	Mrs. J. S. Prather
236	do	Spelman Seminary	Miss Harriet E. Giles
237	do	Washington Seminary	Mrs. W. T. Chandler and L. D. Scott
238	Auburn	Perry-Rainey College*	W. H. Maxwell
239	Augusta	Academy of Richmond County*	Charles H. Withrow
240	do	The Paine College*	Rev. Geo. Williams Walker, D. D.
241	do	Sacred Heart Academy	Sister M. Gertrude
242	do	Summerville Academy	Arthur Grabowskie, Ph. D.
243	do	Walker Baptist Institute	N. W. Curtright
244	Bowman	John Gibson Institute	Jacob A. Hunter
245	Carnesville	Carnesville High School	J. W. McFarland
246	Cave Spring	Hearn Institute for Boys and Girls	L. B. Cornelius
247	Cedartown	The Samuel Benedict Memorial School	George E. Benedict
248	Cleveland	Cleveland Academy	W. P. Palmer
249	Columbus	Moore's (Miss) School	Miss Ruth Moore
250	do	St. Elmo Institute	James J. Slade
251	do	St. Joseph's Academy*	Sister M. Stanislaus
252	do	Wynnton College*	F. G. Webb, A. M.
253	Cooksville	Cooksville High School*	G. W. St. John
254	Crawfordsville	Stephen's High School*	Wm. D. Sanford
255	Cuthbert	Bethel Male College	A. E. Kuse
256	Dalton	Hargis School	S. J. Hargis
257	Decatur	Agnes Scott Institute	F. H. Gaines, D. D.
258	do	The Donald Fraser High School (boys)	G. Holman Gardner
259	Demorest	The J. S. Green College	Rev. C. C. Spence
260	Epworth	Epworth Seminary	W. A. Parsons
261	Everett Springs	Everett Springs Seminary	C. S. Fulton
262	Fairmount	Fairmount College	C. B. Cauthen
263	Forsythe	R. Banks Stephens Institute	J. L. McGhee
264	Glenn	Glenn High School*	G. A. Adams
265	Ford McPherson	Anna Dill Institute	Geo. W. Camp
266	Hartwell	Hartwell Institute	M. L. Parker
267	Hiawassee	Hiawassee High School	A. B. Greene, B. A.
268	Irwinton	Talmage Institute	J. S. Davis
269	Jefferson	Martin Institute	G. E. Usher
270	Lavonia	Lavonia Institute	J. D. Garner
271	Leo	Mossy Creek Academy*	J. W. Smith

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.									
	Classical course.						Scientific course.		Male.	Female.					Male.	Female.	Male.	Female.					Male.	Female.
1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
R. C.	0	1	0	5	27	56	0	0	0	0	0	0	0	0					219			
Epis.	0	2	0	25	0	29									4		300	\$10,000	220			
M. E.	2	2	16	10	102	85					5	0	5	0	4	0		27,000	221			
A. M. E.	2	2	18	13	79	111	6	0	0	0	4	0	4	0	4	0			222			
Bapt.	3	4	65	105	35	45	8	0	2	0	0	1	0	0	4	0	500	10,000	223			
R. C.	0	1	0	11	174	66					0	2					920		224			
Nonsect.	1	1	10	15	110	115	23	2			0	5			4		1,000	10,000	225			
R. C.	0	4	0	32	6	19													226			
R. C.	0	2	0	28	75	151					0	2			3	0	453		227			
R. C.	0	2	2	10	8	5	3	2									200	8,000	228			
R. C.	0	3	0	49	190	297					0	2			4		1,220	60,000	229			
Nonsect.	1	6	80	38	30	38					6	4	6	4	4	0			230			
Bapt.	1	1	26	29	31	66			0	1	0	1			4	0	350	8,000	231			
Cong.	2	1	8	19	118	148	8	19			1	2	1	2	3	0	150	4,500	232			
Nonsect.	1	0	34	0	10	0	5	0	4	0	9	0	9	0	4	0	150	200	233			
Nonsect.	2	0	52	0	33	0	13	0	23	0	0				4	0	100	20,000	234			
Nonsect.	0	4	0	38	16	22	0	0	0	0	0	7	0	0	4	0	398	15,000	235			
Bapt.	0	8	0	106	0	552			0	11	0	13	0	3	4	0	3,674	300,000	236			
Nonsect.	1	14	0	138	0	92	0	18	0	0	0	12	0	3	4	0	1,000	20,000	237			
Nonsect.	2	0	34	40	70	20					1	2			4	0		4,000	238			
Nonsect.	5	0	115	0	0	115	0				14	0			4	115	100,000		239			
M. E. So.	6	5	82	121	22	22					7	4	6	2	4	0		43,734	240			
R. C.	0	7	0	39	35	241	0	40			0	3			4				241			
Nonsect.	1	2	20	26	50	60	3	2	6	4	1	2	1	1	4	0	1,500	15,000	242			
Bapt.	2	2	17	42	42	63	10	9			2	6	2	3	4	0	150	7,000	243			
Bapt.	2	1	61	79	35	48	30	30	20	10					4	0		15,000	244			
Bapt.	0	1	14	14	96	109	3	4							4	0		7,000	245			
Bapt.	1	0	10	15	18	25	2	1			0	0	0	0	4	0	30	1,200	246			
Nonsect.	1	1	30	15	53	52	0	1	5	0	3	1	0	1	3	0	1,000	18,000	247			
Nonsect.	1	1	20	15	25	20	3	4									12	3,000	248			
Nonsect.	0	1	6	10	6	3	1	2											249			
Nonsect.	0	3	0	36	0	6					0	0	0	0	5	0	600	20,000	250			
R. C.	0	2	13	15	12	20	4	10	0	0	0	0	0	0		0	500	10,000	251			
Nonsect.	1	0	15	18	20	12	15	10	0	0	0	0	0	0	3	0		6,000	252			
Nonsect.	1	1	14	16	20	15	3	4								0		750	253			
Nonsect.	2	1	11	7	47	58	4	2	1	0	2	0			3	0	320	5,000	254			
Bapt.	3	0	60	0	65	0	6	0	0	0	5	0	2	0	4	0	1,500	15,000	255			
Nonsect.	1	0	11	0	9	0					3	0			4	0	150	450	256			
Presb.	0	10	0	127	0	112	0	3			0	5			4		1,400	135,000	257			
Presb.	3	0	29	0	50	0	10	0	3	0					4	0	850	12,000	258			
Nonsect.	3	2	77	58	173	192					6	5			4	0	1,000	10,000	259			
M. E.	1	1	6	5	75	78	2	1			1	0	1	0	3	0	105	1,250	260			
Nonsect.	2	0	35	30	15	10					0	0	0	0	4	0	30	450	261			
Meth.	1	1	15	10	78	62	3	1			0	1	0	1	4	0		10,000	262			
Nonsect.	1	3	35	20	80	40					1	0			4	0	200	6,000	263			
Nonsect.	1	1	7	4	53	41										0			264			
Nonsect.	1	0	8	12	73	48	2	3	1	0	2	4	2	2	3	0	200	6,000	265			
Nonsect.	1	4	80	70	90	100	10	20			1	12	1	10	4	0	400	4,000	266			
Bapt.	2	1	75	50	84	21	25	3			5	0			4	0	250	300	267			
Nonsect.	1	1	20	45	5	4	1	0	1	0	1	6	1	2	4	0	200	10,000	268			
Nonsect.	1	2	40	60	105	130	12	15			0	3	0	3	4	0	500	20,000	269			
Nonsect.	1	3	35	40	75	85					0	0	0	0	4	0		3,000	270			
Meth.	1	1	30	25	25	40	6	0										2,000	271			

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	GEORGIA—continued.		
272	McIntosh.....	Dorchester Academy.....	Fred. W. Foster.....
273	Macon.....	Central City College.....	Wm. E. Holmes, A. M., D. D.....
274	Monticello.....	Monticello High School.....	Rembert G. Smith.....
275	Mount Zion.....	Mount Zion Seminary.....	W. P. Weston.....
276	Newnan.....	Walker High School.....	Daniel Walker and J. E. Pendergrast.
277	Oliver.....	Oliver High School*.....	David S. Lafitte.....
278	Ringgold.....	Literary Normal Institute.....	W. E. Bryan.....
279	Rockmart.....	Piedmont Institute.....	G. F. Venable.....
280	Savannah.....	Beach Institute*.....	Bertha S. Rick.....
281	do.....	Savannah Academy.....	John Taliaferro.....
282	Swainsboro.....	Swainsboro High School*.....	W. W. Larsen.....
283	Talbotton.....	Le Vert College.....	P. B. Winn.....
284	Washington.....	St. Joseph's Academy.....	Mother Gabriel.....
285	Waynesboro.....	Waynesboro Academy*.....	N. B. F. Close.....
286	Whitesburg.....	Hutcheson Collegiate Institute...	W. W. Gaines.....
	IDAHO.		
287	Boise.....	St. Teresa's Academy.....	Sister M. Amatus.....
288	Caldwell.....	The College of Idaho.....	Wm. J. Boone.....
289	Preston.....	Oneida Stake Academy.....	Edwin Cutler.....
290	Rexburg.....	Ricks Academy.....	Ezra Christiansen.....
	ILLINOIS.		
291	Albion.....	Southern Collegiate Institute.....	W. J. Cook.....
292	Alton.....	Ursuline Academy of the Holy Family.	Mother Lucy.....
293	do.....	Wellesley Private School*.....	Miss Julia D. Randall.....
294	Anna.....	Union Academy of Southern Illinois.	W. W. Faris, D. D.....
295	Aurora.....	Aurora College (Preparatory Department).	J. H. Allen.....
296	do.....	"Young Woman's School," Jennings Seminary.	Jenette Lewis.....
297	Belleville.....	Academy of the Immaculate Conception.*	Sister M. Magdalen.....
298	Bunker Hill.....	Bunker Hill Military Academy.....	S. L. Stiver.....
299	Chicago (Ninety-fifth and Throop streets).	Academy of Our Lady.....	Mother F. Seraphica.....
300	Chicago (485 West Taylor street).	Academy of the Sacred Heart.....	Madame Lewis.....
301	Chicago (1844 Briar Place).	Anable's (Miss) School for Girls (Lake View Institute).	Miss Sara Alma Anable.....
302	Chicago (4746 Madison avenue).	Ascham Hall.....	Kate Byam Martin.....
303	Chicago (2252 Calumet avenue).	Dearborn Seminary*.....	Evelyn Matz.....
304	Chicago (4670 Lake avenue).	The Harvard School.....	John J. Schobinger and John C. Grant.
305	Chicago (40 East Forty-seventh street).	The Kenwood Institute for Girls..	Annice Bradford Butts.....
306	Chicago (439 Elm street)...	Kirkland School.....	Mrs. E. S. Adams.....
307	Chicago (2535 Prairie avenue).	The Loring School.....	Mrs. Stella Dyer Loring.....
308	Chicago (89 Newbury avenue).	St. Francis' School (boys).....	F. X. Rosenloehner.....
309	Chicago (4928 Evans avenue).	St. Francis' Xavier School (girls).	Mother Mary Genevieve.....
310	Chicago (4707 Vincennes avenue).	Starrett's (Miss) School for Girls..	Mrs. Helen E. Starrett.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomina- tion.	Sec- ond- ary in- struc- tors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific appa- ratus.	
			Second- ary stu- dents.		Ele- men- tary pupils, includ- ing all below second- ary grades.		Preparing for college.		Grad- uates in 1902.		College prepar- atory students in the class that gradu- ated in 1902.										
	Male.	Female.											Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			
Cong	1	3	22	19	132	185					3	2			5	0	700	\$13,000	272		
Bapt.	0	6	65	29	100	171	32	8	5	2	0	6	7	3	2	0	500	20,000	273		
Nonsect ..	0	2	30	24	30	36	3	0	1	0	6	7			3	0		6,000	274		
M. E.	2	0	30	18	87	94	2	1	3	2					4	0	30	2,500	275		
Nonsect ..	2	0	26	10	14	6									4	0	100	4,000	276		
Nonsect ...	1	0	15	10	5	10									2	0	360	3,000	277		
Nonsect ...	1	1	12	13	60	65	3	2	1	1					2	0	200	2,000	278		
M. E. So. ...	3	4	41	34	128	136	2	1			3	2	2	1	4	0	350	10,000	279		
Cong	1	1	11	35	138	145					4	10	4	4	2	25	400		280		
Nonsect ...	1	0	18	0	12	0	9	0	9	0	3	0			4	0	500	10,000	281		
Nonsect ...	0	3	20	24	62	69	9	9							4	0	100		282		
Nonsect ...	1	3	10	9	60	51					1	0	0	0	0	0	300	5,000	283		
R. C.	0	4	0	33	0	62	0	2			0	3			2	0	1,000	25,000	284		
Nonsect ...	2	0	10	12	71	88	6	7							2	0		10,000	285		
Meth.	1	2	50	50	20	30									2	0	350	3,000	286		
R. C.	0	5	0	50	0	70					0	7	0	7	4	0	400	60,000	287		
Presb.	3	3	25	37	0	6	10	0	0	0	3	2	3	1	4	0	2,000	5,000	288		
L. D. S.	1	2	10	10	75	55	2	1	0	0					4	15	1,000	40,000	289		
L. D. S.	2	1	37	9	69	50					4	16			2	0	100	12,000	290		
Cong	2	1	44	40	51	64					3	3	2	1	4	0	1,500	10,000	291		
R. C.	0	5	0	45	0	80					0	3			4	0	700	50,000	292		
Nonsect ...	0	4	3	10	14	9	2	1			0	0	0	0	4	0	150	4,200	293		
Presb.	2	2	14	33	18	17	0	2	2	0	3	4	1	0	4	0	500	25,600	294		
Nonsect ...	2	2	26	7	0	0										0	1,500	35,000	295		
M. E.	0	8	0	75	0	65	0	1	0	20	0	2	0	1	4	0	400	50,000	296		
R. C.	0	4	0	22	0	28									4	0			297		
Nonsect ...	2	1	30	0	0	2	0	8	0	2	0	2	0	0	25	0	1,000	25,000	298		
R. C.	4	11	0	52	0	42			0	11	0	10	0	3	4	0	2,025	50,000	299		
R. C.	0	6	(	54	0	25					0	6			5	0	4,000	250,000	300	
Nonsect ...	0	4	(	27	25	11			0	4					4	0	600	30,000	301	
Nonsect ...	0	9	0	40	20	60	0	5			0	8			4	0	400	150,000	302		
Nonsect ...	1	9	6	34	6	22	0	12			0	2	0	2	4	0	500		303		
Nonsect ...	7	0	67	0	80	0	34	0	33	0	8	0	6	0	4	0	300	1,500	304		
Nonsect ...	2	14	0	81	28	54	0	37			0	17	0	12	4	0	1,000		305		
Nonsect ...	0	8	6	44	10	52	0	6			0	3			5	0			306		
Nonsect ...	1	13	0	40	20	75	0	30	0	10	0	6	0	4	4	0	400		307		
R. C.	1	1	18	16	184	173					12	11				0	380	90,000	308		
R. C.	0	10	0	80	0	270	0	6	0	8	0	7	0	0	4	0	5,000		309		
Nonsect ...	0	9	0	66	0	40	0	8	0	8	0	6	0	4	4	0	2,000		310		

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.		Name.	Principal.
1		2	3
ILLINOIS—continued.			
311	Chicago (1254 Michigan avenue).	Zion College (Preparatory Department).	Rev. John A. Dowie
312	Coffeen	Coffeen Normal School and Academy.*	J. L. Traylor
313	Crab Orchard	Crab Orchard Academy	William T. Marberry
314	Creal Springs	Creal Springs College*	Mrs. G. B. Murrah
315	Dakota	College of Northern Illinois	H. L. Beam, A. M.
316	Dixon	Steinmann College*	Charles A. Steinmann
317	Elgin	Elgin Academy	George Newton Sleight
318	Evanston	Academy of the Sisters of Visitation.	
319	Geneseo	Geneseo Collegiate Institute	S. H. Thompson
320	Godfrey	Monticello Seminary	Harriet N. Haskell
321	Jacksonville	Jacksonville Female Academy	John M. Gillett, D. D.
322	Joliet	St. Francis' Academy	Sister M. Stanislaus Droessler
323	do	St. Mary's Academy	M. M. Catherine
324	Kankakee	St. Joseph's Seminary	Sister St. Zephyrine
325	Kansas	Eton Academy	Edward Willasey
326	Knoxville	St. Albans School*	A. H. Noyes
327	La Harpe	Gittings Seminary*	H. K. Fox, B. D., Ph. D.
328	Media	Wever-Media Academy*	Rev. J. E. Bradford
329	Mendota	Mendota College	M. L. Gordon
330	Morris	St. Angela's Academy	Wm. M. Jerome
331	Mount Carroll	The Frances Shimer Academy of the University of Chicago.	Wm. P. McKee
332	Mount Morris	Mount Morris College	J. G. Royer
333	Nauvoo	St. Mary's Academy	Mother M. Ottilia, O. S. B.
334	Ottawa	Pleasant View Luther College	Lauritz A. Vigness
335	do	St. Francis Xavier's Academy	Sister Mary Ursula
336	Peoria	Academy of Our Lady of the Sacred Heart.	Sister M. Alexandrine
337	Port Byron	Port Byron Academy	Henry M. Herrick
338	Quincy	St. Mary's Institute	Mother M. Boniface
339	Springfield	Academy of Our Lady of the Sacred Heart.*	Sister Thomasina
340	do	Bettie Stuart Institute	Mrs. Eliza W. Brooks
341	do	Concordia Seminary	Rev. Reinhold Pieper, A. B.
342	do	St. Agatha's School	Miss D. Murdoch
343	Sycamore	Waterman Hall	Rev. Benjamin F. Fleetwood
344	Toulon	Toulon Academy	Lewis A. Morrow
345	Upper Alton	Western Military Academy*	Albert M. Jackson
346	Vermilion	Vermilion Academy	George H. Moore
347	Warren	Warren Academy	Harry B. Humphrey
348	Waynesville	Waynesville Academy	W. H. Smith
INDIANA.			
349	Bloomington	Friends Bloomington Academy	Andrew F. Mitchell
350	Bourbon	Bourbon College*	Daniel Hahn
351	Collegeville	St. Joseph's College	Rev. Benedict Boebner
352	Culver	Culver Military Academy	Col. A. F. Fleet
353	Elkhart	Elkhart Institute	Noah E. Byers, B. S.
354	Ferdinand	Academy of the Immaculate Conception.	
355	Fort Wayne	St. Augustine's Academy	Sister St. Louise
356	Indianapolis	Girls' Classical School	Mrs. May Wright Sewall
357	do	Kniekerbocker Hall (school for girls).	Miss Mary Helen Yerkes
358	do	St. Agnes' Academy*	Sister M. Raphael
359	do	St. John's Academy	Sister St. Cyrilla
360	Laporte	St. Rose's Academy	Sisters of the Holy Cross

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
	Secondary in structures.		Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.									
1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
R. C.	1	2	15	22	50	101	0	2	0	0	.....	.....	.....	.....	4	0	114	\$720	311	
Nonscet ...	2	2	20	20	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3	0	200	3,000	312	
Meth.	2	0	56	15	4	5	.....	.....	.....	.....	2	0	.....	.....	3	0	.....	3,000	313	
Bapt.	3	4	27	46	0	0	10	0	.....	.....	.....	.....	.....	.....	.....	.....	400	12,000	314	
Reformed ..	1	0	9	6	0	0	1	0	2	0	.....	.....	.....	.....	4	0	500	7,000	315	
Nonsect	4	2	25	20	18	35	3	2	14	6	.....	.....	.....	.....	4	0	1,500	70,000	316	
Nonsect	5	5	43	40	33	36	8	6	2	0	.....	.....	.....	.....	4	0	1,400	75,000	317	
R. C.	0	4	0	20	0	30	.....	.....	.....	.....	0	2	.....	.....	.....	.....	1,000	.....	318	
Presb.	2	2	27	29	15	6	1	1	.....	.....	3	6	.....	.....	4	0	300	25,000	319	
Christian ..	0	12	0	100	0	50	.....	.....	.....	.....	0	15	.....	.....	.....	.....	4,000	500,000	320	
Presb.	0	4	0	32	0	40	.....	.....	.....	.....	0	11	.....	.....	4	.....	1,000	75,000	321	
R. C.	0	2	0	6	0	74	0	0	0	0	.....	.....	.....	.....	4	0	.....	.....	322	
R. C.	0	2	0	28	0	121	.....	.....	.....	.....	0	10	.....	.....	4	.....	1,000	.....	323	
R. C.	0	5	0	24	0	273	.....	.....	.....	.....	0	1	.....	.....	3	.....	740	44,230	324	
Nonsect	0	1	13	11	13	3	.....	.....	.....	.....	0	1	0	1	4	24	700	6,000	325	
Epis.	6	0	54	0	6	0	1	0	30	0	10	0	5	0	4	54	1,000	65,000	326				
M. E.	3	1	9	23	7	57	2	4	3	3	0	4	0	2	4	0	.....	25,000	327			
Nonsect	2	1	10	19	4	8	.....	.....	.....	.....	0	4	0	1	.....	0	300	6,000	328	
Ad. Chris ..	4	3	28	20	7	20	6	2	3	1	.....	.....	.....	.....	0	2,400	15,000	.....	329	
R. C.	0	3	0	44	0	60	.....	.....	.....	.....	0	8	.....	.....	4	.....	450	.....	330	
Bapt.	1	5	2	60	4	13	2	7	.....	.....	2	11	2	11	4	0	1,050	50,000	331		
Ger. Bapt ..	7	3	113	74	100	100	23	17	.....	.....	10	4	10	4	4	0	18,500	90,000	332		
R. C.	0	3	0	54	0	82	.....	.....	.....	.....	0	5	0	2	4	.....	.....	.....	333	
Luth.	4	4	12	3	40	24	0	0	.....	.....	4	4	1	1	3	0	200	35,000	334		
R. C.	0	5	0	25	0	125	.....	.....	.....	.....	0	3	.....	.....	4	.....	25	80,000	335	
R. C.	0	5	0	50	0	55	0	0	0	4	.....	7	0	4	4	0	1,800	50,000	336			
Cong.	1	3	18	14	0	0	3	0	4	3	2	4	2	3	3	0	350	5,000	337				
R. C.	0	6	0	50	0	150	.....	.....	.....	.....	.....	.....	.....	.....	4	0	.....	250,000	338	
R. C.	0	3	0	12	0	0	.....	.....	.....	.....	0	4	0	4	4	.....	.....	.....	339	
Nonsect	0	6	0	43	0	69	.....	.....	.....	.....	0	3	.....	.....	4	0	2,000	25,000	340	
Ev. Luth.	5	0	158	0	0	0	.....	.....	.....	.....	17	0	16	0	2	0	2,500	125,000	341	
P. E.	0	3	0	11	5	20	.....	.....	.....	.....	0	4	0	0	4	0	400	30,000	342	
P. E.	0	8	0	40	0	53	.....	.....	.....	.....	0	13	0	2	4	0	2,800	75,000	343	
Nonsect	1	3	27	50	0	0	.....	.....	.....	.....	0	6	0	4	4	0	200	15,000	344	
Nonsect	6	1	60	0	18	0	2	0	8	0	15	0	7	0	4	60	1,000	75,000	345				
Friends.	2	1	14	24	11	9	2	1	1	1	3	4	1	1	3	0	350	6,000	346				
Nonsect	1	2	23	62	7	6	2	1	4	2	4	4	4	2	3	0	4,000	18,000	347				
Nonsect	2	0	16	17	2	1	2	0	0	0	0	2	.....	.....	4	0	.....	.....	348	
Friends.	1	1	33	28	10	7	.....	.....	.....	.....	9	10	9	10	3	0	800	12,000	349	
Nonsect	3	2	23	37	7	23	.....	.....	.....	.....	2	5	1	0	4	.....	100	10,000	350	
R. C.	6	0	100	0	33	0	20	0	30	0	20	0	20	0	100	2,000	150,000	.....	351			
Nonsect	15	0	225	0	23	0	13	0	40	0	36	0	23	0	4	225	2,000	250,000	352			
Mennonite ..	6	2	100	75	60	27	4	2	3	0	10	13	.....	.....	4	0	1,000	12,500	353		
R. C.	0	2	0	8	0	24	.....	.....	.....	.....	.....	.....	.....	.....	4	0	.....	200,000	354	
R. C.	3	6	0	65	155	225	.....	.....	.....	.....	0	10	.....	.....	4	.....	1,000	60,000	355	
Nonsect	1	10	0	43	8	71	.....	.....	.....	.....	0	15	0	5	4	.....	600	.....	356	
P. E.	0	8	0	47	0	47	0	3	0	3	0	6	0	1	5	.....	1,500	35,000	357			
R. C.	0	5	0	25	78	95	.....	.....	.....	.....	0	0	.....	.....	4	.....	.....	.....	358	
R. C.	0	5	0	40	0	190	.....	.....	.....	.....	0	7	.....	.....	4	.....	2,000	.....	359	
R. C.	0	3	0	11	24	49	.....	.....	.....	.....	.....	.....	.....	.....	4	0	1,000	20,000	360	

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

	State and post-office.	Name.	Principal.
	1	2	3
	INDIANA—continued.		
361	Lima	Howe School.....	Rev. John Heyward McKen- zie.
362	Michigan City.....	St. Mary's Academy	
363	Notre Dame .....	.....do.....	Mother M. Pauline
364	Oakland City.....	Oakland City College*.....	W. P. Dearing
365	Oldenburg	Immaculate Conception Academy	Sister M. Veronica
366	Plainfield	Central Academy	B. W. Kelly
367	.....do.....	Sugar Grove Academy*	Laura E. Steer
368	Plymouth	St. Michael's Academy	Sister M. Pulcheria
369	St. Marys	St. Mary's-of-the-Woods Academy	
370	South Bend	St. Joseph's Academy	Sisters of the Holy Cross
371	Spiceland	Spiceland Academy	M. S. Woods
372	Vincennes	St. Rose Academy	Sister St. Cyrilla
373	.....do.....	Vincennes University	J. E. Manchester
374	Westfield	Union High Academy	Irvin Stanley.....
	INDIAN TERRITORY.		
375	Ardmore	Hargrove College*.....	Thos. G. Whitten
376	Atoka	Atoka Baptist Academy	Edwin H. Rishel
377	Cameron	Cameron Presbyterian Institute*.....	W. S. Lacey
378	Chelsea	Chelsea Academy	G. A. Bearden
379	Muskogee	Spaulding Institute	Rev. Theo. F. Brewer, A. M.
380	Ryan	Ryan Educational Institute	J. W. Campbell
381	Vinita	Willie Halsell College	C. L. Browning
	IOWA.		
382	Cedar Rapids.....	St. Joseph's Academy	Sister Mary Agatha
383	Charles City.....	Immaculate Conception Academy	Sister M. Ursula
384	Clinton	Mount St. Clare Academy	Sister M. Beatrice
385	.....do.....	St. Marys School.....	Sister Mary Justa
386	Corning	Corning Academy*	T. D. Ewing, D. D.
387	Council Bluffs.....	St. Frances Academy	Sister M. Leocadia
388	Davenport	Immaculate Conception Academy	Sister Mary
389	.....do.....	St. Ambrose College	Rev. John T. A. Flannagan
390	Decorah	Decorah Institute*	Mrs. J. Breckenridge
391	Denmark	Denmark Academy	Arthur Risser, A. B.
392	Des Moines	Clark's (Miss) School	Miss Rachel C. Clarke
393	.....do.....	Grand View College	R. R. Vestergaard
394	Dubuque	Academy of Visitation	Sister M. Aloysia Faherty
395	.....do.....	St. Joseph's Academy	Sister M. Lutgarde
396	Epworth	Epworth Seminary	Rev. H. R. De Bra, A. M., B. D.
397	Fort Dodge.....	Tobin College	C. V. Findlay
398	Hull	Hull Educational Institute	Mrs. J. F. Jensen
399	Independence.....	Notre Dame Seminary	Sister of Mercy
400	Iowa City	Iowa City Academy	W. A. Willis
401	Iowa Falls.....	Ellsworth College	J. E. Conner
402	Jewell	Jewell Lutheran College*.....	V. H. Hegstrom, Ph. D.
403	Keokuk	St. Vincent's Academy	Sister Irene
404	Le Grand	Friends Academy	J. H. Hadley
405	New Providence	New Providence Academy	A. F. Styles
406	Nora Springs	Nora Springs Seminary and Busi- ness College	Thomas William Todd, A. M.
407	Orange City	Northwestern Classical Academy	Philip Soulen
408	Osage	Cedar Valley Seminary	Alonzo Abernethy, Ph. D.
409	Pleasant Plain.....	Pleasant Plain Academy	Wm. O. Mendenhall
410	Sac City	Sac City Institute*.....	G. W. Lee
411	St. Ansgar	St. Ansgar Seminary and Institute	John P. Tandberg
412	Salem	Whittier College	E. H. Parish
413	Vinton	Tilford Collegiate Academy	Thomas Francis Tobin, A. M.

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomina- tion.	Sec- ond- ary in- struc- tors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific appa- ratus.
			Second- ary stud- ents.		Ele- men- tary pupils, includ- ing all below second- ary grades.		Preparing for college.		Grad- uates in 1902.		College prepar- atory students in the class that gradu- ated in 1902.									
	Male.	Female.											Male.	Female.	Male.	Female.				
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Epis	7	0	72	0	31	0	20	0	31	0	9	0	8	0	4	72	1,200	\$100,000	361	
R. C	0	2	20	10	160	150	4	0	2	0	6	4	6	0	4	0	2,500		362	
R. C	0	10	0	143	0	110					0	15			4	0	5,000		363	
Bapt	3	2	50	35	32	18					3	4	3	1			4,000	20,000	364	
R. C	0	6	0	54	0	35					0	7	0	4					365	
Friends	1	2	20	21	4	5	1	3	1	0	2	10					300	6,000	366	
Friends	3	1	0	7	0	21	0	0	0	0	0	0	0	0			100	5,000	367	
R. C	0	3	4	12	66	40	3	6			0	6						18,000	368	
R. C	0	25	0	125	0	55	0	25			0	14	0	6			8,000		369	
R. C	0	3	0	25	0	105	0	0	0	0	0	1							370	
Friends	3	1	48	46	0	0									3	0	3,000	10,000	371	
R. C	0	3	0	45	0	120					0	7	0	6					372	
Nonsect	6	4	79	75	0	0					6	6			3		6,000		373	
Friends	0	2	17	24	19	15	7	7			2	3	2	2	4	0	500	10,000	374	
M. E. So.	5	6	80	88	10	15	3	5			5	1			4	39	250	20,000	375	
Bapt	1	2	7	12	136	127	3	7	4	5	1	1			4	0	250	9,000	376	
Presb	1	2	6	10	93	84	1	0									100	2,500	377	
Cum. Presb	1	1	31	34	50	41	10	5	3	0	1	2	1	2	4	0	25	5,000	378	
M. E. So.	0	3	53	60	61	93					0	2			4				379	
Nonsect	0	3	15	20	60	60			4	6	1	2	1	2	2	0		3,000	380	
M. E. So.	2	2	55	45	30	30					4	2				0	80	50,000	381	
R. C	0	8	20	25	86	113					2	1			4	0	900	12,000	382	
R. C	0	3	8	17	52	73					1	4			4	0	500	12,000	383	
R. C	0	5	2	73	1	0					0	3			5	0	1,000	30,000	384	
R. C	0	1	0	20	120	190					0	1			4	0			385	
Presb	2	5	67	77	0	0	6	2	6	10	9	9	5	4	4	0	500	1,000	386	
R. C	0	5	0	57	0	140	0	4	0	3	0	8	0	4	4		2,000		387	
R. C	0	6	0	105	0	197					0	11			4		4,000		388	
R. C	8	0	67	0	35	0					1	0			3	0	5,000	75,000	389	
Nonsect	5	7	170	61	114	89	3	2	5	3	5	2	3	1	4	0	1,500	10,000	390	
Cong	1	2	15	13	10	12	5	10	5	8	3	3	3	3	4	0	500	25,000	391	
Nonsect	0	4	6	18	2	0					0	1	0	1	4	0			392	
Dan. Luth	5	1	48	30	0	0											3,000	30,000	393	
R. C	0	6	0	47	0	113					0	7			4		1,000		394	
R. C	0	12	0	80	350	150	0	20			0	28			4	0	3,000	75,000	395	
M. E	4	8	75	75	0	0					6	8	6	5	4	60	2,000	50,000	396	
Nonsect	3	4	30	60	78	174					11	9	2	4			573	35,000	397	
Cong	1	4	30	10	0	0	4	4			2	4	0	4	4	0	500	16,273	398	
R. C	0	2	0	20	30	80					0	4			4		500	10,000	399	
Nonsect	3	4	92	81	27	15	2	3	30	27	26	31	8	6	4	0	275	600	400	
Nonsect	3	1	12	10	68	60					0	1	0	1	4	22	1,500	80,000	401	
Luth	3	1	24	44	40	28			15	4	6	8			4	0	600	25,000	402	
R. C	1	3	0	20	45	190					0	4			4		400	40,000	403	
Friends	1	2	15	21	7	5					2	3	1	2	3	0	500	3,500	404	
Nonsect	1	2	38	30	7	5					3	2	3	1	4		400	10,000	405	
Nonsect	5	1	12	18	88	92	5	4			7	13	2	3	3	30	200	8,000	406	
Ger. Ref	3	1	53	21	0	0	30	5	10	0	9	8	7	3	4	0	3,300	28,000	407	
Bapt	4	6	61	58	52	27					9	13	6	12	4	0	3,000	30,000	408	
Friends	1	1	8	12	26	21	1	2	1	1	2	1	1	1	3	0	150	2,000	409	
Bapt	2	3	13	15	35	100	11	10			1	0	1	0	4	0	500	30,000	410	
Luth	3	4	65	24			4	5	0	0	3	3	0	0	4	0	250	12,000	411	
Friends	2	2	27	28	0	0	14	20							3	0	200	6,000	412	
Nonsect	4	3	85	67	90	85	15	12			8	6	5	5	3		1,500	30,000	413	

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
IOWA—continued.		
414 Waverly.....	Wartburg Teachers' Seminary and Academy.	Prof. Frederick Lutz
415 Waukon.....	St. Patrick's School	Presentation Sister
416 West Branch.....	Scattergood Seminary	Walter J. Edgerton
417 Wilton Junction.....	Wilton German-English College*.	J. F. Grove
KANSAS.		
418 Concordia	Nazareth Academy	Sister Louise
419 Eudora	Hesper Academy*	A. J. Bales
420 Eureka	Southern Kansas Academy	J. W. Scroggs, D. D.
421 Haviland	Haviland Academy	T. Horner Coffin
422 Hiawatha	Hiawatha Academy	Wm. G. Schliemann, Ph. D.
423 Leavenworth	St. Mary's Academy*	Mother Mary Regis
424 McPherson	McPherson College	C. E. Arnold
425 Newton	Bethel College	Cornelius H. Wedel
426 North Branch	North Branch Academy	Henry H. Townsend
427 Salina	St. Johns Military School	R. H. Mize
428 Wichita	Lewis Academy	J. M. Naylor, Ph. D.
KENTUCKY.		
429 Albany	Albany High School*	A. E. Barnes
430 Anchorage	Bellewood Seminary	W. G. Lord
431 Ashland	Ashland College	Robert Bright Walsh
432 Auburn	Auburn Seminary	Charles E. Bates
433 Bardstown	Bardstown Coeducational College.	H. J. Greenwell
434 Beattyville	Episcopal High School	Miss Minnie A. Hosner
435 Beaver Dam	West Kentucky Seminary	W. G. Welbern
436 Beechmont	Louisville Training School for Boys.	H. K. Taylor
437 Blandville	Blandville Baptist College*	J. N. Robinson
438 Booneville	Booneville Academy*	Rev. F. P. Dalrymple, A. M.
439 Bowling Green	Bowling Green School	Misses Du Bose and Ragland ..
440 Buffalo	East Lynn College	G. L. Crume, A. B.
441 Campbellsburg	Campbellsburg High School	J. W. Percy
442 Campbellsville	Campbellsville High School	W. M. Jackson, B. A.
443 Campton	Kentucky Wesleyan Academy	F. D. Palmeter
444 Canmer	Lillian Academy*	S. M. Durham
445 Carrollton	St. John's Select School	Ignatius M. Ahmann
446 Clinton	Clinton College	John C. C. Dunford
447 do	Marvin College	H. W. Browder
448 Columbia	Male and Female High School* ..	A. H. Ballard
449 Corinth	Kentucky Northern Normal School ..	Bruce Franks
450 Covington	Academy of Notre Dame	Sister Mary Armella
451 do	Rugby School*	K. J. Morris
452 Covington (103 E. Twelfth street).	St. Joseph's High School for Boys.	Brother Francis Laehr
453 Cynthiana	Smith's Classical School	N. F. Smith
454 Danville	Reed's (Miss) School	Miss Josephine Reed
455 Elizabethtown	Hardin Collegiate Institute	J. E. Austin, jr.
456 do	St. James's School	Sister M. Gabriel
457 Elkton	Vanderbilt Training School	Joshua H. Harrison
458 Fountain Run	Fountain Run Training School	R. E. Seary
459 Franklin	Franklin Preparatory School (Luna School).	M. E. I. Luna
460 Glendale	Lynnland Male and Female Institute.*	W. B. Gwynn
461 Harlan	Harlan Academy*	W. C. Clemens
462 Harrodsburg	Harrodsburg Academy	J. C. Acheson
463 do	Wayman Institute*	Geo. W. Saffell, jr.

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
	Sec-ond-ary in-struct-ors.		Second-ary stu-dents.				Ele-men-tary pupils, including all below second-ary grades.				Preparing for college.				Grad-uates in 1902.		College prepar-atory students in the class that graduat-ed in 1902.						
											Clas-sical course.		Sci-en-tific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	19	20	21	22		
Ev. Luth ..	4	0	50	0	15	2	0	0	1	0	6	2	2	0	5	0	1,200	\$20,000	414				
R. C	0	2	9	23	55	70					0	6										415	
Friends	1	1	10	7	0	0	0	3	5	0	1	4	1	3	3	0	500	12,000	416			416	
Cong	6	2	25	35	59	15					7	6	2	4	3	28	1,200	15,165	417				
R. C	0	3	0	24	0	16					6	1	2		4	0	2,000	30,000	418				
Friends	0	2	18	12	0	0	4	1	4	4	3	1	2	1	4	0	600	5,000	419				
Cong	2	3	48	43	0	0	4	4			8	5	4	1	4	32	1,600	14,000	420				
Friends	1	1	12	11	41	51	5	6	0	0	3	0	3	0	3	0	500	3,500	421				
Bapt	4	1	36	52	4	9	3	5	2	5	1	5	1	2	4	0	2,100	30,000	422				
R. C	0	2	0	50	0	15	0	50	0	7	0	5			4	0	1,000		423				
Ger. Bapt	4	3	80	100	135	109					9	7	2	0		0	1,000	60,000	424				
Mennonite	4	0	30	12	57	17	2	0	8	0	5	3	3	1	3	0	1,450	60,238	425				
Friends	1	1	19	15	3	4					0	0	0	0	4	0	250	2,000	426				
Epis	6	3	72	0	0	0	15	0	12	0	6	0	5	0	4	72	600	85,000	427				
Presb	4	3	30	35	70	117	6	8	12	16	10	16	3	5	4	0	500	76,550	428				
Bapt	2	0	45	35	40	30	3	0	1	0					4	0			429				
Nonsect	1	4	13	30	4	14	4	1			0	4	0	1	4	0	1,200	10,000	430				
M. E.	2	0	8	16	0	0	0	1	3	0					2	0	800	10,000	431				
Cum. Presb	2	1	36	31	39	33	2	2	5	4	1	2	1	2	4	0		10,000	432				
Miss. Bapt	3	3	14	18	36	40									4	0	200	10,000	433				
Epis	0	1	13	7	22	18					2	2			4	0		2,500	434				
Nonsect	1	1	24	34	63	79					2	2	2	2	4	0	197	1,500	435				
Nonsect	1	1	38	5	20	5	5	0	10	1	4	1	3	0	4	43	2,000	18,000	436				
Bapt	2	1	20	20	46	35	4	3	8	5					4			5,000	437				
Presb	1	1	16	12	14	17					0	0	0	0	4	0		2,500	438				
Nonsect	0	3	0	22	8	5	0	5	0	5	0	2	0	2	4			2,000	439				
Nonsect	2	1	41	42	34	38			15	18	3	1				0	150	3,000	440				
Nonsect	0	2	25	16	25	21					2	1			3	0	15	4,000	441				
Presb	0	1	20	20	50	52	5	4	1	0	1	3	1	2	5	0		4,000	442				
Meth	1	2	15	17	71	79									2	0	324	4,000	443				
Nonsect	0	1	0	14	5	42	0	0	0	0	0	0	0	0	3	0	100	3,500	444				
R. C.	1	3	22	18	10	22	2	3			5	8			2		200	6,000	445				
Bapt	4	3	37	34	24	35	8	9	7	5	5	6			4		4,500	50,000	446				
M. E. So.	3	3	25	28	48	37					1	0			4	0	1,200	15,000	447				
Nonsect	1	1	30	45	10	15									4			4,000	448				
Nonsect	1	2	45	55	30	25	4	2	6	3					2	0	100	6,000	449				
R. C.	0	2	0	30	80	120					0	1			4	0			450				
Nonsect	1	2	19	15	9	5	1	0	8	2	7	0	7	0	4	28			451				
R. C.	1	0	31	0	292	0	3	0	2	0	5	0	3	0	3	0			452				
Nonsect	0	2	25	10	26	10	20	5							6		1,000	3,000	453				
Nonsect	6	2	1	10	24	30					1	1	1	1	4	0		10,000	454				
Nonsect	2	2	45	50	0	0	2	1							4	0	250	25,000	455				
R. C.	0	1	1	4	29	46	1	4									50	3,000	456				
Meth	2	0	30	11	0	0	30	11							4	0	1,400	80,000	457				
Nonsect	1	1	3	2	47	50									4	0			458				
Nonsect	2	0	40	0	41	0	6	0	2	0					4	0	250	7,000	459				
Bapt	2	3	24	26	18	25	1	0	4	3	1	4	1	4	5	0	1,000	15,000	460				
Presb	2	0	19	16	103	104					4	1	3			0	200	5,000	461				
Nonsect	2	0	21	11	38	32	3	0	8	4	4	1	3	1	4	0	300	4,000	462				
Meth	2	3	1	9	17	33					0	0	0	0	3	0	400	5,000	463				

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

State and post-office.	Name.	Principal.
1	2	3
KENTUCKY—continued.		
464 Hartford	Hartford College and Business Institute.	T. J. Morton
465 Hazel Green	Hazel Green Academy	Wm. H. Cord
466 Hindman	Hindman School	George Clark
467 Hodgenville	Kenyon College	John C. Pirtle
468 Hopkinsville	Ferrell's High School	J. O. Ferrell
469 Hustonville	Central Christian College	B. J. Pinkerton
470 Independence	Independence High School	C. V. Lucy
471 Jackson	The S. P. Lee's Collegiate Institute.	William Dinwiddie
472 Jett	Excelsior Collegiate Institute	Eudora-Lindsay South
473 Lagrange	Funk Seminary	John W. Seepie
474 Lebanon	St. Augustine's Academy	Sister M. Kevin
475 Level Green	Level Green Academy	J. N. Brown
476 Lexington	St. Catherine's Academy	Sister Mary Vincent
477 London	Laurel Baptist Seminary	Edgar L. Morgan
478 do	Sue Bennett Memorial School	J. C. Lewis
479 Louisville (210 West Ormsby avenue).	The Flexner School	Abraham Flexner
480 Louisville	Kentucky Home School for Girls*.	Miss Belle S. Peers
481 Louisville (corner Fourth and Breckinridge streets).	Presentation Academy	Sister Eutropia
482 Louisville (Thirty-fifth street and Rudd avenue).	St. Benedict's Academy	Sister Evangelista
483 Louisville	St. Xavier's College	Brother Philip
484 Louisville (1225-1227 Fourth avenue).	Simple Collegiate School	Miss Anna J. Hamilton
485 Louisville	State University*	Rev. C. L. Purce, D. D
486 Louisville (1047 Second st.).	University School	William H. Tharp
487 Lyndon	Kentucky Military Institute	C. W. Fowler
488 Madison	Atkinson Literary and Industrial College.	S. E. Duncan
489 Mayfield	West Kentucky College	Milton Elliott
490 Maysville	Hayswood Female Seminary	Miss Fannie L. Hays
491 Mount Sterling	Goodwin's Male High School*	M. J. Goodwin
492 Mount Vernon	Mount Vernon Collegiate Institute.	Rev. A. E. Ewers
493 Nazareth	Nazareth Literary and Benevolent Institution.	Mother M. Cleophas Mills
494 Nerinx	Loretto Literary and Benevolent Institution.	Sister Rosini
495 Newport	Mount St. Martin's Academy	Mother Maria
496 North Middletown	Kentucky Classical and English Business College.*	Mrs. J. B. Skinner
497 Paducah	St. Mary's Academy*	Sister Agathina
498 Paris	Paris Academy	E. M. Costello
499 do	Tipton's (Miss) Select School	Miss M. S. Tipton
500 Pikeville	Pikeville Collegiate Institute*	Rev. James F. Record
501 Pineville	Theodore Harris Institute	J. T. C. Noe
502 Princeton	Princeton Collegiate Institute	Rice S. Eubank
503 Rhodella	St. Theresa's Academy	Sister Edwina
504 Richmond	Madison Institute	J. W. McGarvey, jr.
505 do	Walter's Collegiate Institute	Col. G. M. Edgar
506 St. Joseph	Mount St. Joseph's Academy	Mother Augustine
507 St. Vincent	St. Vincent's Academy	Sister Mary David
508 Sharpsburg	Sharpsburg College	Mrs. Fannie B. Talbot
509 Shelbyville	Science Hill School	Mrs. Clara M. Poynter
510 Slaughtersville	Van Horn Institute	Otho Fowler
511 Stanford	Stanford Male Academy	S. M. Rankin
512 Sulphur	Fairmount College*	B. F. Turner
513 Taylorsville	Spencer Institute	G. C. Overstreet
514 Trappist	Gethsemani College	Edmond M. Obrecht, O. C. R.

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.		Graduates in 1902.		College preparatory students in the class that graduated in 1902.												
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
Nonsect ...	2	1	66	33	58	71					9	5			4	0	300	\$12,000	464				
Christian ..	4	2	108	40	50	60	1	0	4	1	3	6	1	1	3	0	300	16,500	465				
Nonsect ...	1	0	9	5	162	80					8	0				0	80	2,900	466				
Nonsect ...	2	1	41	34	96	95	11	7	13	10	5	2			3	0	1,500	8,000	467				
Nonsect ...	1	0	20	0	0	0	0	0	0	0	0	0	0	0	4	0			468				
Christian ..	0	2	19	19	8	11	3	1	1	0					3	0	50	10,000	469				
Nonsect ...	1	1	10	9	15	11									4	0	100	2,000	470				
Nonsect ...	3	1	53	38	104	116					1	2	1	1	4	0		50,000	471				
Christian ..	2	3	10	16	7	11					0	1	0	1	4	0		10,000	472				
Nonsect ...	0	3	22	27	65	57					2	3	2	1	4	0	600	8,000	473				
R. C.	0	6	20	28	73	80	16	28									100		474				
Christian ..	1	1	5	5	30	35	5	0	5	0							150	3,500	475				
R. C.	0	4	0	34	23	53					0	3			4	0	500		476				
Bapt.	3	1	5	9	85	100	1	1			1	1	1	1	3	0	50		477				
M. E.	2	2	20	9	119	92					0	1			4	0	450	30,000	478				
Nonsect ...	4	1	23	3	2	2	20	3	3	0	8	2	8	2		0	350	500	479				
Epis.	0	5	0	20	0	61					0	6			4				480				
R. C.	0	2	0	30	40	110					0	4			4	0			481				
R. C.	0	3	0	12	0	58									4		600		482				
R. C.	6	0	135	0	181	0					9	0			4	0	1,900		483				
Nonsect ...	0	10	0	60	15	60	0	9			0	16	0	5	4		250	1,500	484				
Bapt.	5	2	50	20	74	37	40	10			17	3	17	3	4	0	800	40,000	485				
Nonsect ...	3	2	12	0	16	0	20	0			2	0	2	0	4	0	300	15,000	486				
Nonsect ...	6	0	60	0	0	0	1	0	8	0	3	0	3	0	4	60	200	25,000	487				
A. M. E. ...	2	2	10	16	15	22	4	2							3	0	120	3,000	488				
Christian ..	2	2	40	50	80	90	6	0	7	0	1	2			4	22	75	25,000	489				
Nonsect ...	2	7	0	30	7	20					4	0	0		4	0	200	10,000	490				
Nonsect ...	1	0	30	0	0	0	10	0	2	0	4	0	2	0	4	0	402	1,600	491				
Presb.	1	2	18	10	59	50	4	2	8	2	5	1	4	1	4	0	70	5,500	492				
R. C.	0	10	0	65	0	35	0	1			0	6			4	0	5,000		493				
R. C.	0	8	0	32	0	43					0	2	0	2	4		1,595		494				
R. C.	0	6	0	29	0	42					0	1			5		820		495				
Christian ..	0	2	10	10	30	20					1	0	0	0	4		300	8,000	496				
R. C.	0	3	4	12	76	117	4	12	2	8	0	2			4	0	300	1,700	497				
Nonsect ...	1	0	28	2	4	0	15	1	13	0					4	0			498				
Nonsect ...	0	1	0	6	0	0	0	6											499				
Presb.	2	1	10	10	75	50	6	2	2	0					3	0	400	15,000	500				
Bapt.	3	3	0	15	23	48	62	1	1	2	3				4		100	10,000	501				
Presb.	4	3	9	18	42	59	4	9			0	2			4		1,467	65,000	502				
R. C.	0	4	24	21	7	3	0	0	0	0	0	0	0	0				3,000	503				
Christian ..	1	7	1	43	19	54	2	13	0	2	0	3	0	2	6	0	300	20,000	504				
Presb.	2	0	25	0	0	8	0								4	0	1,000	100,000	505				
R. C.	0	4	0	25	0	35	0	14	0	0					4	0	2,500	40,000	506				
R. C.	0	5	0	30	0	70					0	2			4	0	800		507				
Nonsect ...	0	2	12	19	129	127	2	7	1	1	3	3			4	0	150		508				
Nonsect ...	0	11	0	115	0	0	0	7			0	11	0	7	4	0	2,500		509				
Nonsect ...	0	1	0	15	30	10	0	2	0	2					4	0	75	900	510				
Nonsect ...	2	0	16	0	0	0	9	0	2	0	4	0			4	0		2,000	511				
Nonsect ...	2	2	33	48	47	4	2	1			1	1	1	1	4	0	120	6,000	512				
Nonsect ...	1	1	8	8	8	12					0	4			4	0		7,500	513				
R. C.	4	0	29	0	40	0					5	0					0	15,000	514				

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	KENTUCKY—continued.		
515	Vanceburg	Riverside Seminary	Lawrence Rolfe
516	Versailles	Ashland Seminary	Frederick B. Ayer
517	.....do	Vaught's Training School	E. G. Stout and W. O. Vaught
	LOUISIANA.		
518	Baldwin	Gilbert Academy*	Rev. Pierre Landry
519	Covington	Dixon Academy	William A. Dixon
520	Crowley	Crowley University School	J. H. Lewis, L. I., A. B
521	Donaldsonville	St. Vincent's Institute	Sister M. Clotilda
522	Franklinton	Franklinton Central Institute*	A. A. Mooney
523	Grand Coteau	Convent of the Sacred Heart	Madam E. Deighton
524	Harrisonburg	Harrisonburg High School*	A. W. Meadows and M. D. Wren
525	Jackson	Feliciana Female Collegiate Institute	Rev. D. O. Byers
526	.....do	Millwood Female Institute*	Miss A. M. C. Pearce
527	Lake Charles	Acadia College	J. F. Barrett
528	Marksville	Marksville High School*	V. L. Roy
529	Monroe	St. Hyacinth's Academy*	Sister St. Ignatius
530	New Iberia	Fasnacht's Graded School	Miss Marie Louise Fasnacht
531	New Orleans (4521 St. Charles avenue)	Academy of the Sacred Heart	Madame Desbarats
532	New Orleans (1727 Carondelet street)	Dyker's Institute School for Young Ladies	Miss Harriet V. Dykers
533	New Orleans	Holy Cross College	Rev. D. J. Spillard, C. S. C
534	New Orleans (1440 Camp street)	Home Institute	Miss Sophia B. Wright
535	New Orleans	Picard Institute*	Mrs. A. Picard
536	.....do	St. Aloysius College	Brother Celestine
537	.....do	St. Simeon's School*	Sister Adelaide
538	.....do	Southern Academic Institute*	Mrs. Kate C. Seamen
539	New Orleans (1923 Coliseum street)	University School	T. W. Dyer
540	New Orleans	Ursuline Convent	Mother St. Stanislaus
541	New Roads	Poydras Academy	I. J. Vaughan
542	Opelousas	Academy of the Immaculate Conception	Sister Veronica
543	.....do	Opelousas Institute	Mrs. M. M. Hayes
544	Spearsville	Everett Institute	J. L. Glenn
545	Thibodaux	Mount Carmel Academy*	
	MAINE.		
546	Athens	Somerset Academy*	L. C. Williams
547	Bangor	Classical and English School	Miss Helen L. Newman
548	Bethel	Gould's Academy	Frank E. Hanscom, A. M
549	Bluehill	Bluehill-George Stevens Academy	Walter H. Russell
550	Bucksport	East Maine Conference Seminary	Rev. S. A. Bender, B. D
551	Charleston	Higgins Classical Institute	H. Warren Foss
552	Cumberland Center	Greely Institute	Henry Herbert Randall
553	Dresden Mills	Bridge Academy	Leslie A. Bailey, A. M.
554	East Machias	Washington Academy	A. Sherman Harriman
555	Foxcroft	Foxcroft Academy	Lyman Klugman Lee, A. B
556	Fryeburg	Fryeburg Academy	Charles Glidden Willard
557	Gray	Pennell Institute	C. W. Pierce
558	Hampden	Hampden Academy*	M. L. Ford
559	Hebron	Hebron Academy	Wm. E. Sargent
560	Houlton	Ricker Classical Institute	Justin O. Wellman
561	Limington	Limington Academy	B. M. Clough, A. B
562	Newcastle	Lincoln Academy	G. H. Larrabee
563	New Gloucester	Stevens's School	M. B. and S. P. Stevens
564	North Anson	Anson Academy	Freeman H. Sanborn

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.										
	Male.	Female.					Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.						Male.	Female.
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
Nonsect ...	1	2	6	11	26	24					1	1			4	0		\$3,000	515				
P. E.	1	5	0	32	4	11									4	0	700	25,000	516				
Bapt.	0	1	10	4	14	4	4	4			1	1	1	1	3	0			517				
M. E.	1	1	4	15	90	100			4	12	2	3	0	0	4	0	2,500	7,500	518				
Nonsect ...	3	1	56	5	26	15	2	0	10	0	2	0	2	0	4	0	2,000	30,000	519				
Nonsect ...	3	1	20	60	60	100	8	12	4	8	1	3	1	3	4	0	175	3,500	520				
R. C.	0	1	0	24	0	60											800		521				
Nonsect ...	1	0	24	25	52	39	5	0			3	0				0	100	3,000	522				
R. C.	0	2	30	40	5	65					0	2							523				
Nonsect ...	1	1	11	22	33	38					0	0	0	0		0		2,500	524				
Presb.	1	2	1	25	5	15	0	2			0	5	0	1	4	0		4,000	525				
Nonsect ...	0	3	2	8	5	14						9	4		4	0		5,000	526				
Nonsect ...	2	5	40	30	60	70					6	9	6		4	0		25,000	527				
Nonsect ...	2	0	26	18	75	11	1	0	0	1	3	2	1	1	4	0	500	4,000	528				
R. C.	1	1	13	18	43	57					0	2	0	2			300	2,500	529				
Nonsect ...	0	1	3	11	28	7									2				530				
R. C.	0	6	0	32	0	80					0	2			4		1,121		531				
Nonsect ...	0	2	0	12	0	0									4		300	8,000	532				
R. C.	4	0	40	0	147	0	10	0	8	0	13	0			4	0	1,000	60,000	533				
Nonsect ...	2	6	0	122	10	50	0	20	0	10	0	29	0	20	4	0	1,020	10,000	534				
R. C.	0	2	0	20	20	40	0	0	0	0	0	6	0	6		0	100	12,000	535				
R. C.	3	0	75	0	150	0			10	0	6	0			2		1,000	35,000	536				
R. C.	0	9	30	120	41	40					0	5	0	5	4	51			537				
Nonsect ...	0	2	0	10	0	40									3		300		538				
Nonsect ...	3	0	59	0	53	0	3	0	14	0	9	0	9	0	3	59	500	20,000	539				
R. C.	0	20	0	119	0	0					0	1					4,500		540				
Nonsect ...	1	3	13	12	87	88									4	0	500	5,000	541				
R. C.	0	3	12	17	18	39	3	7							4	0	400	4,500	542				
Nonsect ...	0	1	10	20	25	30	1	3	1	0	1	3	1	3	4	0		4,000	543				
Miss. Bapt.	1	1	26	13	14	12					0	3	0	1	4	0	67	2,500	544				
R. C.	0	10	0	90	0	40					0	3					2,000		545				
Nonsect ...	1	1	13	16	6	3	2	4			2	4			4	0	16	3,000	546				
Nonsect ...	0	2	0	5	21	27	0	2							4	0	500		547				
Nonsect ...	3	3	56	69	0	0	21	14	20	1	8	8	7	3	4	0	490	1,200	548				
Nonsect ...	2	1	21	57	7	1	2	0	0	0	2	2	2	0	0			6,000	549				
M. E.	4	5	45	40	0	0	8	6			8	7	1	1	4	0	4,000	22,000	550				
Bapt.	2	4	72	55	0	0	12	6	6	0	10	13	3	1			1,600	100,000	551				
Nonsect ...	2	2	25	30	0	0					1	3					1,200		552				
Nonsect ...	1	1	22	16	4	4			2	1	2	4			4	0	400	20,000	553				
Cong.	2	1	26	43	0	0	8	6	5	0	5	3	0	1	4	0	750	7,000	554				
Nonsect ...	2	3	24	38	0	0	4	4	4	3	4	3	1	2	4	0	500	5,200	555				
Nonsect ...	0	2	21	29	9	3	5	8			5	3	3	2	4	0	700	6,000	556				
Nonsect ...	1	1	33	35	9	11	17	24			3	3	2	2	4	0	1,000	20,000	557				
Nonsect ...	1	3	19	38	17	9	6	6	4	0	0	3			4	0			558				
Bapt.	3	5	110	47	3	1					29	15	7	4	4	0	2,000	165,000	559				
Bapt.	4	4	44	76	3	4	19	24	5	1	5	14	4	7	4	0	1,200	50,000	560				
Cong.	1	1	29	25	11	12	5	8	1	0	5	2	1	1	4	0	300	2,800	561				
Nonsect ...	1	3	51	44	2	2	17	8	3	0	3	5	2	2	4	0	400	12,000	562				
Nonsect ...	0	4	0	0	0	0			0	2	0	2	0	2	4	0			563				
Nonsect ...	1	3	49	30	0	0	14	8	6	0	9	6	5	2	4	0	300	2,000	564				

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

	State and post-office.	Name.	Principal.
	1	2	3
	MAINE—continued.		
565	North Bridgton.....	Bridgton Academy	C. C. Spratt.....
566	North Parsonfield	Parsonfield Seminary	F. W. Ernst.....
567	Pittsfield	Maine Central Institute	F. U. Landman.....
568	Portland	St. Elizabeth's High School	Mother M. Euphrasia
569	Portland (Woodfords)	St. Joseph's Academy	Sister Mary Adelaide
570	Saco	Thornton Academy	Edwin Prescott Sampson
571	Sebago	Potter Academy	Albert C. Eames.....
572	South Berwick	Berwick Academy	F. Stanley Stebbins
573	South China	Erskine Academy	W. J. Thompson.....
574	Vassalboro	Oak Grove Seminary	Arthur M. Charles.....
575	Waterville.....	Coburn Classical Institute	Franklin W. Johnson, A. M. ..
576	Wilton.....	Wilton Academy	Drew T. Harthorn.....
577	Yarmouth	North Yarmouth Academy*.....	Rev. B. P. Snow, A. M.
	MARYLAND.		
578	Baltimore (604 Park avenue).....	Academy of the Visitation	Sisters of the Visitation
579	Baltimore (Bolton Park, Mount Royal Station).....	The Boys' Latin School	James A. Dunham.....
580	Baltimore (Cathedral and Preston streets).....	Bryn Mawr School	Edith Hamilton, M. A.....
581	Baltimore (Cathedral and Mulberry streets).....	Calvert Hall College	Brother Denis
582	Baltimore (917 North Charles street).....	The Cary School	Mrs. and Miss Cary.....
583	Baltimore (Charles street extended).....	The Country School (boys).....	Roland J. Mulford.....
584	Baltimore (851 North Howard street).....	Deichmann's College Preparatory School.....	E. Deichmann, Ph. D.....
585	Baltimore (Walbrook).....	Epiphany Apostolic College.....	Rev. L. J. Welbers
586	Baltimore (Park avenue and Laurens street).....	Friends' School	John W. Gregg.....
587	Baltimore	The Girls' Latin School	Harlan Updegraff.....
588	Baltimore (851-853 Hollins and Parkins streets).....	Knapp's Institute (F.).....	Wm. A. Knapp
589	Baltimore (310 West Hoffman).....	Milton Academy	W. Joseph Heaps
590	Baltimore (Station D).....	Mount St. Joseph's College.....	Brother Joseph.....
591	Baltimore	The Randolph-Harrison School ..	Mrs. Jane R. H. Randall
592	do	St. Frances Academy*.....	Mother Magdalen
593	Baltimore (915 North Charles street).....	The Southern Home School.....	Miss Duff and Miss Pendleton ..
594	Baltimore (909 Cathedral street).....	Wilford Home School	Mrs. Walter R. Bullock
595	Brookeville	Brookeville Academy	Clinton M. Moore
596	Brunswick	Brunswick Seminary	J. J. Shenk.....
597	Catonsville.....	Mount De Sales Academy*.....	Sister Ignatia Aiken.....
598	Charlotte Hall	Charlotte Hall School	George M. Thomas, A. M.....
599	do	Gay Hill Female School	Edwin T. Briscoe.....
600	Colora	West Nottingham Academy.....	John G. Conner, A. M.....
601	Darnestown	Andrew Small Academy	W. F. McIlwee.....
602	Ellicott City	"Dundee"—School for Girls	Mrs. E. E. Baird Chenoweth ..
603	Emmitsburg	St. Joseph's Academy	Sisters of Charity
604	Forest Glen	National Park Seminary	John A. I. Cassidy.....
605	Frederick	Frederick College	E. E. Cates
606	do	St. John's Literary Institution ..	Rev. J. F. X. Coleman, S. J.....
607	Gaithersburg	Fair View Seminary	Grace Herr Frantz.....
608	Hyattsville.....	Melrose Institute	Miss Eleanor Lewin.....
609	La Plata.....	Maryland Normal and Preparatory School.....	H. H. Lintner.....

*Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.		Graduates in 1902.		College preparatory students in the class that graduated in 1902.											
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Nonsect ...	2	0	50	40	0	0	8	8	12	0	10	10	9	6	4	0	1,830	\$12,000	565			
Nonsect ...	1	3	36	24	0	0	...	...	...	...	6	9	4	9	4	0	25,118	566	
Free Bapt...	2	8	56	59	4	6	20	18	8	4	4	5	2	0	4	0	500	5,000	567			
R. C.	0	5	0	67	0	0	0	0	0	0	0	11	...	...	4	0	...	568		
R. C.	0	4	0	20	0	22	0	0	0	0	0	5	...	...	4	0	...	569		
Nonsect ...	3	6	70	81	0	0	24	20	7	0	16	17	4	7	4	0	3,070	36,000	570			
Nonsect ...	1	2	18	22	0	0	2	1	1	0	1	3	1	3	4	0	340	12,000	571			
Nonsect ...	2	3	40	45	4	13	4	3	...	...	5	11	3	2	4	0	150	70,000	572	
Nonsect ...	1	2	30	25	0	0	...	2	3	...	...	...	...	...	4	0	300	3,500	573
Friends...	3	4	34	41	6	9	4	6	5	8	...	...	...	...	4	0	200	40,000	574
Bapt.	5	7	83	73	0	0	36	24	17	0	...	...	...	...	4	0	3,517	75,000	575
Nonsect ...	1	4	45	28	0	0	14	6	6	0	6	3	4	1	4	0	800	15,650	576			
Nonsect ...	1	4	18	26	5	2	4	5	0	2	1	4	1	2	4	0	2,000	17,200	577			
R. C.	0	7	0	35	0	90	...	...	...	...	0	5	...	...	4	0	...	...	578
Nonsect. ...	8	1	96	0	31	0	20	0	16	0	23	0	20	0	4	0	...	40,000	579			
Nonsect ...	0	14	0	128	0	110	0	22	...	...	0	4	0	4	4	0	1,300	...	580	
R. C.	7	0	79	0	108	0	...	...	79	0	10	0	...	...	...	...	5,103	175,000	581
Nonsect ...	0	8	0	62	0	8	...	...	...	...	0	3	...	...	4	...	...	...	582
Nonsect ...	9	0	57	0	19	0	30	0	...	...	1	0	1	0	6	...	...	...	583
Nonsect ...	7	0	60	0	20	0	30	0	25	0	20	0	15	0	4	0	...	15,000	584			
R. C.	5	0	40	0	0	0	40	0	...	...	6	0	...	...	5	0	1,000	120,000	585
Friends...	3	3	28	29	78	93	2	4	16	2	1	1	1	0	4	0	3,000	45,000	586			
M. E.	0	11	0	186	0	0	...	...	...	...	0	42	0	31	4	0	1,092	175,000	587
Nonsect ...	3	3	40	35	72	43	5	2	...	...	6	2	...	...	...	0	2,950	55,000	588
Nonsect ...	4	1	15	0	20	0	2	0	5	0	2	0	2	0	4	0	500	5,000	589			
R. C.	5	0	37	0	98	0	25	0	10	0	6	0	3	0	4	0	7,000	190,300	590			
Nonsect ...	0	6	0	47	6	34	0	28	0	0	0	1	0	1	4	0	1,200	...	591			
R. C.	0	3	0	35	0	35	...	...	...	...	...	...	...	...	4	...	...	...	592
Nonsect ...	1	6	0	13	0	0	...	...	...	...	...	...	...	...	4	...	2,000	...	593
Nonsect ...	0	5	0	29	8	7	...	...	...	...	0	3	0	3	5	...	600	...	59
Nonsect ...	1	1	18	13	0	0	3	0	5	2	3	1	2	0	4	0	200	9,000	595			
Nonsect ...	1	2	15	11	58	49	...	...	...	...	0	0	...	...	3	0	300	5,000	596
R. C.	0	10	0	50	0	35	...	...	...	...	0	2	...	...	4	0	4,000	...	597
Nonsect ...	4	0	62	0	16	0	3	0	1	0	3	0	3	0	3	62	1,300	20,000	598			
Nonsect ...	1	2	0	10	1	3	0	4	0	2	...	...	...	...	2	...	...	...	599
Nonsect ...	2	0	24	15	1	0	5	1	6	2	1	0	1	0	4	0	300	10,000	600			
Presb.	1	2	10	11	15	20	...	...	...	...	...	...	...	...	4	0	100	35,000	601
Presb.	0	1	1	3	2	7	...	...	...	...	...	...	...	...	4	0	500	10,000	602
R. C.	0	5	0	37	0	43	0	1	...	...	0	2	...	...	4	0	...	...	603
Nonsect ...	2	10	0	100	0	100	0	4	...	...	0	12	...	...	5	0	1,000	100,000	604
Nonsect ...	3	3	32	0	5	3	12	0	4	0	4	0	2	0	5	32	6,000	15,000	605			
R. C.	2	0	18	0	40	0	3	0	2	0	2	0	...	...	3	18	8,000	40,000	606	
Nonsect ...	0	6	0	26	0	4	0	10	...	...	0	2	...	...	4	0	1,000	2,000	607
Nonsect ...	0	2	0	18	0	26	...	...	...	...	0	7	...	...	4	0	...	22,000	608
Nonsect ...	0	1	23	7	13	4	1	1	...	...	...	...	...	...	4	0	50	2,500	609

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	MARYLAND—continued.		
610	Leonardtown	St. Mary's Academy.....	Sisters of Charity.....
611	McDonogh	McDonogh Institute.....	S. T. Moreland.....
612	Millersville	Anne Arundel County Academy.....	C. E. Burchend.....
613	Mount Washington.....	Mount St. Agnes' College.....	Sister Mary Paul.....
614	.....do.....	Mount Washington Seminary for Boys.*	Sister Mary Bonaventure.....
615	Port Deposit.....	The Jacob Tome Institute.....	Abram W. Harris, LL. D.....
616	Reisterstown.....	The Hannah More Academy.....	Rev. Joseph Fletcher.....
617	Rising Sun	Friends' Normal Institute*.....	Miss Mary T. Barton.....
618	Rockville	Rockville Academy.....	W. Pinckney Mason.....
619	St. James School	St. James School*.....	J. Henry Harrison.....
620	St. Marys City.....	St. Mary's Female Seminary*.....	Mrs. L. V. Maddox.....
621	Sandy Springs.....	Sherwood Friends' School*.....	Elizabeth P. M. Thom.....
622	Sykesville.....	Warfield College School.....	C. W. Stryker and Geo. W. West.....
623	Taneytown.....	Milton Academy.....	Henry Meier.....
	MASSACHUSETTS.		
624	Andover.....	Abbot Academy.....	Miss Emily A. Means.....
625	.....do.....	Phillips Academy.....	C. F. P. Bancroft; W. B. Graves, acting principal.
626	.....do.....	Punchard Free School.....	Frank O. Baldwin.....
627	Arlington (24 Medford street).....	St. Malachy School.....	Sister Ludwina.....
628	Ashburnham.....	Cushing Academy*.....	Henry S. Cowell, A. M.....
629	Billerica.....	Howe School.....	Earl C. Davis.....
630	.....do.....	Mitchell's Boys School.....	M. C. Mitchell.....
631	Boston (Back Bay) (204 Berkeley street).....	Academy of Notre Dame.....	Sister Mary Johanna.....
632	Boston (1022 Boylston street).....	Ballow and Hobigand Preparatory School.....	H. M. Ballow and J. A. Hobigand.....
633	Boston (115 Beacon street).....	Bellows' Private School for Girls.....	John Adams Bellows.....
634	Boston (253 Commonwealth avenue).....	Chamberlayne's (Miss) School for Girls.....	Miss Catharine J. Chamberlayne.....
635	Boston (Back Bay) (458 Boylston street).....	Chauncey Hall School.....	Messrs. Taylor, Hagar, and Kurt.....
636	Boston (109 Beacon street).....	Classical School.....	George W. C. Noble and James J. Greenough.....
637	Boston (324 Commonwealth avenue).....	The Commonwealth Avenue School.....	Miss Fanny C. Guild.....
638	Boston (91 Newbury street).....	Curtis (Miss) and Peabody's (Miss) Private School.....	Elizabeth Curtis and L. G. Peabody.....
639	Boston (25 Chestnut street).....	The De lafield-Colvin School.....	Mrs. Mary N. Colvin.....
640	Boston (30 Huntington avenue).....	The De Meritte School.....	Edwin D. Meritte.....
641	Boston (618 Massachusetts avenue).....	Female Academy of the Sacred Heart.....	Mme. F. Malloy.....
642	Boston (19 Chestnut street).....	Folsom's (Miss) School for Girls.....	Miss Ella M. Folsom.....
643	Boston (Trinity court).....	Frye Private School.....	La Roy F. Griffin.....
644	Boston (401 Beacon street).....	Home and Day School for Girls.....	Frances V. Emerson.....
645	Boston (29 Chestnut street).....	Hopkinson School.....	John P. Hopkinson.....
646	Boston (252 Marlboro street).....	Weeks (Miss) and Lougee's (Miss) School for Girls.....	Miss Emily Weeks and Miss Susan C. Lougee.....
647	Boston (95 Beacon street).....	Winsor's (Miss) School.....	Miss Mary Pickard Winsor.....
648	Bradford.....	Bradford Academy.....	Miss Laura A. Knott.....
649	Brighton.....	Mount St. Joseph Academy.....	Sister Superior.....
650	Brinfield.....	Hitchcock Free Academy.....	Wellington Hodgins, A. M.....
651	Cambridge.....	Browne and Nichols School (boys).....	George H. Browne, Edgar H. Nichols.....
652	.....do.....	The Gilman School for Girls.....	Arthur Gilman.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.			
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.		Graduates in 1902.		College preparatory students in the class that graduated in 1902.										
	Male.	Female.											Male.	Female.						Male.	Female.
1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			
R. C.	0	4	7	40	8	20				0	8	0	1	0	1	5	0	500	\$6,000	610	
Nonsect ..	6	0	40	0	110	0	2	0			9	0	2	0	3	40	4,000	387,000		611	
Nonsect ..	4	2	16	18	0	0	1	1	6	6	1	5	1	3			0	25	15,000		612
R. C.	0	4	0	25	0	65	0	12			0	1	0	1	4	0	1,500				613
R. C.	2	0	10	0	26	0															614
Nonsect ...	16	9	94	85	186	185	3	0	3	1	14	10			4	0	7,000	800,000			615
P. E.	0	7	0	60	0	34					0	5				0	500	75,000			616
Friends ..	0	1	10	8	4	0	1	0			0	0				0	86				617
Nonsect ...	2	0	29	15	0	0					0	2					350				618
Epis.	3	0	17	0	0	0															619
Nonsect ...	0	6	0	37	2	13					0	8			2				75,000		620
Friends ..	0	4	10	10	20	26									3	0	300				621
Epis.	3	0	19	0	0	0	4	0	4	0	2	0	1	0	4	0	400	8,000			622
Nonsect ...	6	1	25	19	6	8	8	5	6	3	8	9	6	5	4	0	900	3,500			623
Nonsect ...	1	12	0	90	0	0	0	17			0	12	0	3		0	4,800	165,850			624
Cong.	21	0	403	0	0	0	204	0	199	0	109	0	109	0	4	0	3,300	200,000			625
Nonsect ...	1	3	48	77	0	0	1	8	7	0	5	13	4	1	4	0	500	27,000			626
R. C.	0	1	0	15	0	134															627
Nonsect ...	7	9	97	95	0	0	20	25	14	6	17	20	6	9	4	0	1,800	172,432			628
Nonsect ...	2	0	24	36	0	0	3	8	3	0	2	5	0	0	4		100	8,600	629		629
Nonsect ...	5	0	20	0	20	0	6	0	2	0	7	0	7	0	20		500	80,000			630
R. C.	0	5	0	60	0	90	0	1	0	1	0	9	0	1	4		6,000	209,000			631
Nonsect ...	5	0	51	17	0	0	4	0	7	5	25	5	24	5	4	0	100	300			632
Nonsect ...	1	6	0	22	0	0	0	1	0	0						0	1,000				633
Nonsect ...	0	13	0	33	0	2	0	3									3,000				634
Nonsect ...	3	6	35	19	14	4	2	6	20	0	0	5	1	1	4	0	600	1,000			635
Nonsect ...	6	0	102	0	107	0	88	0	14	0	20	0	20	0	4	0	200	125,000			636
Nonsect ...	0	8	0	29	0	0			0	3	0	4	0	1							637
Nonsect ...	0	8	0	30	0	20	0	12	0	0	0	10	0	10							638
Epis.	0	9	0	28	0	2	0	1			0	6	0	0	4		500	5,000			639
Nonsect ...	3	2	28	0	5	0	11	0	14	0	3	0	2	0	4	0	200				640
R. C.	0	5	0	26	0	34											1,805	70,000			641
Nonsect ...	0	10	0	60	0	0	0	11	0	0	0	15	0	2	4	0	700				642
Nonsect ...	3	1	33	2	1	0	1	0	3	0	3	0	1	0	4	0	300	2,500			643
Nonsect ...	0	8	0	33	0	0	0	5													644
Nonsect ...	7	0	45	0	25	0	9	0	14	0	23	0	23	0	5	0	2,000	70,000			645
Nonsect ...	0	8	0	33	0	15	0	0	0						4	0	1,500				646
Nonsect ...	0	14	0	97	0	12	0	7	0	0	0	12	0	2	5	0			26,595		647
Nonsect ...	2	11	0	75	0	6			0	5	0	17	0	0	5	0	5,000	300,000			648
R. C.	0	8	0	31	0	51					0	2	0	0	4		1,600	132,075			649
Nonsect ...	2	2	20	31	0	0	7	8	4	6	4	7	1	2	4	0	2,000	8,000			650
Nonsect ...	7	0	59	0	24	0	38	0	13	0	16	0	16	0	5	0	200	40,000			651
Nonsect ...	0	13	0	58	0	17	0	10	0	11					5	0					652

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	MASSACHUSETTS—continued.		
653	Cambridge	The Lee School	Miss Mary Louisa Kelly.....
654	.....do	Private School for Boys and Girls.	Miss Sarah W. Ames.....
655	.....do	Sherman Hall.....	Thomas Hooper Eckfeldt
656	Concord	Concord School.....	Frederick Winsor
657	.....do	Middlesex School.....	Miss Flora J. White.....
658	.....do	White's (Miss) Home School	Robert Pelton Sibley.....
659	Deerfield	Deerfield Academy and Dickinson High School.*	
660	Dudley	Nichols Academy.....	Alfred G. Collins
661	Duxbury	Powder Point School	F. B. Knapp
662	East Boston	Star of the Sea School	H. R. O'Donnell
663	Easthampton.....	Williston Seminary	Joseph H. Sawyer
664	East Northfield.....	Northfield Seminary.....	Miss Evelyn S. Hall
665	Everett	Home School for Girls.....	Miss M. F. Weld
666	Fall River	Academy La Ste. Union des Sacrés Cœurs.	Sister Mary Aidan.....
667	Franklin	Dean Academy	Arthur W. Peirce
668	Greenfield	Prospect Hill School.....	Caroline R. Clark
669	Groton	Groton School	Rev. Endicott Peabody.....
670	Hadley	Hopkins Academy	George H. Driver
671	.....do	The Mount Pleasant Institute	Wm. K. Nash, M. A.
672	Harvard	Bromfield School	Miss Lilla Frost
673	Hatfield	Smith Academy*	Howard Williams Dickinson.
674	Haverhill.....	St. James School	Sister M. de Chantal
675	Hingham	Derby Academy*	Sarah G. Robinson
676	Lawrence	St. Mary's School	James T. O'Reilly
677	Leicester	Leicester Academy	William E. Cate
678	Lowell	The Rogers Hall School for Girls*.	Eliza P. Underhill, M. A.
679	Marion	Tabor Academy.....	Nathan Chipman Hamblin
680	Merrimac	Whittier Home School for Girls.....	Mrs. Annie Brackett Russell..
681	Milton	Milton Academy	Harrison O. Apthorp.....
682	Monson	Monson Academy	James Francis Butterworth ..
683	Mount Hermon.....	Mount Hermon School (boys)	Henry F. Cutler
684	Natick	Walnut Hill School for Girls.....	Charlotte H. Conant, B. A., Florence Bigelow, M. A.
685	New Bedford	Friends' Academy	Grace B. Dodge
686	.....do	Mosher's Home Preparatory School.	Charles E. E. Mosher.....
687	New Dorchester (23 Allston street).	Shawmut School for Girls.....	Ella G. Ives
688	Newton (429 Center street).	Cutler's Preparatory School	Edward H. Cutler
689	Newton (60 Elmwood street).	Newton Private School for Girls.....	Mabel T. Hall
690	Northampton.....	The Mary A. Burnham School for Girls.*	Miss B. T. Capen.....
691	Norton	Wheaton Seminary	Rev. Samuel V. Cole, D. D.
692	Pittsfield	The Berkshire School.....	Arthur J. Clough, A. M.
693	.....do	Hall's (Miss) School	Miss Mira H. Hall
694	Quincy	Woodward Institute for Girls.....	Frederic W. Plummer
695	Roxbury	Notre Dame Academy	Sister Julia
696	.....do	Roxbury Latin School	Wm. C. Collar
697	Salem	Draper's (Miss) Private School	Miss A. C. Draper
698	.....do	Walker's Preparatory School	Frank L. Walker
699	Sherborn	Sawin Academy and Dowse High School.	Ernest Roy Greene.....
700	Southboro	St. Mark's School	Wm. Greenough Thayer, D. D.
701	South Boston	St. Augustine School	Sister Albertina
702	South Braintree	Thayer Academy	Wm. Gallagher, Ph. D.
703	South Byfield.....	Dummer Academy	Perley Leonard Horne
704	South Lancaster	South Lancaster Academy.....	Frederick Griggs
705	South Worthington	The Conwell Academy*	Miss Minnie H. Bridgeman...
706	Springfield	"The Elms" Home Day, and Music School for Girls.	Miss Charlotte W. Porter

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.										
	Classical course.						Scientific course.		Male.	Female.					Male.	Female.							
4	5	6	7	8	9	10	11	12			13	14	15	16			17	18	19	20	21	22	
Epis	0	6	0	16	0	3	0	3	0	0	0	6	0	3	....	....	750	\$25,000	653		
Nonsect	0	2	0	10	0	0	0	2	....	....	....	....	....	....	4	....	....	....	654
Epis	3	0	13	0	4	0	13	0	....	....	1	0	1	0	5	....	1,000	40,000	655	
Nonsect	4	0	18	0	2	0	14	0	4	0	....	....	....	....	5	0	1,000	130,000	656
Nonsect	0	5	6	12	0	0	....	....	....	....	....	....	....	....	4	0	....	10,000	657
Nonsect	0	1	9	12	5	3	0	0	0	0	2	0	0	0	4	0	45	16,000	658				
Nonsect	2	1	32	30	0	0	6	3	12	5	2	5	1	2	4	0	3,200	100,000	659				
Nonsect	5	0	20	0	18	0	6	0	8	0	6	0	5	0	4	0	....	....	660		
R. C	0	11	20	26	211	231	1	0	....	....	5	18	....	....	2	0	....	....	661
Cong	11	0	102	0	72	0	52	1	38	0	35	1	25	1	4	0	3,500	150,000	662				
Nonsect	2	23	0	249	0	196	0	34	0	34	0	18	0	4	4	0	6,070	375,000	663				
Nonsect	0	5	0	25	2	5	0	6	....	....	0	8	0	3	4	0	500	20,000	664		
R. C	0	3	0	24	10	40	....	....	....	....	....	....	....	....	4	....	230	....	665
Univ	6	7	80	67	3	2	24	20	17	0	18	16	8	10	4	0	2,000	150,000	667				
Unitarian	2	6	0	22	0	2	0	4	....	....	0	5	0	4	4	0	....	....	668
P. E	17	0	158	0	0	0	156	0	2	0	18	0	18	0	6	0	4,000	750,000	669				
Nonsect	1	1	10	15	0	0	....	....	....	....	1	4	1	4	4	0	600	....	670
Nonsect	1	0	4	0	9	0	0	0	4	0	....	....	....	....	4	0	500	10,000	671
Nonsect	0	4	8	15	0	0	0	1	1	0	1	4	0	1	4	0	2,000	30,000	672				
Nonsect	1	2	29	25	0	0	5	4	0	6	5	5	1	4	4	0	600	24,742	673				
R. C	1	5	20	25	413	453	6	0	2	0	6	9	3	1	3	0	1,100	150,000	674				
Nonsect	0	1	3	9	7	15	....	....	....	....	....	....	....	....	4	0	....	....	675
R. C	0	2	0	32	658	599	....	....	....	....	0	8	....	....	4	0	2,000	250,000	676
Nonsect	1	2	33	36	0	0	0	3	....	....	2	4	0	1	4	0	200	15,000	677		
Nonsect	3	13	0	40	0	6	0	15	....	....	0	3	0	1	5	40	775	40,000	678		
Nonsect	3	3	29	29	0	0	0	5	13	2	12	7	9	3	6	0	1,521	25,000	679				
Nonsect	0	4	0	14	0	12	0	14	....	....	0	2	0	1	4	0	500	15,000	680		
Nonsect	12	4	84	0	11	25	....	....	....	....	8	1	8	0	6	0	1,500	350,000	681
Nonsect	3	5	48	63	0	0	22	6	....	....	9	7	2	2	4	0	2,300	16,000	682		
Nonsect	13	11	271	0	153	0	....	....	....	....	25	0	21	0	4	0	6,503	445,553	683
Nonsect	2	14	0	59	0	0	0	32	....	....	0	5	0	5	4	0	1,400	40,000	684		
Nonsect	2	5	2	24	8	13	2	4	0	0	0	6	0	2	4	0	....	....	685		
Nonsect	2	4	21	12	12	2	3	1	10	2	4	2	4	2	4	0	....	....	686		
Cong	0	5	0	14	0	4	....	....	....	....	....	....	....	....	4	0	....	....	687
Nonsect	1	2	7	4	5	1	4	4	3	0	....	....	....	....	....	0	....	....	688
Nonsect	0	3	9	4	0	6	....	....	....	....	....	....	....	....	4	0	....	....	689
Nonsect	0	12	0	93	0	57	....	....	....	....	....	....	....	....	4	....	5,000	....	690
Nonsect	1	13	0	119	0	0	0	5	0	17	0	10	....	....	4	0	6,050	96,000	691		
Nonsect	1	3	6	4	8	1	....	....	4	3	1	0	1	0	4	0	700	15,000	692		
Nonsect	1	5	0	40	20	40	0	1	0	29	0	....	....	....	0	....	250	....	693
Nonsect	2	8	0	109	0	13	0	10	0	0	0	14	0	5	5	0	550	50,000	694				
R. C	0	4	0	60	0	45	0	8	....	....	0	10	0	3	4	....	5,675	184,900	695	
Nonsect	8	0	13	0	64	0	110	0	3	0	19	0	19	0	6	0	3,000	....	696			
Nonsect	0	2	0	4	0	0	....	....	....	....	....	....	....	....	....	0	....	....	697
Nonsect	2	1	22	8	2	0	10	7	12	0	....	....	....	....	4	0	200	....	698
Nonsect	1	1	4	9	4	6	0	0	0	0	0	1	0	0	4	0	40	16,000	699				
P. E	14	0	100	0	25	0	90	0	10	0	34	0	34	0	5	0	4,000	300,000	700				
R. C	0	3	0	28	213	709	....	....	....	....	0	7	....	....	3	....	....	....	701
Nonsect	5	2	76	55	0	0	25	22	25	6	8	5	8	3	4	0	3,500	107,000	702				
Nonsect	5	1	31	4	2	0	14	4	10	0	8	3	7	3	5	0	1,500	10,000	703				
7th D. Adv.	7	3	50	65	27	18	....	....	....	....	1	5	....	....	4	0	800	3,500	704
Nonsect	0	1	13	10	0	0	....	....	....	....	....	....	....	....	3	....	....	....	705
Nonsect	2	8	0	36	0	14	0	25	....	....	0	2	0	2	4	....	4,000	....	706

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
MASSACHUSETTS—continued.		
707 Springfield	The MacDuffie School	John MacDuffie, Ph. D.
708 Taunton	Bristol Academy	A. B. Maggs
709 Waban	The Waban School	J. H. Pillsbury
710 ..do	Windsor Hall School	Anna M. Goodnow
711 Waltham	St. Mary's School	Brother Gregory
712 ..do	Waltham New Church School	Benjamin Worcester
713 Watertown	St. Patrick School	Sister Antoninus Neeley
714 Wellesley	Dana Hall School	Helen Temple Cooke
715 ..do	Rock Ridge	George Rantoul White
716 ..do	Wellesley School for Boys	Edward A. Benner
717 West Boxford	Barker Free School *	N. B. Sargent
718 West Bridgewater	Howard Seminary	Sarah E. Laughton
719 Westford	Westford Academy	William E. Frost
720 West Newton	Allen English and Classical School	Albert Edward Bailey
721 Wilbraham	Wesleyan Academy	William Rice Newhall, D. D.
722 Wollaston	Quincy Mansion School	Horace Mann Willard
723 Worcester	The Banerft School	Frank H. Robson, A. M.
724 ..do	Highland Military Academy	Joseph Alden Shaw, A. M.
725 ..do	Kimball's (Miss) School for Girls	Miss E. A. Kimball
726 ..do	St. John's School *	Brother Robert
727 ..do	Worcester Academy	D. W. Abercrombie, LL. D.
MICHIGAN.		
728 Adrian	Raisin Valley Seminary	Bertrand L. Jones
729 Ann Arbor	St. Thomas's School	Sister M. Magdalene
730 Benton Harbor	Benton Harbor College *	G. J. Edgecombe, A. M., Ph. D.
731 Benzonia	Benzonia Academy	Charles W. Dunn
732 Chase	Chase School	William P. Griffiths
733 Clarksville	Clarksville Academy *	Charles J. Transue
734 Detroit (322 Jefferson avenue)	Academy of the Sacred Heart	Madame Anna Hutton
735 Detroit (73 Stimson place)	The Detroit Home and Day School	Miss Ella M. Liggett
736 Detroit (643-645 Jefferson avenue)	Detroit Seminary	Mrs. E. F. Hammond
737 Detroit (24-46 Elmwood avenue)	Detroit University School	Frederick Leroy Bliss
738 Escanaba	St. Joseph's High School	Sister M. Pacifica
739 Grand Haven	Akeley Hall	Susan Hill Yerkes
740 Grand Rapids (105 North College avenue)	Powell's Private School	C. P. Powell
741 Grosse Pointe	Academy of the Sacred Heart	K. Cantwell
742 Kalamazoo	Michigan Female Seminary	Elsie G. Hobson
743 Laurium	Sacred Heart Academy	Rev. S. A. Perron, O. F. M.
744 Marquette	St. Joseph's Academy *	Sister M. Agnes
745 Monroe	St. Mary's Academy	Mother M. Meehtildis
746 Orchard Lake	Michigan Military Academy	James Hugh Harris
747 Saginaw	St. Andrew's Academy	Sister M. Gregoria
748 Spring Arbor	Spring Arbor Seminary	David S. Warner
749 Traverse City	Academy of Holy Angels *	Sister Mary Assisium
MINNESOTA.		
750 Albert Lea	Luther Academy	M. L. Ullensvang
751 Duluth	Sacred Heart Institute	Mother Scholastica
752 Faribault	Bethlehem Academy	Miss Carolina Wright Eells
753 ..do	St. Mary's Hall	James Dobbins
754 ..do	Shattuck School	John T. Aaker
755 Fergus Falls	Park Region Luther College	

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
	Second-ary in-structors.		Second-ary students.		Elementary pupils, including all below secondary grades.	Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.											
	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.										
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
Nonsect	4	7	0	45	2	27	0	17	0	0	0	5	0	4	5	0	3,000	\$20,000	707				
Nonsect	1	1	8	1	15	20	2	0	2	0	2	0	2	0	4	0	300	15,000	708				
Nonsect	3	2	15	0	4	0	8	0	7	0	1	0	1	0	4	0	2,000	18,000	709				
Nonsect	0	2	0	7	0	5	0	0	0	0	0	1	0	0	4	0	0	8,000	710				
R. C.	3	0	35	0	485	0	5	0	3	0	9	0	0	0	3	0	0	0	711				
New Jerusalem Church.	3	5	16	23	16	23	2	0	2	0	0	0	0	0	0	0	500	70,000	712				
R. C.	0	1	6	9	294	351	0	0	0	0	6	9	0	0	2	0	800	40,000	713				
Nonsect	0	25	0	175	0	0	0	0	0	0	0	35	0	0	4	0	0	150,000	714				
Nonsect	5	0	15	0	9	0	3	0	1	0	0	0	0	0	4	8	200	75,000	715				
Nonsect	2	0	46	0	10	0	4	0	0	0	0	0	0	0	4	0	0	7,500	716				
Nonsect	1	0	6	17	0	0	0	0	0	0	0	0	0	0	4	0	75	717					
Nonsect	2	10	0	33	0	14	0	1	0	1	0	11	0	2	4	0	0	75,000	718				
Nonsect	1	1	14	24	0	0	0	5	11	2	1	1	0	0	4	0	200	22,350	719				
Nonsect	5	3	21	7	14	2	7	0	2	0	4	2	4	0	4	0	200	82,000	720				
M. E.	6	6	96	57	5	18	1	37	13	10	11	9	4	0	4	0	10,000	206,139	721				
Nonsect	0	9	0	43	0	10	0	6	0	0	0	10	0	3	4	0	4,000	0	722				
Nonsect	2	6	3	48	52	0	0	0	0	0	0	0	0	0	4	0	100	0	723				
P. E.	6	0	36	0	12	0	6	0	10	0	9	0	9	0	3	36	1,000	35,000	724				
Nonsect	0	7	0	35	0	10	0	16	0	0	0	5	0	0	4	0	0	40,000	725				
R. C.	3	6	20	76	665	749	0	0	0	0	3	19	0	0	4	0	0	0	726				
Nonsect	3	0	173	0	30	0	75	0	75	0	20	0	20	0	4	0	2,500	500,000	727				
Friends....	1	4	45	17	0	0	6	3	0	0	1	1	0	0	4	0	700	10,000	728				
R. C.	1	2	2	9	90	98	0	3	0	0	0	3	0	3	4	0	0	0	729				
Nonsect	5	3	119	157	24	29	34	46	72	119	7	19	0	0	4	64	2,000	45,000	730				
Cong.	2	3	20	25	11	41	2	0	4	1	2	0	2	0	4	0	6,000	15,000	731				
Nonsect	1	0	5	4	55	31	0	0	0	0	0	0	0	0	0	0	0	1,000	732				
Nonsect	2	1	21	7	7	0	0	0	0	0	0	0	0	0	0	0	0	0	733				
R. C.	0	5	0	30	0	33	0	0	0	0	0	0	0	0	5	0	3,040	0	734				
Nonsect	1	15	0	148	23	150	0	50	0	0	0	20	0	10	5	0	1,987	75,000	735				
Nonsect	1	7	0	58	8	52	0	4	0	0	0	9	0	4	4	0	3,000	8,000	736				
Nonsect	11	3	159	0	130	0	57	0	100	0	17	0	16	0	5	0	1,522	14,000	737				
R. C.	0	8	18	23	141	159	0	0	0	0	0	4	0	0	4	0	300	45,000	738				
Epis.	0	8	0	26	0	4	0	1	0	0	0	8	0	1	4	0	1,000	0	739				
Nonsect	1	2	17	12	7	4	0	0	0	0	0	0	0	0	0	0	0	0	740				
R. C.	0	13	0	40	0	18	0	0	0	0	0	4	0	0	0	0	0	0	741				
Presb.	0	9	0	73	0	12	0	7	0	0	0	16	0	5	4	0	2,000	75,000	742				
R. C.	2	4	10	29	376	297	0	0	0	0	2	2	0	0	4	0	0	0	743				
R. C.	0	6	10	50	190	180	0	0	0	0	1	4	0	0	4	0	0	0	744				
R. C.	0	12	0	85	0	173	0	2	0	2	0	9	0	2	4	0	3,449	98,487	745				
Nonsect	9	0	113	0	5	0	2	0	51	0	34	0	21	0	4	113	6,000	300,000	746				
R. C.	0	5	18	40	72	100	0	0	0	0	0	4	0	0	4	0	350	0	747				
Free Meth.	3	1	31	27	25	19	0	0	0	1	3	5	0	1	4	0	600	10,000	748				
R. C.	0	2	0	12	0	14	0	0	0	0	0	3	0	0	4	0	500	15,000	749				
Luth.	2	2	14	6	56	24	6	5	0	0	5	1	4	0	3	0	700	25,000	750				
R. C.	0	8	0	70	0	89	0	0	0	0	0	9	0	0	4	0	2,500	45,000	751				
R. C.	0	6	0	40	0	50	0	0	0	0	0	3	0	0	4	0	800	0	752				
Epis.	0	6	0	60	0	13	0	0	0	0	0	8	0	7	0	0	3,000	100,000	753				
Epis.	12	0	164	0	23	0	9	0	35	0	20	0	14	0	4	164	3,000	0	754				
Luth.	6	1	192	34	0	0	11	0	0	0	3	5	3	0	3	0	600	60,000	755				

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	MINNESOTA—continued.		
756	Minneapolis	Academy of the Holy Angels*	Sister Frances Clare
757	Minneapolis (1800-1804 First avenue south)	Graham Hall School for Girls	Zulema A. Ruble, A. B.
758	Minneapolis (Harvard and Delaware streets)	Minneapolis Academy	Edward W. Hauck
759	Minneapolis (2118-2122 Pleasant avenue)	Stanley Hall	Miss O. A. Evers
760	Montevideo	Windom Institute	M. L. Burton, B. A.
761	Owatonna	Academy of the Sacred Heart	Sister M. Leo
762	do	Pillsbury Academy	Rev. James Wm. Ford, Ph. D.
763	Redwing	Red Wing Seminary	Rev. M. G. Hanson
764	St. Joseph	St. Benedict's Academy	Mother Cecilia
765	St. Paul (459 Portland avenue)	Baldwin Seminary	Clinton J. Backus
766	St. Paul (Merriam Park) ...	College of St. Thomas	Rev. John F. Dolphin, A. M.
767	St. Paul	Concordia College	Theodore Buenger
768	St. Paul (205 West Sixth street)	Cretin High School	Brother Ambrose
769	St. Paul	The Freeman School	Annie J. Loomis
770	St. Paul (Western avenue and Nelson street)	St. Joseph's Academy	Sister Hyacinth
771	St. Paul (407 East Ninth street)	St. Mary's High School*	Sister Victoria
772	St. Paul (155 Western avenue north)	St. Paul Academy	F. W. Fiske and C. N. B. Wheeler
773	St. Paul	Visitation Convent	M. C. Shepherd
774	St. Paul Park	St. Paul's College	Wm. F. Finke, A. M.
775	Wilder	The Breck School	Edward P. Coleman
776	Willmar	Willmar Seminary	Henry Solum
777	Winona	The Winona Seminary	Sister M. Celestine
	MISSISSIPPI.		
778	Abbeville	Abbeville Normal School	E. D. Langley
779	Bay St. Louis	St. Stanislaus College	Brother Isidore
780	Braxton	Braxton Collegiate Institute	M. McCullough
781	Byhalia	Kate Tucker Institute*	Kate Eugenia Tucker
782	Cascilla	Cascilla High School*	Professor Guinn
783	Chalybeate	Chalybeate Springs Institute*	J. N. Berry
784	Chatawa	St. Mary's Institute	Sister M. Apollinaire
785	Clarkson	Bennett Academy	Wm. A. Davis
786	Clinton	Mount Herman Seminary	Sarah A. Dickey
787	Columbia	Columbia High School*	J. T. Calhoun
788	Dixon	Dixon High School	H. Y. Graham
789	Edwards	Southern Christian Institute	J. B. Lehman, Ph. B.
790	French Camp	French Camp Academy	H. W. Glasgow
791	Hernando	Randle's University School	E. H. Randle
792	Holly Springs	North Mississippi Presbyterian College	T. W. Raymond, D. D.
793	Houston	Mississippi Normal College	W. T. Foster
794	Jefferson	Jefferson High School*	Miss Juanita Hill
795	Lake Como	Lake Como High School	C. E. Watkins
796	Lockhart	Lockhart Male and Female Institute	W. P. Still
797	Meridian	Lincoln School	Mrs. Harriet I. Miller
798	Montrose	Forest District High School	T. C. Bradford
799	Mount Olive	Mount Olive High School	J. T. Calhoun
800	Natchez	Cathedral School	Brother Charles
801	do	Natchez College*	S. H. C. Owen
802	do	St. Joseph's School*	Sister Scholastica
803	Nettleton	Providence Male and Female College	Andrew L. Burdine

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
	Secondary instructors.	Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.		Graduates in 1902.		College preparatory students in the class that graduated in 1902.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
R. C.	2	6	0	42	0	151	0	5	4	0	350	\$60,000	756	
Nonsect ...	0	5	0	12	7	33	0	1	0	1	0	0	2	0	2	4	0	757	
Nonsect ...	7	2	92	34	8	6	...	...	50	25	18	6	15	3	4	0	700	25,000	758
Nonsect ...	1	8	0	68	0	36	0	1	0	10	0	9	0	7	4	0	1,800	...	759		
Cong.	2	3	15	21	82	80	1	1	1	1	2	3	2	3	4	0	600	23,000	760		
R. C.	0	8	0	30	40	30	...	...	0	2	0	13	0	3	4	0	800	23,000	761
Bapt.	6	4	89	101	21	14	3	0	15	8	11	22	8	7	4	110	2,500	160,000	762		
Luth.	3	0	50	0	98	0	...	...	...	...	22	0	6	0	...	...	1,300	50,000	763
R. C.	0	11	0	115	26	49	0	0	0	...	5	0	9	0	9	4	1,500	75,000	764		
Nonsect ...	1	5	31	32	6	8	2	0	9	3	2	7	2	5	4	0	1,000	200	765		
R. C.	8	0	105	0	110	0	...	...	...	...	17	0	13	0	4	0	5,000	...	766
Luth.	4	0	80	0	0	0	53	0	...	...	17	0	13	0	3	0	1,000	100,000	767
R. C.	3	0	102	0	401	0	...	...	...	...	18	0	...	...	...	...	400	40,000	768
Nonsect ...	0	5	0	12	25	70	0	1	...	...	...	...	...	...	4	...	...	...	769
R. C.	2	8	0	128	0	200	0	68	...	...	...	0	8	0	6	4	1,500	...	770
R. C.	0	2	5	13	240	238	...	...	...	...	...	...	...	...	4	...	...	50,000	771
Nonsect ...	3	0	36	0	4	0	11	0	19	0	4	0	4	0	5	0	500	...	772		
R. C.	1	3	0	55	0	20	0	8	...	...	0	2	0	1	5	...	3,000	150,000	773
M. E.	4	3	13	21	33	7	2	0	6	3	11	9	3	4	4	0	900	35,000	774		
Epis.	2	1	11	7	164	129	...	...	...	...	8	8	...	...	...	...	2,000	40,000	775
Luth.	6	2	76	40	130	46	20	1	...	...	13	8	4	0	3	0	1,200	20,000	776
R. C.	1	11	0	36	0	94	...	...	...	...	...	...	...	...	5	...	...	...	777
Nonsect ...	1	2	30	30	30	45	...	...	4	6	2	3	...	...	4	0	600	1,500	778
R. C.	8	0	91	0	72	0	2	0	14	0	13	0	6	0	4	42	4,000	60,000	779		
Nonsect ...	2	3	100	100	23	38	20	20	5	0	1	3	1	3	3	0	...	2,500	780		
Nonsect ...	1	1	7	18	28	22	...	...	3	7	0	2	...	...	4	...	1,600	10,000	781
Nonsect ...	1	2	5	15	70	60	2	0	...	...	...	...	...	...	2	0	...	3,000	782
Nonsect ...	1	1	15	13	55	60	...	...	1	2	0	0	0	0	4	0	25	1,200	783
R. C.	0	3	0	22	0	23	...	...	...	...	0	3	...	...	...	...	...	...	784
M. E.	0	5	26	25	75	75	...	...	...	...	1	1	...	...	3	...	...	12,000	785
Nonsect ...	0	2	0	8	0	87	...	...	...	...	...	...	...	...	...	...	400	25,000	786
Nonsect ...	0	3	25	26	100	140	5	5	...	...	...	...	0	0	3	...	500	6,000	787
Nonsect ...	2	3	20	15	60	55	5	6	...	...	...	...	...	...	3	...	...	2,000	788
Christian ..	2	1	16	11	40	42	...	...	...	...	1	0	...	...	...	...	612	50,000	789
Presb.	1	1	25	0	0	0	...	...	...	...	3	0	1	0	4	0	...	3,000	790
Nonsect ...	1	2	11	19	24	38	5	1	...	...	...	...	...	...	4	0	1,000	20,000	791
Presb.	0	9	0	58	0	57	...	...	...	...	0	6	...	...	4	...	600	25,000	792
Nonsect ...	1	1	25	30	100	100	10	8	...	...	...	...	...	...	2	...	...	8,000	793
Bapt.	0	1	3	11	37	44	...	...	...	...	...	...	...	...	...	...	...	2,000	794
Bapt.	1	1	20	20	38	40	...	...	...	...	4	2	...	...	4	0	...	600	795
Nonsect ...	2	0	35	45	52	47	5	4	1	2	0	3	0	1	...	0	500	4,000	796		
Cong.	0	4	80	100	50	100	4	6	...	...	8	6	2	9	4	0	300	3,500	797
Meth.	0	2	34	43	30	28	23	18	16	5	...	...	...	...	4	0	175	1,250	798
Nonsect ...	1	0	10	12	121	122	...	...	...	...	...	...	...	...	3	0	75	3,000	799
R. C.	1	0	50	0	126	0	...	...	4	0	12	0	4	0	3	0	400	40,000	800
Bapt.	1	1	15	20	58	130	2	1	2	1	9	9	...	...	...	...	1,500	...	801
R. C.	0	3	0	12	0	118	0	12	0	0	0	0	0	0	3	...	...	...	802
Nonsect ...	2	1	14	12	80	68	...	...	...	...	...	...	...	...	4	0	250	3,000	803

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

	State and post-office.	Name.	Principal.
	1	2	3
	MISSISSIPPI—continued.		
804	New Albany.....	New Albany High School.....	J. E. Brown.....
805	Pittsboro.....	Pittsboro Male and Female College.*	Professor Milan.....
806	Quitman.....	The Watkins Training School.....	J. M. Watkins.....
807	Rose Hill.....	Rose Hill Institute.....	John A. Paul.....
808	Senatobia.....	Blackbourne College*.....	Mrs. F. D. Moore.....
809	Shubuta.....	Shubuta High School*.....	Chas. A. Huddleston.....
810	Union Church.....	Union Church High School*.....	J. A. Smylie.....
811	Vicksburg.....	St. Aloysius College.....	Brother Alphonse.....
812	Washington.....	Jefferson Military College*.....	Joseph S. Raymond.....
813	West Point.....	Mary Holmes Seminary.....	Rev. H. N. Payne.....
814	Yale.....	Oakland College.....	J. T. Holley.....
815	Yazoo.....	St. Clara's Academy.....	Sisters of Charity.....
	MISSOURI.		
816	Albany.....	Northwest Missouri College.....	W. T. Merrill.....
817	Appleton City.....	Appleton City Academy.....	G. A. Theilmann.....
818	Arcadia.....	Arcadia College.....	Mother Borgie.....
819	Ashley.....	Watson Seminary*.....	Jerome Bryant.....
820	Boonville.....	Kemper Military School.....	T. A. Johnston.....
821	do.....	Megquier Seminary.....	Miss Julia Megquier.....
822	Caledonia.....	Bellevue Collegiate Institute.....	Otis Loomis.....
823	Camden Point.....	Female Orphan School of the Christian Church of Missouri.*	A. O. Riall.....
824	do.....	Military Institute.....	M. F. Martin.....
825	Cape Girardeau.....	St. Vincent's College.....	Rev. J. Layton.....
826	Carthage.....	Carthage Collegiate Institute.....	W. S. Knight, D. D.....
827	Chillicothe.....	St. Joseph's Academy.....	Sister Lucille.....
828	Clarence.....	Macon District Academy.....	S. H. Milan.....
829	Clarksburg.....	Hooper Institute.....	J. D. Thixton.....
830	College Mound.....	McGee Holiness College*.....	Elmer E. Taylor, B. S., A. B.....
831	Columbia.....	The University Military Academy*.....	John B. Welch, A. M.....
832	Conception.....	Conception College.....	Rev. Frowin Conrad, abbot.....
833	Concordia.....	St. Paul's College.....	S. J. Vaughn.....
834	Dadeville.....	Dadeville Academy.....	J. H. C. Kaepffel.....
835	Excelsior.....	Haynes Academy.....	Anthony Haynes.....
836	Farmington.....	Carleton College.....	J. S. Meracle.....
837	do.....	Elmwood Seminary.....	F. T. Appleby.....
838	Fredericktown.....	Marvin Collegiate Institute.....	Nelson Bollinger Henry.....
839	Fulton.....	William Woods College.....	J. B. Jones, president.....
840	Gallatin.....	Grand River College.....	H. E. Orsborn.....
841	Glencoe.....	La Salle Institute.....	Brother Emery.....
842	Graydon.....	Concordia College.....	L. M. Wagner.....
843	Holden.....	St. Cecilia's Seminary*.....	Sister M. Purification.....
844	Howell.....	Howell Institute.....	George E. Miller.....
845	Iberia.....	Iberia Academy.....	G. Byron Smith.....
846	Jackson.....	Jackson Military Academy and School of Fine Arts.....	T. W. Birmingham.....
847	Joplin.....	Academy of Our Lady of Mercy..	Mother Mary Frances.....
848	Kansas City.....	St. Teresa's Academy.....	Sister Rose Vincent.....
849	Kidder.....	Kidder Institute.....	George W. Shaw.....
850	Kirkwood.....	Kirkwood Military Academy.....	Edward A. Haight.....
851	Ladonia.....	Ladonia Normal Institute.....	W. M. Jones.....
852	Lamar.....	Lamar College.....	Edson L. Whitney, Ph. D.....
853	Lexington.....	Wentworth Military Academy.....	Sandford Sellers.....
854	Macon.....	Bless Military Academy.....	Frederick Whitton.....
855	Marble Hill.....	Mayfield-Smith Academy.....	F. J. Hendershot.....
856	Marionville.....	Marionville Collegiate Institute..	L. G. Reser.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
	Sec-ond-ary in-struct-ors.	Second-ary stu-dents.		Elem-en-tary pupils, includ-ing all below second-ary grades.		Preparing for college.		Gradu-ates in 1902.	College prepar-atory students in the class that gradu-ated in 1902.												
		Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.									
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			
Nonsect ...	1	2	38	94	64	80	3	4	1	1	2	2	3	5	4	0	700	\$15,000	804		
Nonsect ...	1	1	20	25	75	80	0	0	2	8	0	0	0	0	2	0	-----	2,000	805		
Nonsect ...	1	1	10	10	0	0	10	0			0	0	0	0	4	0	320	1,000	806		
Nonsect ...	1	0	5	0	70	60			3	0					3	0		1,000	807		
Nonsect ...	0	3	0	30	0	90					0	3			4	0	300	10,000	808		
Nonsect ...	1	1	17	29											5			3,000	809		
Nonsect ...	1	1	16	21	12	18					0	0							810		
R. C.	3	0	53	0	197	0					7	0	3	0	6	0	768	30,000	811		
Nonsect ...	6	0	107	0	8	19	8	0	0	0	3	0	3	0	4	100	2,500		812		
Presb.	1	1	0	68	0	154					0	17			4		700	45,000	813		
Nonsect ...	2	1	37	35	83	45	2	1	1	1	6	1	6	1	3	0	960	2,500	814		
R. C.	0	2		7	18	35	44				0	2			4		1,350		815		
M. E. So. ...	1	1	10	5	40	35					3	2	3	2	4	40	740	4,000	816		
Nonsect ...	2	3	38	38	27	19													817		
R. C.	0	4	0	54	0	6					0	4			3	0	2,000		818		
Nonsect ...	1	1	19	17	0	3	5	0								0	1,500	1,100	819		
Nonsect ...	6	0	46	0	27	0	2	0			3	0	2	0	4	46	2,000	60,000	820		
Nonsect ...	0	4	4	31	3	64	0	3			0	7			4	0	500	11,500	821		
Nonsect ...	1	1	5	3	30	60													822		
Christian ..	1	3	0	72	0	28	0	0	0	0	0	9	0	0	0		500	20,000	823		
Nonsect ...	2	0	31	0	0	0									4	31	300	2,500	824		
R. C.	2	0	15	0	0	0									4		0	18,000	60,200	825	
Presb.	2	2	18	19	24	40	2	2	11	14	2	5					1,500	26,850	826		
R. C.	0	2	40	40	0	20			6	4	4	7					25		827		
M. E. So. ...	2	3	33	32	13	17									4	0	250	12,000	828		
Nonsect ...	1	2	21	18	7	5	0	1	2	0	2	0	2	1	3	0	100	1,200	829		
Christian ..	0	2	19	16	7	6	12	10							4	0	500	10,000	830		
Nonsect ...	3	0	12	0	8	0	2	0	4	0	2	0			4	12	1,300	10,000	831		
R. C.	8	0	50	0	13	0	40	0							6	0	8,000	30,000	832		
Ev. Luth. ...	3	0	57	0	0	57	0				12	0	12	0	3	0	600	16,000	833		
Nonsect ...	2	1	15	15	35	25									4	0	300	3,000	834		
Nonsect ...	1	2	17	14	5	4	3	2	3	2	1	0	1	0	4	0	500	7,000	835		
M. E.	3	5	53	43	68	46	2	0	20	10	4	0	1	1	3	0	1,200	40,000	836		
Presb.	0	4	0	33	0	52	0	4			0	3					300	20,000	837		
M. E. So. ...	3	3	63	51	12	10	3	5	7	2	1	0	1	0	4	0	2,100	35,000	838		
Nonsect ...	1	6	0	86	0	0					0	12					2,000	50,000	839		
Bapt.	2	3	20	45	20	23	4	6	7	3	1	12			4	0	2,000	35,000	840		
R. C.	4	0	36	0	6	0					8	0			4	0	600	60,000	841		
Nonsect ...	2	0	18	20	0	0									4	0		2,000	842		
R. C.	0	6	15	49	30	40					0	9			4	0		250	36,000	843	
Nonsect ...	1	1	3	5	12	9					0	2			3	0	50	2,000	844		
Cong.	1	2	30	30	15	10	4	4	1	1	3	6	3	6	4	0	4,000	5,000	845		
Nonsect ...	3	1	52	15	1	1	4	0	1	0					4	44	100	15,000	846		
R. C.	0	4	0		25	56	52								4		120	35,000	847		
R. C.	0	2	0	25	0	200					0	3			4		500		848		
Cong.	2	2	60	64	10	7	15	5	12	10	12	9	9	6	4		2,000	25,500	849		
Nonsect ...	3	2	21	0	25	0	10	0	6	0	4	0	3	0	4	21	500	25,000	850		
Nonsect ...	1	1	4	22	6	10	1	4			1	2	1	0	4	0	500	3,500	851		
Nonsect ...	4	2	33	43	22	90	7	8	3	5					4		900	20,000	852		
Nonsect ...	2	0	106	0	8	0	4	0	12	0	19	0	10	0	4	106	1,200	30,000	853		
Nonsect ...	11	0	85	0	25	0	2	0	30	0	7	0	2	0	4	85	1,200	450,000	854		
Bapt.	2	0	52	35	20	18	1	1	1	0	1	0	1	0	4	0	308	10,000	855		
M. E.	5	1	80	34	0	0					5	3			4	0	600	10,000	856		

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	MISSOURI—continued.		
857	Marshall	St. Savior's Academy	Sister Loretto
858	Maryville	The Maryville Seminary *	J. Jay Bryant
859	Moberly	St. Mary's Academy	Sister Agneta
860	Moundville	Cooper College	C. H. Miles
861	Neosho	Scarritt Collegiate Institute	John Edward Brown
862	O'Fallon	Woodlawn Institute	H. S. Roller
863	Otterville	Otterville College	E. E. Carey
864	Pilot Grove	Pilot Grove Academy	C. L. Buckmaster
865	Platte City	Gaylord Institute	Mrs. T. W. Park
866	Richmond	Woodson Institute *	J. C. Shelton
867	St. Charles	Academy of the Sacred Heart	A. Kavanagh
868	St. Joseph	do	M. McMenamy
869	St. Louis	Academy of the Visitation	Sister Aquin Martin
870	St. Louis (1607 South Compton avenue)	Bishop Robertson Hall	Sister Catharine
871	St. Louis (4296 Washington avenue)	Hosmer Hall	Miss Martha H. Mathews
872	St. Louis (2345 Pine street)	Loretto Academy	Sister Elizabeth
873	St. Louis (3817 Olive street)	Phillips School	Miss Helen M. Phillips
874	St. Louis	Sacred Heart Academy	Madame Henrietta Spalding
875	do	Ursuline Academy and Day School	Mother Seraphine
876	St. Louis (1033 South Eighth street)	Walther College	August C. Burgdorf
877	Sedalia	George R. Smith College	Rev. E. A. Robertson
878	South St. Louis	Academy of the Sacred Heart *	Madam Mary Burke
879	Springfield	Loretto Academy *	Sister M. Wilfred La Motte
880	Spring Garden	Miller County Institute	Prof. J. Ivy Lumpkin
881	Sweet Springs	Sweet Springs Academy *	J. E. Barnett
882	Troy	Buchanan College	Howard G. Colwell
883	Weaubleau	Weaubleau Christian College	J. Whitaker
884	Webb City	Webb City Academy	J. W. Keltner
885	West Plains	West Plains College *	J. T. Outen
	MONTANA.		
886	Deer Lodge	St. Mary's Academy	Mother Josepha Sullivan
887	Helena	St. Vincent's Academy	Sister Emilda
888	Missoula	Sacred Heart Academy	Sister Hilariou
889	St. Peter	Ursuline Convent *	Sister Mary Amadeus
890	Stevensville	Stevensville Training School	M. L. Roark
	NEBRASKA.		
891	Central City	Nebraska Central College *	D. B. Haworth
892	Columbus	St. Francis Academy	Rev. Seraphine Lampe
893	Franklin	Franklin Academy	Alexis C. Hart
894	Jackson	St. Catherine's Academy	Sister M. Walburga
895	Kearney	Kearney Military Academy	Rev. Anson R. Graves, D. D.
896	Lincoln (Fourteenth and U streets)	Convent of the Holy Child Jesus	Mother St. John
897	North Platte	School of the Nativity *	Rev. T. V. Haley
898	Omaha (Thirty-sixth and Burt streets)	Academy of the Sacred Heart	L. Garesché
899	Omaha	Brownell Hall, School for Girls	Miss Euphan W. Macrae, Ph. B.
900	do	Mount St. Mary's Seminary	Sister Mary Aquin
901	do	St. Catherine's Academy *	do
902	Orleans	Orleans Seminary	W. W. Bruce
903	Pawnee City	Pawnee City Academy	Rev. R. T. Campbell
904	Wahoo	Luther Academy	Rev. O. J. Johnson, B. D.
905	Weeping Water	Weeping Water Academy	Frank C. Taylor
906	York	School of the Holy Family	Sister Margaret Mary

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
	Sec-ond-ary in-structors.	Second-ary students.		Ele-men-tary pupils, includ-ing all below second-ary grades.		Prepar-ing for college.				Grad-uates in 1902.		College prepar-atory students in the class that gradu-ated in 1902.										
						Classi-cal course.		Scien-tific course.														
														Male.	Female.	Male.	Female.	Male.					Female.	Male.	Female.
1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
R. C.	0	2	0	12	15	33									4		200	\$12,000	857			
M. E.	4	6	66	63	41	91					14	9	9	5	4	0	200	12,000	858			
R. C.	0	3	0	14	0	95					10	2			4		300	8,000	859			
Nonsect ..	1	1	20	25	15	25	2	3	12	22	10	2			4	0	250	6,600	860			
Meth.	4	5	52	52	0	0											2,300	35,200	861			
Nonsect ..	1	2	3	11	7	9				1	0				4		50	3,000	862			
Nonsect ..	1	0	13	10	9	11									3	0	100	2,000	863			
Nonsect ..	0	1	10	28	5	11	0	0	1	2	0	0	0	0		0	300	6,000	864			
Nonsect ..	0	5	13	26	11	21					0	3			4	0	600	25,000	865			
M. E. So.	2	1	25	30	35	58					3	5	3	5	4	0		40,000	866			
R. C.	0	4	0	40	0	30	0	10	0	10					6		1,000	70,000	867			
R. C.	0	10	0	50	50	150									5		1,000		868			
R. C.	0	11	0	63	0	92					0	13					2,000		869			
Epis.	2	7	0	32	0	38					0	6			4	0	3,000	400	870			
Nonsect ...	0	11	0	85	0	54					0	17	0	5	4		1,000	45,000	871			
R. C.	0	4	0	27	0	33					0	4			4		5,000		872			
Nonsect ..	0	4	6	7	59	58	4	1							5	0	800	21,000	873			
R. C.	4	8	0	60	0	50					0	8			5	0	3,000		874			
R. C.	0	10	0	40	14	230					0	6			4		1,250	82,000	875			
Luth.	7	0	110	25	0	60					14	5	5	0	4	0	625	60,000	876			
M. E.	3	4	30	45	40	31									4	0	3,500	70,000	877			
R. C.	0	10	0	52	0	42					0	9			5	0	3,760		878			
R. C.	0	5	0	70	0	42	0	12					1	0	3	0	998	20,000	879			
Bapt.	0	1	15	10	21	18					1	1			3	0	200	2,000	880			
Nonsect ..	2	1	15	10	10	10	1	0	1	0	0	0	0	0	4	0	400	3,000	881			
Christian ..	2	2	34	31	7	8	3	0	3	1	1	4	1	1	4	0	500	11,000	882			
Bapt.	2	2	12	20	11	9					4	1			4		800	8,000	883			
Nonsect ..	2	2	25	20	15	20					1	1	1	1	4	0	1,200	50,000	884			
																	400	6,000	885			
R. C.	0	3	0	18	0	42					0	8			4		300	50,000	886			
R. C.	0	4	0	30	0	220	0	0	0	0	0	1			4	0	1,500		887			
R. C.	0	1	0	29	109	271	0	4	0	0					3	0	600	101,000	888			
R. C.	1	8	16	48	36	68	10	30	6	18					4	0	3,000	100,000	889			
M. E. So.	1	0	6	9	10	9	2	0	1	0	0				3	0		10,000	890			
Friends....	2	2	19	22	42	99	10	11	7	11	8	6	8	6	3	0	400	11,000	891			
R. C.	1	4	2	19	109	139					0	2	0	2	6		315	43,000	892			
Cong.	3	4	43	68	13	12	16	3	10	5	6	6	6	3	4	30	3,650	20,000	893			
R. C.	0	4	0	20	0	60									4	0	160	35,000	894			
P. E.	3	1	20	0	30	5	3	0	7	0	4	0	3	0	3	20	800	25,000	895			
R. C.	0	3	0	15	30	85					0	7			4	0	2,000	40,000	896			
R. C.	0	1	2	5	31	22	2	0			0	0	0	0			0	200		897		
R. C.	0	8	0	38	0	32	0	1			0	1	0	1	5	0	2,200	65,000	898			
P. E.	0	13	0	67	0	40	0	12	0	6	0	1			4	0	1,200	150,000	899			
R. C.	0	3	0	25	0	45					0	5	0	1	4	0	1,026	90,000	900			
R. C.	0	4	0	20	20	40	0	6	0	4	0	6	0	6	4	0		100,000	901			
Free Meth.	1	0	8	8	41	15	4	2			4	0					500	20,000	902			
U. Presb.	1	6	49	75	0	0	5	4			8	5	3	1	4	0	200	20,000	903			
Luth.	5	0	62	24	20	10	2	0	1	0	9	2	2	0	4	0	2,000	25,000	904			
Cong.	3	1	34	28	10	32	4	4	6	2	7	3	5	1	3	0	1,196	7,000	905			
R. C.	0	9	3	40	0	0					0	2			4	0			906			

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

	State and post-office.	Name.	Principal.
	1	2	3
	NEW HAMPSHIRE.		
907	Andover	Proctor Academy	Josiah Small McCann
908	Atkinson	Atkinson Academy	Herman N. Dunham
909	Center Strafford	Austin Academy*	Alvin E. Thomas
910	Concord	St. Mary's School	Isabel M. Parks
911	.....do	St. Paul's School	Joseph Howland Coit, D. D., LL. D.
912	Derry	Pinkerton Academy	G. W. Bingham
913	Dover (585 Central avenue) ..	St. Joseph's High School	Brother Dominic
914	East Jaffrey	Conant High School	Dwight G. Burrage
915	Exeter	The Phillips Exeter Academy ..	Harlan Page Amen
916	Exeter (87 Front street)	Robinson Female Seminary	George W. Cross, A. M.
917	Francestown	Francestown Academy	Frank William Cady
918	Franconia	Dow Academy	L. A. Martin
919	Gilmanton	Gilmanton Academy*	L. C. Graves
920	Hampstead	High School	F. E. Merrill
921	Kingston	Sanborn Seminary	Z. Willis Kemp, Ph. D.
922	Manchester (181 Spruce street)	St. Augustine's Academy*	Brother Alphonse
923	Manchester (147 Lowell street)	St. Joseph's High School	Brother Catus
924	Milton	Nute High School	Arthur Dean Wiggin
925	Mount Vernon	McCollom Institute*	George S. Chapin, A. B.
926	Nashua (68 Vine street)	St. Aloysius Academy	Brother Irénée
927	Nashua (71 Chestnut street) ..	St. Aloysius School	Sister M. St. Anatole
928	New Hampton	New Hampton Literary Institu- tion	Frank W. Preston, A. M.
929	New London	Colby Academy	Horace G. McKean, A. M.
930	Northwood Center	Coe's Northwood Academy	Edwin K. Welch
931	Pembroke	Pembroke Academy	Isaac Walker, A. M.
932	Plymouth	Holderness School for Boys	Rev. Lorin Webster, M. A.
933	Reeds Ferry	McGaw Normal Institute	D. F. Carpenter
934	Tilton	New Hampshire Conference Sem- inary and Female College	George L. Plimpton, A. M.
	NEW JERSEY.		
935	Beverly	Farnum Preparatory School	James B. Dilks
936	Blairstown	Blair Presbyterial Academy	John C. Sharpe
937	Bordentown	Bordentown Military Institute ..	Thompson H. Landon
938	.....do	St. Joseph's Academy	Sister Mary Gabriel
939	.....do	School for Girls*	Miss Alice G. Braislin, Mrs. Mary Braislin Cooke
940	Bridgeton	Ivy Hall School	Miss Grace Maxwell
941	.....do	South Jersey Institute	W. C. Ingalls
942	.....do	West Jersey Academy	Phoebe W. Lyons
943	Brielle	Gerlach Academy*	D. Gerlach
944	Burlington	St. Mary's Hall	Rev. John Fearnley, rector ..
945	.....do	Van Rensselaer Seminary	Helen M. Freeman
946	East Orange (26 South Clin- ton street)	The Adams School	Sarah R. Adams, Mary L. Ad- ams
947	East Orange (63 Harrison street)	East Orange Residence and Day School	H. Louise Underhill
948	Elizabeth (571 Westminster avenue)	Pingry School	Walter Randall Marsh
949	Elizabeth (279 North Broad street)	The Vail-Deane School	Miss Laura A. Vail
950	Englewood	The Dwight School for Girls	Misses Creighton and Farrar ..
951	.....do	The Englewood School for Boys* ..	James B. Parsons
952	Fort Lee	Institute of the Holy Angels* ..	Sister Mary Nonna Dumphy ..
953	Freehold	New Jersey Military Academy ..	Kopp and Hewetson
954	Hackettstown	Centenary Collegiate Institute ..	Eugene A. Noble
955	Hightstown	Peddle Institute	Roger W. Swetland

*Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.		Graduates in 1902.		College preparatory students in the class that graduated in 1902.												
	Male.	Female.											Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
Unitarian .	3	0	23	27	6	2	2	0	2	0	1	3	1	0	4	0	1,500	\$10,000	907				
Nonsect .	1	1	10	5	10	7	1	0	0	0	0	0	0	0	4	0	1,200	908					
Nonsect .	1	0	11	7	5	5	2	0	0	0	0	2	0	0	4	0	3,000	909					
Epis .	1	1	0	18	0	5	0	2	0	0	0	1	0	0	4	0	900	26,000	910				
Epis .	39	0	345	0	0	0	0	0	0	0	61	0	61	0	6	0	15,000	911					
Nonsect .	3	4	31	62	0	0	3	8	14	30	4	8	4	4	4	0	4,600	75,000	912				
R. C .	2	0	30	0	70	0	0	0	0	0	4	0	0	0	3	0	600	15,000	913				
Nonsect .	1	1	9	19	0	0	0	0	0	2	0	1	0	1	4	0	0	914					
Nonsect .	15	0	283	0	0	0	100	0	90	0	53	0	47	0	4	0	2,000	210,744	915				
Nonsect .	0	5	0	148	0	110	0	11	0	0	0	30	0	12	4	0	800	100,000	916				
Nonsect .	1	2	16	19	0	0	2	0	0	0	0	0	0	0	4	0	340	5,000	917				
Cong .	2	2	16	11	50	41	0	2	2	5	2	2	2	2	4	0	350	10,000	918				
Cong .	1	1	9	7	15	8	2	0	0	0	2	2	0	0	3	0	400	8,000	919				
Nonsect .	1	0	7	12	0	0	0	3	4	0	4	0	0	0	4	0	50	10,000	920				
Nonsect .	1	4	32	33	18	15	12	29	2	0	4	9	2	4	4	0	3,000	75,000	921				
R. C .	5	0	140	0	420	0	15	0	10	0	10	0	5	0	4	0	500	50,000	922				
R. C .	4	0	40	0	335	0	4	0	1	0	6	0	3	0	3	0	500	50,000	923				
Nonsect .	1	2	23	29	0	0	1	3	0	0	1	1	1	1	4	0	2,300	36,000	924				
Cong .	2	0	6	9	0	0	1	0	0	0	0	2	0	0	4	0	900	925					
R. C .	3	0	84	0	266	0	0	0	0	0	0	0	0	0	4	0	500	926					
R. C .	0	1	0	21	284	549	0	0	0	0	0	3	0	0	4	0	0	927					
Free-Will Bapt.	7	0	94	80	8	4	0	0	0	0	7	1	4	1	4	0	11,000	30,000	928				
Bapt.	4	3	59	36	0	0	8	3	9	0	6	4	3	0	4	0	4,000	929					
Nonsect .	2	1	16	23	0	0	3	0	2	0	4	1	0	0	4	0	1,100	20,000	930				
Nonsect .	2	1	12	12	0	0	0	0	0	0	2	2	0	2	4	0	1,800	45,000	931				
Epis .	5	0	37	0	6	0	7	0	19	0	6	0	6	0	5	0	1,600	50,000	932				
Nonsect .	1	2	11	14	5	6	0	0	0	0	0	2	0	0	4	0	200	5,000	933				
M. E .	8	4	43	34	0	0	0	0	0	0	11	5	4	3	4	0	3,000	100,000	934				
Nonsect .	1	4	17	49	34	46	0	0	3	0	3	11	2	0	4	0	150	20,000	935				
Presb .	7	7	96	65	0	0	28	6	60	40	9	14	13	7	4	0	3,000	275,000	936				
Nonsect .	12	0	96	0	19	0	15	0	35	0	21	0	18	0	4	96	888	937					
R. C .	0	4	0	12	0	23	0	0	0	0	0	0	0	0	4	0	800	100,000	938				
Nonsect .	0	2	0	20	0	10	0	10	0	0	0	2	0	2	5	0	600	939					
Nonsect .	0	4	0	15	2	12	0	4	0	0	0	4	0	1	4	0	0	940					
Bapt.	4	5	25	12	7	40	7	1	6	0	3	2	2	0	4	23	3,000	50,000	941				
Presb .	6	0	57	0	7	0	13	0	37	0	16	0	14	0	4	57	2,000	60,000	942				
Nonsect .	4	0	24	0	18	0	14	0	8	0	9	0	6	0	4	24	188	30,000	943				
Epis .	1	5	0	46	0	14	0	0	0	0	0	4	0	0	0	0	0	944					
Presb .	0	3	16	2	10	6	0	0	0	0	5	1	2	0	0	0	0	945					
Nonsect .	1	4	7	6	14	32	0	0	0	0	0	2	0	0	0	0	0	946					
Nonsect .	0	5	0	25	0	45	0	2	0	0	0	4	0	0	4	0	0	18,000	947				
Nonsect .	8	0	78	0	30	0	28	0	30	0	9	0	9	0	5	0	500	50,000	948				
Nonsect .	0	10	0	79	0	85	0	2	0	15	0	10	0	4	5	0	750	3,000	949				
Nonsect .	0	9	0	70	0	50	0	20	0	10	0	8	0	6	0	0	0	30,000	950				
Nonsect .	3	0	21	0	9	0	5	0	5	0	2	0	2	0	4	21	0	25,000	951				
R. C .	0	4	0	20	0	58	0	2	0	0	0	3	0	0	4	0	3,000	952					
Nonsect .	5	0	28	0	5	0	3	0	11	0	2	0	2	0	4	28	2,000	35,000	953				
M. E .	7	9	87	67	0	0	0	0	0	0	10	11	6	4	0	0	500	265,000	954				
Bapt.	6	9	81	40	59	41	36	14	21	8	14	11	14	9	4	0	5,148	250,000	955				

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW JERSEY—continued.		
956	Hoboken	Academy of Sacred Heart *.....	Sister of Charity
957	Hoboken (210 Tenth street) ..	Hoboken Academy	Heinrich Kaiser, M. D.
958	Hoboken (River and Sixth streets) ..	Stevens School.....	Rev. Edward Wall.....
959	Jersey City	Hasbrouck Institute	Charles C. Stimets, A. M.
960	.....do	St. Aloysius Academy *.....	Sisters of Charity.....
961	Jersey City Heights	German American School *.....	Carl A. Graupner
962	Lakewood.....	The Lakewood School*.....	Edward P. Harris, Ph. D.
963	Lawrenceville.....	Lawrenceville School.....	Simon John McPherson, D. D. ..
964	Long Branch	St. Mary's Star of the Sea Academy	Sister M. Imelda.....
965	Montclair	Cloverside, a Home School for Girls	Elizabeth Timlow.....
966	.....do	Montclair Military Academy.....	J. G. MacVicar.....
967	Moorestown.....	Friends' Academy	William F. Overman.....
968	.....do	Friends' High School	Bird T. Baldwin.....
969	Morristown.....	Dana's (Miss) School for Girls	Miss E. E. Dana.....
970	.....do	Morris Academy	H. W. Landfear.....
971	.....do	Morristown School.....	Messrs. Brown, Butler, and Woodman.
972	Mount Holly	Mount Holly Academy *.....	I. C. Fla.....
973	Newark (544 High street) ..	Newark Academy	S. A. and Wilson Farrand.....
974	Newark (172 Clinton avenue) ..	The Newark Seminary	Miss Anna Frances Whitmore.
975	Newark (98 Washington street) ..	St. Mary's Academy	Sister Mary Catharine.....
976	Newark	Townsend's (Miss) School	Miss Anna P. Townsend
977	New Brunswick (66 Bayard street) ..	Anable's (Miss) School	The Misses Anable
978	New Brunswick	Rutgers Preparatory School.....	Eliot R. Payson.....
979	New Orange.....	Upsala College.....	Lars Herman Beek, Ph. D.
980	Newton	Newton Collegiate Institute	Phillip S. Wilson
981	Orange (118 Berkeley avenue) ..	Beard's (Miss) Home School for Girls.	Miss Lucie C. Beard
982	Orange (443 Main street) ..	Dearborn-Morgan School	David A. Kennedy, Ph. D., Abby B. Morgan.
983	Passaic	Passaic Collegiate School *.....	N. Louise Buckland
984	Paterson.....	The Paterson Military School *.....	Lincoln A. Rogers
985	Paterson (357-359 Van Houten street) ..	Preparatory School for Girls and Boys.	Flora A. Graves.....
986	Paterson	St. Aloysius' Academy	Sisters of Charity
987	Pennington	Pennington Seminary	Thomas O'Hanlon, A. M., D. D., LL. D.
988	Plainfield (949 Central avenue) ..	Leal's School for Boys	John Leal
989	Plainfield (123 West Seventh street) ..	Plainfield Seminary for Young Ladies.	Misses Kenyon and Arnold....
990	Pompton	De Milie School for Girls*.....	Mrs. H. C. De Mille
991	Princeton	The Princeton Preparatory School.	John B. Fine
992	.....do	Princeton University Academy.....	Edwin W. Rand
993	Red Bank	The Calhoun-Chamberlain School for Girls.	Miss Calhoun and Miss Chamberlain.
994	Salem	Salem Friends' School.....	Mary V. Baldwin.....
995	South Orange	Baldwin's (Miss) School*.....	Misses Baldwin and Neldon ..
996	.....do	Montrose School for Girls.....	Mrs. L. L. M. Bryant
997	Summit	Kent Place School.....	Mrs. Sarah W. Paul
998	.....do	St. George's Hall.....	Hartman Naylor
999	.....do	Summit Academy	James Heard, A. M.
1000	Sussex	Seeley's Home School.....	W. H. Seeley

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
	Sec-ond-ary in-struct-ors.	Second-ary stu-dents.		Ele-men-tary pupils, includ-ing all below second-ary grades.		Preparing for college.		Grad-uates in 1901.		College prepar-atory students in the class that gradu-ated in 1902.										
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
R. C	0	7	0	78	30	22	0	22	0	17	0	8	.....	.....	4	0	1,000	956
Nonsect	4	3	30	40	101	86	.....	12	2	2	11	1	.....	1	4	0	1,000	957
Nonsect	12	0	247	0	0	0	1	0	246	0	23	0	.....	.....	4	0	.....	\$35,000
Nonsect	10	6	135	132	25	20	20	6	25	0	7	8	6	2	4	0	500	100,000		
R. C	4	9	5	45	30	85	21	0	1	0	10	0	3	0	4	0	.....	93,700	
Nonsect	2	2	12	16	71	60	.....	.....	.....	.....	5	8	.....	.....	.....	.....	320	10,000
Nonsect	6	1	17	0	18	0	14	0	3	0	6	0	6	0	3	0	400	35,000		
Nonsect	28	0	368	0	0	0	200	0	168	0	.....	.....	.....	.....	4	0	4,000	.....	
R. C	1	4	1	30	20	50	.....	.....	.....	.....	0	3	.....	.....	4	0	.....	.....
Epis	0	3	0	45	0	30	0	10	.....	.....	0	5	.....	.....	.....	.....	.....	.....
Nonsect	7	5	60	0	53	0	0	0	.....	.....	.....	.....	.....	.....	4	0	2,500	40,000
Friends (Orthodox).	2	3	28	34	34	38	4	1	3	0	1	1	1	1	4	0	2,200	15,000		
Friends (Hick-site).	1	4	17	14	43	49	4	5	4	5	2	1	1	1	3	0	450	18,000		
Nonsect ...	1	21	0	114	4	21	0	12	0	0	0	6	0	2	4	0	900	.....	
Nonsect ...	3	1	34	0	9	0	5	0	9	0	2	0	.....	.....	5	.....	.....	.....
Nonsect ...	7	0	50	0	25	0	25	0	25	0	10	0	10	0	4	0	3,000	75,000		
Nonsect ...	3	0	10	0	7	0	2	0	5	0	3	0	3	0	4	0	400	.....	
Nonsect ...	14	0	219	0	84	0	40	0	130	0	27	0	27	0	5	0	450	100,030		
Nonsect ...	2	4	0	25	0	45	0	8	.....	.....	0	8	0	3	4	0	800	50,000
R. C	0	4	5	40	5	50	.....	.....	.....	.....	0	4	.....	.....	4	0	.....	.....
Nonsect ...	0	7	0	38	0	62	0	2	0	2	0	10	0	5	4	0	2,000	.....	
Nonsect ...	1	2	4	10	3	40	3	5	.....	.....	.....	.....	.....	.....	.....	.....	1,000	20,000
Nonsect ...	6	2	96	37	8	13	30	6	54	9	13	4	13	4	5	35	.....	.....
Luth	4	2	31	19	0	0	17	2	.....	.....	6	3	1	0	.....	.....	3,000	77,150
Nonsect ...	4	2	20	0	15	0	4	0	3	0	.....	.....	.....	.....	4	20	1,000	25,000
Nonsect ...	0	7	0	18	0	112	0	0	0	5	.....	.....	.....	.....	4	0	.....	.....
Nonsect ...	2	10	0	52	70	94	0	2	0	20	0	4	0	1	4	0	700	37,900		
Nonsect ...	0	6	3	11	34	33	0	6	0	0	0	0	0	0	4	0	500	25,000		
Nonsect ...	4	0	20	0	15	0	0	0	16	0	1	0	1	0	4	20	.....	.....
Nonsect ...	0	5	0	75	2	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
R. C	5	5	0	45	36	99	0	2	.....	.....	1	27	0	2	4	0	500	.....	
M. E	9	7	91	32	14	3	22	1	16	1	11	4	6	1	4	0	175,500	.....	
Nonsect ...	3	0	50	0	28	0	30	0	10	0	11	0	11	0	4	.....	.....	.....
Nonsect ...	1	5	0	46	2	14	0	10	0	0	0	4	0	4	4	0	1,000	.....	
Nonsect ...	1	2	0	15	0	6	0	2	.....	.....	0	3	.....	.....	4	0	5,000	25,000
Nonsect ...	5	0	52	0	0	0	13	0	29	0	28	0	28	0	.....	.....	1,048	52,000
Nonsect ...	1	0	10	0	0	0	3	0	2	0	2	0	2	0	4	.....	.....	.....
Nonsect ...	0	4	0	20	0	23	0	10	0	10	0	5	0	4	4	.....	700	15,000	
Friends....	0	1	2	7	14	14	.....	.....	.....	.....	.....	.....	.....	.....	4	0	.....	10,000
Nonsect ...	0	2	8	44	25	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	35,000
Nonsect ...	0	8	0	25	0	15	.....	.....	.....	.....	0	2	.....	.....	.....	.....	.....	.....
Nonsect ...	0	10	0	58	0	40	.....	.....	.....	.....	0	12	0	9	4	.....	2,000	75,000
Nonsect ...	3	0	14	0	8	0	4	0	4	0	8	0	8	0	4	.....	1,000	100,000	
Nonsect ...	4	1	30	0	11	0	20	0	10	0	1	0	1	0	6	0	400	.....	
Nonsect ...	1	0	6	5	1	1	1	1	.....	.....	.....	.....	.....	.....	4	0	500	8,000

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW JERSEY—continued.		
1001	Trenton	St. Francis College	Rev. Dominic Reuter, D.D., O. M. C.
1002	Woodstown	Bacon Academy	Achsah Wallace Grier.....
	NEW MEXICO.		
1003	Albuquerque.....	Goss Military Institute	Robert S. Goss, A. M.
1004	Las Cruces	Academy of the Visitation.....	Sister M. Albertina
1005	Santa Fe	St. Michael's College.....	Brother Botolph
	NEW YORK.		
1006	Albany (Robin street, corner Madison avenue).....	Academy of the Holy Names	Sister M. Fredericka.....
1007	Albany	Albany Academy	Henry P. Warren
1008	Albany (155 Washington avenue).....	Albany Female Academy.....	Esther Louise Camp.....
1009	Albany (43 Lodge street)...	Christian Brothers Academy	Brother Maurice
1010	Albany (Kenwood)	Female Academy of the Sacred Heart.....	Madame M. Moran
1011	Albany	St. Agnes School	Catharine Regina Seabury ..
1012	Albany (280 North Pearl street).....	St. Joseph's Academy.....	Brother Berard.....
1013	Allegany	St. Elizabeth's Academy.....	Mother M. Teresa
1014	Amsterdam	St. Mary's Catholic Institute*....	Sister Marcella
1015	Auburn (27 Wilham street)...	Robinson's (Miss) School	Miss Mary E. Robinson
1016	Aurora	Cayuga Lake Academy.....	Albert Somes, A. M.
1017	.....do	The Wells School	Anna R. Goldsmith
1018	Batavia	St. Joseph's Academic School of Batavia.....	Sister M. Helena
1019	Belleville	Union Academy of Belleville.....	E. M. Baxter.....
1020	Binghamton	The Lady Jane Grey School	Mrs. Jane Grey Hyde.....
1021	.....do	St. Joseph's Academy.....	Sister M. Joseph
1022	Bridgehampton	The Bridgehampton Literary and Commercial Institute.*	Lewis W. Hallock
1023	Brooklyn (63 New York avenue).....	Bedford Academy	George Rodemann
1024	Brooklyn (183-185 Lincoln place).....	Berkeley Institute	Julian W. Abernethy, Ph. D. .
1025	Brooklyn (36 Monroe place)	Bodman's (Miss) School for Girls.	Miss Rose M. Bodman.....
1026	Brooklyn (730 Nostrand avenue).....	The Brevoort School.....	A. M. Kipling
1027	Brooklyn (138 Montague street).....	The Brooklyn Heights Seminary ..	Katharine S. Woodward.....
1028	Brooklyn (209 Clinton ave- nue).....	Female Institution of the Visita- tion.....	Sister Philomine de Chantal..
1029	Brooklyn (50 Monroe place)	Hall's (Miss) School for Girls*....	Clara F. Hall, Anna Mitchell..
1030	Brooklyn (40-42 Monroe place).....	The Latin School	Caskie Harrison, M. A.
1031	Brooklyn (30 Madison street).....	Nativity Academy	Sister M. Basil.....
1032	Brooklyn (215 Ryerson street).....	Pratt Institute High School.....	Luther Gulick, M. D.
1033	Brooklyn (51 Seventh ave- nue).....	Prospect Heights School	D. E. Ewald, W. L. Ellis.....
1034	Brooklyn (223-225 Lincoln place).....	The Regents Institute	Elmer E. Johnson
1035	Brooklyn (525 Clinton ave- nue).....	Round's (Miss) School for Girls ..	Christina Rounds.....
1036	Brooklyn (264 Jay street) ..	St. James Commercial Academy...	Brother Cyril
1037	Brooklyn (Fourth avenue and Ninth street).....	St. Thomas Aquinas Academy....	Sister Mary Anna

*Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.								
	Classical course.						Scientific course.														
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			
R. C	6	0	37	0	0	0	4	0	6,650	\$100,000	1001	
Friends.....	0	2	2	4	16	13	3	40	4,000	1002	
Nonsect ...	12	0	10	0	10	0	4	0	4	10	1003	
R. C	0	5	0	70	25	30	300	36,000	1004	
R. C	12	0	25	0	150	0	0	0	0	0	3	0	3	0	2,300	1005	
R. C	0	4	0	80	9	33	0	16	0	0	0	0	0	0	0	6	0	1,364	20,800	1006	
Nonsect ...	7	2	130	0	0	0	60	0	40	0	7	0	7	0	6	115	1,000	90,000	1007		
Nonsect ...	0	8	0	55	4	48	0	0	0	0	0	14	0	14	4	0	2,839	84,490	1008		
R. C	9	0	70	0	100	0	2	0	2	0	17	0	3	0	4	70	1,631	5,910	1009		
R. C	0	14	0	57	0	21	0	0	0	0	0	0	0	0	6	0	3,775	405,250	1010		
Epis	0	6	0	80	0	27	0	7	.....	.....	0	11	0	2	.....	0	4,000	100,000	1011
R. C	2	5	20	45	251	330	3	0	2	0	1	1	1	0	4	0	1,065	50,000	1012		
R. C	0	10	0	58	0	27	0	5	0	0	0	5	0	5	4	0	2,512	99,165	1013		
R. C	12	3	50	50	300	250	4	3	0	0	9	5	4	2	4	60	1,160	97,785	1014		
Nonsect ...	12	12	0	15	12	9	0	12	.....	.....	0	12	0	0	4	0	800	.....	1015
Nonsect ...	4	0	7	2	1	0	3	.....	.....	.....	1	0	0	0	4	0	2,000	25,000	1016
Nonsect ...	0	4	0	18	0	6	0	10	.....	.....	0	4	0	4	4	0	1,500	10,000	1017
R. C	0	4	4	22	134	130	0	0	0	0	0	4	0	0	4	0	925	38,345	1018		
Nonsect ...	3	4	35	40	13	10	.....	.....	.....	.....	1	2	.....	.....	4	0	2,500	25,906	1019
Nonsect ...	0	6	0	21	0	29	0	3	0	3	0	3	0	1	.....	0	900	40,000	1020	
R. C	1	3	6	35	.....	.....	0	4	0	0	0	4	0	4	4	0	855	6,946	1021
Nonsect ...	1	1	18	10	2	6	2	0	2	0	2	1	2	0	3	0	200	3,960	1022		
Nonsect ...	2	1	12	0	37	31	4	0	3	0	.....	.....	.....	.....	4	12	320	34,000	1023
Nonsect ...	2	11	0	50	29	168	0	14	0	0	0	13	0	5	6	0	3,527	79,022	1024		
Nonsect ...	0	4	0	12	0	21	0	3	.....	.....	0	1	.....	.....	5	0	1,088	.....	1025
Nonsect ...	1	4	0	24	0	45	.....	.....	.....	.....	0	1	.....	.....	3	.....	.....	.....	1026
Nonsect ...	0	6	0	35	10	105	.....	.....	.....	.....	0	12	0	2	.....	.....	.....	.....	1027
R. C	0	6	0	56	0	30	.....	.....	.....	.....	0	3	.....	.....	4	0	2,500	164,000	1028
Nonsect ...	2	7	0	16	0	14	0	3	.....	.....	0	1	0	1	.....	.....	.....	.....	1029
Nonsect ...	6	0	52	0	45	0	40	0	12	0	15	0	10	0	4	0	1,000	50,000	1030		
R. C	3	8	0	99	215	144	.....	.....	.....	.....	0	25	.....	.....	4	.....	548	.....	1031
Nonsect ...	14	9	117	145	.....	.....	.....	.....	.....	.....	13	12	10	2	4	0	70,249	.....	1032
Nonsect ...	2	1	12	0	50	0	1	0	11	0	2	0	2	0	.....	0	250	18,000	1033	
Nonsect ...	3	0	25	0	25	40	.....	.....	.....	.....	.....	.....	.....	.....	2	20	500	35,000	1034
Nonsect ...	0	10	0	56	0	40	0	2	0	0	0	6	0	0	4	0	1,500	60,000	1035		
R. C	5	0	64	0	540	0	.....	.....	4	0	18	0	0	.....	2	48	1,200	.....	1036
R. C	0	3	0	75	35	40	0	0	0	0	0	19	0	0	4	0	1,300	50,000	1037		

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1038	Buffalo (749 Washington street).	Buffalo Academy of the Sacred Heart.	Sister M. Leonard
1039	Buffalo (595 Delaware avenue).	Buffalo Seminary	Jesse E. Beers
1040	Buffalo (146 Park street) ..	The Franklin School	William Nichols
1041	Buffalo (623 Delaware avenue).	Heathcote School	Lester Wheeler, A. M.
1042	Buffalo (320 Porter avenue).	Holy Angels Academy*	Sister M. McMillan
1043	Buffalo (1238 Main street) ..	St. Joseph's Collegiate Institute ..	Brother Pompian
1044	Buffalo (564 Franklin street).	St. Margaret's School	Miss Mary A. Robinson
1045	Buffalo (135 Cleveland avenue).	St. Mary's Academy	Miss Mary Moffitt
1046	Canandaigua	Granger Place School	Samuel Cole Fairley
1047	Carmel	Drew Seminary for Young Women	Rev. David H. Hanaburgh, A. M.
1048	Carthage	Augustinian Institute	Sister M. Beatrice
1049	Cazenovia	Cazenovia Seminary	Rev. Francis D. Blakeslee, D. D.
1050	Chappaqua	Chappaqua Mountain Institute	Albert R. Lawton
1051	Claverack	Hudson River Institute	J. O. Spencer, A. M.
1052	Cohoes	St. Bernard's Academy	Thomas S. Keveny
1053	Cornwall on the Hudson	Cornwall Heights School	Carlos H. Stone
1054	do	New York Military Academy	Sebastian C. Jones
1055	Delhi	Delaware Academy	Eugene D. Holmes
1056	Dobbs Ferry	Boarding and Day School	The Misses Masters
1057	do	The Mackenzie School	Rev. James C. Mackenzie, Ph. D.
1058	Dover Plains	Dover Plains Academy	A. E. Bangs
1059	Dunkirk	St. Mary's Middle Academic School.	Sister Agnes Joseph
1060	East Springfield	East Springfield Academy*	Randolph F. Clark
1061	Elbridge	Munroe Collegiate Institute	Lester G. Turney
1062	Fishkill on the Hudson	Mount Beacon Military Academy ..	Vasa E. Stolbrand
1063	do	Wilson School for Boys	Benjamin Lee Wilson
1064	Flushing	Flushing Institute	Elias A. Fairchild
1065	do	Kyle Institute	Paul Kyle
1066	Fort Edward	Fort Edward Collegiate Institute ..	Joseph E. King, Ph. D., D. D.
1067	Franklin	Delaware Literary Institute	M. J. Multer, B. S.
1068	Garden City	The Cathedral School of St. Mary* ..	Miss Annie S. Gibson
1069	do	St. Paul's School	Frederick L. Gamage, A. M.
1070	Glens Falls	Glens Falls Academy	Albert Sewall Cox
1071	Hamilton	Colgate Academy	Frank L. Shepardson
1072	Hartwick Seminary	Hartwick Seminary	John G. Traver, D. D.
1073	Hawthorne	Concordia Progymnasium	H. Feth
1074	Hempstead, L. I.	Hempstead Institute*	Hempstead Institute for Boys
1075	Hornellsville	St. Ann's Academic School	Rev. Francis J. Naughten
1076	Irvington-on-Hudson	The Bennett School	Miss May F. Bennett
1077	Ithaca	Cascadilla School	Charles V. Parsell
1078	do	University Preparatory School	Frederick B. Eaton
1079	Keeseville	McAuley Academic School	Sister M. Wilfrid O'Reilly ..
1080	Keuka Park	Keuka Institute*	Frank Carney
1081	Kings Bridge	Academy of Mount St. Vincent	Margaret M. Maher
1082	Lakemont	Palmer Institute	Martyn Summerbell, D. D.
1083	Lima	Genesee Wesleyan Seminary	Rev. B. W. Hutchinson, D. D.
1084	Lockport	St. Joseph's Academy and Industrial Female School.	Sister Antonia
1085	Locust Valley	Friends' Academy	A. Davis Jackson
1086	Macedon Center	Macedon Academy	Jenny M. Allen
1087	Manlius	St. John's School	William Verbeek
1088	Marion	Marion Collegiate Institute	Hermon E. Bradley, A. B.

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.		Graduates in 1902.		College preparatory students in the class that graduated in 1902.										
	Male.	Female.											Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			
R. C.	0	6	0	50	0	85	0	0	0	0	0	9	0	0	4	0	2,500	\$110,352	1038		
Nonsect ...	1	11	8	57	70	70	8	15	0	0	0	7	0	2	4	0	3,000	60,000	1039		
Nonsect ...	2	3	7	24	23	30	0	2	.....	.....	0	1	0	0	.....	0	1,194	47,002	1040
Nonsect ...	1	2	12	0	18	0	1	0	9	0	3	0	2	0	4	0	1,500	55,000	1041		
R. C.	0	10	0	69	50	156	0	0	0	50	0	3	0	0	4	0	2,720	282,560	1042		
R. C.	6	0	85	0	35	0	.....	.....	20	0	10	0	.....	.....	4	0	2,000	50,000	1043
Epis.	0	10	0	60	0	100	0	5	0	5	0	12	0	4	.....	.....	1,500	63,000	1044
R. C.	0	6	0	54	51	119	0	1	0	0	0	5	0	1	4	0	580	164,750	1045		
Nonsect ...	1	5	0	55	0	15	0	0	0	23	0	5	0	4	4	0	2,800	50,000	1046		
M. E.	2	8	0	42	0	11	0	0	0	5	0	8	0	1	4	0	2,668	32,400	1047		
R. C.	0	3	25	25	75	75	1	1	1	1	1	2	1	1	4	0	600	5,500	1048		
M. E.	5	8	42	75	2	3	.....	.....	.....	11	3	8	2	4	4	0	3,463	82,810	1049
Friends.	3	6	27	27	9	4	5	10	2	0	2	10	1	4	4	0	650	40,000	1050		
Nonsect ...	7	4	59	27	0	0	1	0	6	1	5	6	1	0	4	58	1,650	12,000	1051		
R. C.	1	4	29	31	337	339	3	4	4	8	1	5	1	2	4	0	720	.....	1052	
Nonsect ...	4	1	29	0	7	0	3	0	18	0	3	0	3	0	5	0	450	.....	1053	
Nonsect ...	10	1	92	0	32	0	12	0	43	0	12	0	11	0	4	92	5,000	72,000	1054		
Nonsect ...	0	2	22	28	30	25	2	1	4	7	.....	.....	.....	.....	4	.....	2,000	29,000	1055
Nonsect ...	6	17	0	115	6	25	0	0	0	4	0	4	.....	.....	4	.....	2,000	.....	1056
Nonsect ...	10	0	55	0	15	0	45	0	10	0	6	0	.....	.....	6	0	1,200	250,000	1057
Nonsect ...	1	1	23	14	0	0	3	4	2	1	3	4	3	4	4	0	.....	4,000	1058	
R. C.	0	5	26	25	124	145	5	1	6	0	1	3	1	1	4	0	620	20,339	1059		
Nonsect ...	1	0	15	13	0	0	1	0	0	0	1	0	0	0	4	0	320	2,754	1060		
Nonsect ...	1	1	43	20	5	7	7	4	.....	.....	1	0	1	0	4	0	800	25,175	1061
Nonsect ...	4	1	21	0	6	0	6	0	4	0	4	0	4	0	4	21	1,000	25,000	1062		
Epis.	3	1	16	0	0	0	4	0	12	0	2	0	2	0	6	0	600	25,000	1063		
Nonsect ...	4	0	13	0	9	0	1	0	1	0	0	0	0	0	4	0	1,435	74,950	1064		
Nonsect ...	5	0	16	0	34	0	2	0	.....	.....	8	0	2	0	4	16	600	45,100	1065
Nonsect ...	3	6	0	50	0	10	0	2	0	2	0	7	0	1	4	.....	1,200	70,000	1066	
Nonsect ...	4	2	25	30	28	24	.....	.....	.....	.....	1	3	0	2	4	.....	2,402	80,000	1067
P. E.	0	8	0	29	0	25	0	15	.....	.....	0	6	0	1	4	0	5,000	75,000	1068
Epis.	10	0	125	0	28	0	45	0	60	0	25	0	22	0	4	0	1,492	750,000	1069		
Nonsect ...	2	1	60	30	30	20	2	0	10	2	3	5	3	2	4	0	8,000	21,000	1070		
Bapt.	7	0	141	0	0	0	45	0	80	0	14	0	14	0	4	0	2,500	91,000	1071		
Lutheran.	6	3	36	14	10	2	5	0	2	0	8	3	1	0	4	0	5,512	35,000	1072		
Ev. Luth.	3	0	26	0	0	0	18	0	0	0	4	0	4	0	3	0	750	65,000	1073		
Nonsect ...	1	5	25	0	12	0	.....	.....	.....	.....	.....	.....	.....	.....	14	.....	500	20,000	1074
R. C.	1	1	10	10	165	265	.....	.....	.....	.....	.....	.....	.....	.....	0	.....	1,016	37,950	1075
Nonsect ...	0	8	0	25	0	5	0	1	0	0	0	3	0	1	4	0	500	50,000	1076		
Nonsect ...	10	1	72	0	0	0	14	0	58	0	15	0	15	0	4	0	600	105,802	1077		
Nonsect ...	6	2	80	2	0	0	12	2	69	0	18	2	18	2	4	0	200	35,000	1078		
R. C.	0	3	6	25	14	40	0	2	0	0	0	4	0	1	4	0	1,093	14,000	1079		
Nonsect ...	3	5	35	24	13	9	.....	.....	.....	.....	0	2	0	2	4	0	2,000	.....	1080
R. C.	3	16	0	99	0	66	.....	.....	.....	.....	0	8	.....	.....	4	0	7,362	352,583	1081
Christian.	4	5	40	26	7	3	9	1	7	3	7	0	7	0	4	0	5,000	73,815	1082		
M. E.	6	4	88	110	9	9	15	8	5	0	16	20	8	6	4	0	5,000	94,000	1083		
R. C.	0	6	0	38	266	366	0	0	0	0	0	1	0	0	4	0	1,223	91,110	1084		
Friends.	3	3	12	18	40	34	1	2	5	3	3	2	3	0	4	0	700	40,400	1085		
Nonsect ...	0	2	12	7	7	4	2	0	0	0	1	2	1	0	4	.....	200	2,000	1086	
Epis.	11	0	141	0	17	0	6	0	23	0	10	0	.....	.....	4	141	200	100,000	1087
Bapt.	1	2	21	25	17	5	3	2	0	0	0	5	0	2	4	0	616	15,911	1088		

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1089	Mohegan	Billinge's (Miss) School	Miss Louise Bilinge.....
1090	.....do	Mohegan Lake Military School...	Henry Waters and A. E. Linder.
1091	Montour Falls.....	Cook Academy.....	F. L. Lamson
1092	Moriah	Sherman Collegiate Institute*....	Berton L. Brown, A. M.....
1093	Mount Vernon	Lockwood Collegiate School.....	The Misses Lockwood.....
1094	New Brighton.....	Botsford's (Misses) School for Girls.*	Miss L. H. Botsford
1095	.....do	Staten Island Academy and Latin School.	Frederick E. Partington, A. M.
1096	Newburgh.....	Mackie's (Miss) School	Miss E. J. Mackie
1097	.....do	Mount St. Mary's Academy*	Sister M. Emmanuel.....
1098	New York (509 Fifth avenue).	Allen School.....	Francis B. Allen.....
1099	New York (117-119 West Onehundred and twenty-fifth street).	Barnard School for Boys.....	Wm. Livingston Hazen.....
1100	New York	Barnard School for Girls*	Katharinè H. Davis
1101	New York (5 West Seventy-fifth street).	Berkeley School	John Stuart White, LL. D....
1102	New York (17 West Forty-fourth street).	Brearley School.....	James G. Crowell
1103	New York (132 West Seventy-first street).	Callisen's School for Boys	Adolph W. Callisen.....
1104	New York (721 Madison avenue).	The Chapin Collegiate School ...	Henry Barton Chapin, Ph. D., D. D.
1105	New York (2042 Fifth avenue).	Classical School for Girls	Helen M. Scoville
1106	New York (549 West End avenue).	Collegiate School for Girls	Miss Caroline M. Gerrish.....
1107	New York (241 West Seventy-seventh street).	Collegiate School	L. C. Mygatt
1108	New York (34 East Fifty-first street).	Columbia Grammar School*.....	Benjamin H. Campbell.....
1109	New York (270 West Seventy-second street).	Columbia Institute*.....	Edwin Fowler, M. D., A. B....
1110	New York (32 West Fortieth street).	Comstock School.....	Miss Lydia Day.....
1111	New York (20 East Fiftieth street).	The Cutler School	Arthur Hamilton Cutler
1112	New York (108 West Fiftyninth street).	De La Salle Institute.....	Brother Agapas
1113	New York (9 East FORTYNINETH street).	The Drisler School.....	Frank Drisler
1114	New York (15 West Forty-third street).	Dwight School.....	Arthur Williams
1115	New York (340 West Eightysixth street).	Ely's (Misses) School for Girls...	Miss Elizabeth L. Ely.....
1116	New York (Manhattan-ville).	Female Academy of the Sacred Heart.	Ellen Mahoney.....
1117	New York (226 East Sixteenth street).	Friends' Seminary.....	Edward B. Rawson.....
1118	New York (45 West Eighty-first street).	Hamilton Institute*.....	N. Archibald Shaw, jr
1119	New York	Holy Cross Academy.....	Sister Maria Concepta.....
1120	New York (607 Fifth avenue).	Home Boarding and Day School*.	Dr. and Mrs. C. H. Gardner....
1121	New York (726 Fifth avenue).	Huger's (Miss) Boarding and Day School for Girls.*	Miss M. D. Huger
1122	New York (35 West Eighty-fourth street).	Irving School	Louis Dwight Ray.....
1123	New York (44 Second street)	La Salle Academy	Brother James.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.									
	Classical course.						Scientific course.															
1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Nonsect ...	0	3	0	7	0	2	0	0	...	...	0	1	...	...	6	0	200	\$40,000	1089
Nonsect ...	6	0	55	0	15	0	14	0	29	0	8	0	8	0	4	0	600	25,000	1090			
Nonsect ...	5	4	76	43	9	28	38	20	37	20	10	8	10	7	4	52	3,000	118,722	1091			
Nonsect ...	2	2	42	50	10	15	3	2	4	5	2	4	1	4	4	0	2,500	12,000	1092			
Nonsect ...	0	0	0	60	5	25	...	...	...	...	0	0	7	0	4	...	1,300	30,000	1093
Epis ...	1	6	0	20	2	30	0	6	0	0	0	4	0	3	5	0	200	...	1094			
Epis ...	5	4	40	35	90	100	20	25	20	10	6	8	4	5	4	0	9,279	105,000	1095			
Nonsect ...	0	5	0	44	0	16	0	2	...	...	0	5	...	...	...	0	900	...	1096
R. C ...	0	0	0	35	0	0	0	2	0	20	0	8	...	...	4	0	1,500	40,326	1097	
Nonsect ...	5	0	27	0	10	0	12	0	3	0	1	0	0	0	4	0	200	500	1098			
Nonsect ...	8	2	60	0	72	0	30	0	25	0	12	0	8	0	4	60	5,000	70,000	1099			
Nonsect ...	0	4	0	25	25	100	0	3	0	2	0	6	0	1	4	20	300	10,000	1100			
Nonsect ...	10	0	70	0	40	0	40	0	30	0	15	0	12	0	4	70	1,500	100,000	1101			
Nonsect ...	0	7	0	170	0	70	0	30	0	0	0	28	...	...	5	0	5,500	220,000	1102	
Nonsect ...	5	0	20	0	20	0	8	0	7	0	4	0	4	0	4	0	300	40,000	1103			
Nonsect ...	5	2	22	0	31	0	8	0	10	0	5	0	4	0	4	0	...	...	1104	
Christian ...	0	5	0	45	0	30	0	5	...	...	0	5	0	2	2	...	200	100,000	1105	
Nonsect ...	0	4	0	25	0	0	0	10	...	...	...	...	...	...	...	...	...	...	1106
Nonsect ...	7	1	50	0	128	0	...	...	...	...	11	0	11	0	4	50	700	...	1107
Nonsect ...	15	0	113	0	39	0	35	0	54	0	28	0	19	0	4	0	530	...	1108			
Nonsect ...	7	1	40	0	113	0	22	0	18	0	6	0	6	0	3	40	300	12,000	1109			
Nonsect ...	0	3	0	23	0	0	0	18	...	...	0	6	0	3	...	...	1,200	...	1110
Nonsect ...	15	4	105	0	100	0	32	0	36	0	28	0	28	0	4	0	500	200,000	1111			
R. C ...	6	0	78	0	45	0	...	...	26	0	...	...	...	...	4	78	5,000	500,000	1112
Nonsect ...	5	0	21	0	19	0	10	0	8	0	7	0	7	0	4	0	...	...	1113	
Nonsect ...	2	0	60	0	40	0	...	...	...	...	37	0	24	0	4	...	500	75,000	1114
Protestant ...	7	19	0	100	0	25	...	...	0	8	0	15	0	0	4	...	1,000	600,000	1115	
R. C ...	0	18	0	118	0	163	0	0	0	0	0	11	0	0	4	0	7,621	998,325	1116			
Friends ...	3	6	27	28	53	57	2	1	11	1	0	0	0	0	4	0	250	...	1117			
Nonsect ...	10	0	30	0	64	0	15	0	15	0	6	0	4	0	4	30	500	...	1118			
R. C ...	2	8	0	50	0	150	...	...	...	...	0	4	...	...	4	0	1,910	268,033	1119
Presb ...	0	6	0	54	0	21	...	...	...	...	0	10	0	4	...	...	...	...	1120
Nonsect ...	5	10	0	39	0	0	...	...	...	...	...	...	...	...	...	...	...	...	1121
Nonsect ...	8	0	35	0	61	0	29	0	4	0	4	0	4	0	5	0	1,000	35,000	1122			
R. C ...	7	0	66	0	18	0	...	...	5	0	6	0	4	0	4	0	2,617	123,650	1123	

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

State and post-office.	Name.	Principal.
1	2	3
NEW YORK—continued.		
1124 New York (306 West Seventy-second street).	McFee's (Misses) Boarding and Day School.	Miss Catherine McFee.....
1125 New York (914 West End avenue).	Merington (Miss) School for Girls.	Miss Mary E. Merington.....
1126 New York (311 West Eighty-second street).	Montpelier Home School for Girls.	Mrs. T. Tileston Greene.....
1127 New York (1 West Forty-sixth street).	Morse and Rogers School for Boys.	James K. Morse.....
1128 New York (778-780 Madison street).	Moses (Miss) (Madison) School for Girls.*	Miss Rosalie Moses.....
1129 New York (117 West Eighty-fifth street).	Murphy's (Miss) School	Eva R. Murphy.....
1130 New York (241 Lenox avenue).	New York Collegiate Institute*..	Miss Mary Schoonmaker.....
1131 New York (175-180 West Seventy-fifth street).	Rayson (Misses) School for Girls..	The Misses Rayson.....
1132 New York (315 Riverside Drive).	Riverside School for Girls	Edith Cooper Hartman.....
1133 New York (279 Madison avenue).	Roberts's (Miss) School.....	Miss Roberts
1134 New York (Eighty-fourth street and West End avenue).	Rugby Military Academy*.....	Clinton Burling.....
1135 New York (38 West Fifty-ninth street).	Sachs's Collegiate Institute (boys).	Julius Sachs
1136 New York (116 West Fifty-ninth street).	Sachs's School for Girls .....	....do
1137 New York (557-559 West End avenue).	St. Agatha School.....	Miss Emma G. Sebring, A. M..
1138 New York (313-315 East Sixteenth street).	St. Brigid's Academic School of Manhattan.	Sister M. Leocadia.....
1139 New York (231 East Seventeenth street).	St. John Baptist School	Sister in charge
1140 New York (229-231 East Broadway).	St. Mary's Academy*.....	Sister M. Frederica
1141 New York (8 East Forty-sixth street).	St. Mary's School	Sister Superior
1142 New York (6 West Forty-eighth street).	Spence's (Miss) School for Girls..	Miss Clara B. Spence
1143 New York (1180-1182 Park avenue).	Ursuline Academy.....	Mother M. Ignatius.....
1144 New York (160 West Seventy-fourth street).	The Veltin School*.....	Miss Louise Veltin.....
1145 New York (139 East Seventy-ninth street).	Villa Maria Academy	Sister St. Euphrosine
1146 New York (622 Fifth avenue).	Wilson and Lyon School*	F. F. Wilson, A. M., and E. D. Lyon, Ph. D.
1147 Niagara Falls (Station A) ..	De Veaux College.....	Wm. Stanley Barrows, M. A.
1148 Nyack	Hudson River Military Academy.	Capt. Joel Wilson, A. M.
1149 do	Rockland Military Academy	Elmer E. French, A. M.
1150 Oakfield	Cary Collegiate Seminary*	Rev. Curtis Carlos Gove, M. A.
1151 Ossining.....	Holbrook's School	Dudley B. Holbrook
1152 do	Mt. Pleasant Military Academy..	C. F. Brusie
1153 do	Ossining School (girls)	Miss Clara C. Fuller
1154 do	St. John's School (military)	Wm. A. Ranney
1155 Peekskill	The Institute	Charles Unterreiner.....
1156 do	Mohegan Lake School*.....	Henry Waters
1157 do	Peekskill Military Academy	L. H. Orleman, jr.....
1158 do	St. Gabriel's School	Sister Esther
1159 Pelham Manor.....	School for Girls (Mrs. Hazen's) ..	Mrs. John Cunningham Hazen.
1160 Pike.....	Pike Seminary.....	T. I. Gifford.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.		Graduates in 1902.		College preparatory students in the class that graduated in 1902.												
							Classical course.	Scientific course.															
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
Protestant.	0	7	0	11	0	1	0	5	0	0	-----	-----	-----	-----	4	-----	910	\$4,000	1124				
Nonsect ...	0	5	0	58	0	0	0	0	0	0	0	7	0	0	4	0	500	-----	1125				
Nonsect ...	0	2	0	16	0	0	0	0	0	0	0	0	0	0	-----	0	-----	-----	1126				
Nonsect ...	5	2	20	0	10	0	18	0	2	0	2	0	2	0	4	0	500	-----	1127				
Nonsect ...	1	9	0	27	0	15	0	7	0	0	0	8	0	2	4	0	800	-----	1128				
Nonsect ...	0	4	0	10	10	25	0	1	0	0	0	0	0	0	-----	0	250	500	1129				
Nonsect ...	1	10	0	50	10	100	0	6	-----	-----	0	12	0	2	4	0	-----	-----	1130				
Christian ..	0	12	0	70	0	30	0	8	0	1	0	10	0	0	6	0	1,000	-----	1131				
Nonsect ...	2	9	0	17	0	2	0	0	0	0	0	2	0	0	-----	0	500	70,000	1132				
Nonsect ...	1	4	0	25	0	0	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	1133				
Nonsect ...	4	0	60	0	0	0	10	0	10	0	0	0	0	0	60	-----	-----	-----	1134				
Nonsect ...	9	3	73	0	61	0	27	0	15	0	24	0	20	0	4	0	500	120,000	1135				
Nonsect ...	5	12	0	115	0	55	0	0	0	25	0	30	0	5	4	-----	-----	107,000	1136				
Epis	0	1	0	4	0	64	-----	-----	-----	-----	-----	-----	-----	-----	4	-----	500	150,000	1137				
R. C	1	4	8	23	68	17	-----	-----	-----	-----	0	3	-----	-----	-----	0	604	36,630	1138				
Epis	0	7	0	30	0	0	0	0	0	0	0	1	0	0	5	0	500	-----	1139				
R. C	0	4	0	20	2	15	0	1	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	1140				
Epis	0	16	0	84	0	48	0	10	0	3	0	12	0	4	5	-----	3,300	-----	1141				
Nonsect ...	0	22	0	140	0	80	0	8	-----	-----	0	33	0	3	5	-----	3,500	-----	1142				
R. C	2	5	0	83	12	40	0	0	0	0	0	17	0	0	4	0	565	73,525	1143				
Nonsect ...	0	17	0	150	0	100	0	10	-----	-----	0	26	0	6	-----	1,000	125,000	1144					
R. C	0	3	0	23	0	127	0	0	0	0	0	0	0	0	3	0	900	-----	1145				
Nonsect ...	5	0	39	0	33	0	20	0	14	0	11	0	11	0	4	0	300	-----	1146				
Epis	4	0	21	0	4	0	5	0	0	0	2	0	0	0	4	21	1,415	158,325	1147				
Nonsect ...	6	0	25	0	40	0	2	0	6	0	2	0	0	0	4	25	500	80,000	1148				
Nonsect ...	5	3	45	0	39	0	15	0	20	0	4	2	2	0	4	45	1,000	25,000	1149				
Epis	1	2	6	18	2	10	5	15	2	0	0	2	0	1	4	0	947	575	1150				
Nonsect ...	10	0	80	0	20	0	20	0	50	0	21	0	21	0	4	80	4,000	150,000	1151				
Nonsect ...	4	0	46	0	37	0	10	0	30	0	7	0	4	0	4	46	10,000	100,000	1152				
Nonsect ...	1	17	0	43	13	41	-----	-----	-----	-----	0	4	-----	-----	4	0	2,000	40,000	1153				
Nonsect ...	4	3	22	0	4	0	3	0	2	0	-----	-----	-----	-----	4	22	900	70,000	1154				
Nonsect ...	1	1	18	20	15	0	0	0	2	0	8	15	2	0	4	0	1,200	20,000	1155				
Nonsect ...	6	0	40	0	18	0	2	0	8	0	5	0	5	0	4	40	400	25,000	1156				
Nonsect ...	9	0	92	0	14	0	3	0	20	0	19	0	12	0	4	92	1,000	-----	1157				
Epis	0	4	0	44	0	20	0	8	-----	-----	0	8	-----	-----	-----	0	800	-----	1158				
Nonsect ...	0	6	0	92	3	21	-----	-----	-----	-----	0	18	-----	-----	4	0	500	-----	1159				
Nonsect ...	2	1	25	17	11	12	3	1	-----	-----	8	2	-----	-----	-----	-----	860	15,242	1160				

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
NEW YORK—continued.		
1161 Plattsburg.....	D'Youville Academy.....	Sister Marie de la Victoire...
1162 Port Henry.....	Champlain Academy.....	Sister M. Gabriels.....
1163 Poughkeepsie.....	Lyndon Hall School for Girls.....	Samuel W. Buck.....
1164 do.....	Putnam Hall.....	Ellen C. Bartlett.....
1165 do.....	Quincy School.....	Miss Mary C. Alliger.....
1166 do.....	Riverview Military Academy.....	Joseph B. Bisbee, M. A.....
1167 Randolph.....	Chamberlain Institute.....	E. A. Bishop, A. M., D. D.....
1168 Rochester (218 Cutler Building).	The Bradstreet School.....	J. Howard Bradstreet.....
1169 Rochester (127 North Goodman street).	Columbia School.....	Caroline Milliman.....
1170 Rochester (86 East avenue).	The Cruttenden School.....	Miss L. H. Hakes.....
1171 Rochester (2 Prince street).	Female Academy of the Sacred Heart.	Mme. Augusta Pardon.....
1172 Rochester.....	Livingston Park Seminary.....	Mrs. Eurith Trabue Rebaz.....
1173 do.....	Nazareth Academy.....	Thomas F. Hickey.....
1174 Rochester (77 South Fitzhugh street).	Nichols's (Misses) School.....	Misses J. H. and M. D. Nichols.....
1175 Rochester (330 Central avenue).	Wagner Memorial Lutheran College.	John Nicum, D. D.....
1176 Rome.....	St. Peter's Academy.....	Sister M. Patrick.....
1177 Rondout.....	St. Mary's Academy.....	Sister M. Eligins.....
1178 Rye.....	Rye Seminary*.....	Miss Harriet T. Stone.....
1179 Sag Harbor.....	Academy of the Sacred Heart*.....	Mother Basile.....
1180 Scarsdale.....	St. David's Hall.....	W. L. Evans, M. A.....
1181 Sherwood.....	Sherwood Select School.....	A. Gertrude Flanders.....
1182 Sodus.....	Sodus Academy.....	Elisha Curtiss.....
1183 Southold.....	Southold Academy.....	E. Gertrude Somes.....
1184 Suffern.....	Herbert Preparatory School.....	Wm. J. Eckoff.....
1185 Syracuse.....	St. John's Catholic Academy.....	Rev. Michael Clune.....
1186 Tarrytown.....	Irving Institute*.....	John M. Furman.....
1187 Troy.....	Emma Willard School (Troy Female Seminary).	Anna Leach.....
1188 do.....	La Salle Institute.....	Brother Aelred.....
1189 do.....	St. Peter's Academy.....	Sister M. Odilia.....
1190 do.....	Troy Academy.....	F. C. Barnes.....
1191 Union Springs.....	The Oakwood Seminary.....	Francis N. Maxfield, A. B.....
1192 Utica.....	Balliol School* (Utica Female Academy).	Louise S. B. Saunders.....
1193 do.....	Utica Catholic Academy*.....	Rev. James S. M. Lynch, D. D.....
1194 Verona.....	The Home School*.....	Mrs. Theodosia M. Foster.....
1195 Walworth.....	Walworth Academy.....	Carrol A. Mider.....
1196 Westchester.....	Sacred Heart Academy.....	Brother Edmund.....
1197 West New Brighton.....	Westerleigh Collegiate Institute.....	Wilber Strong.....
1198 Whitestone.....	Sacred Heart Academy.....	Sister M. Perpetua.....
1199 Yonkers.....	The Halsted School.....	Miss Mary Sicard Jenkins.....
NORTH CAROLINA.		
1200 Advance.....	Advance High School.....	J. Minor, A. B.....
1201 Albemarle.....	Englewood Boarding School.....	Helen J. Northrup.....
1202 Asheville.....	The Bingham School.....	Robert Bingham.....
1203 do.....	Home and Day School for Girls.....	Miss Harriet A. Champion.....
1204 Auburn.....	Mount Moriah Academy.....	Rev. M. A. Adams.....
1205 Augusta.....	Hodges School*.....	John D. Hodges, A. M.....
1206 Beaufort.....	Beaufort High School.....	S. D. Bagley.....
1207 do.....	St. Paul's School*.....	Rev. Thomas P. Noe, M. A., B. D.....
1208 do.....	Washburn Seminary.....	B. D. Rowlee.....
1209 Belmont.....	Sacred Heart Academy.....	Mother Mary Teresa.....
1210 Belvidere.....	Belvidere Academy.....	Mary J. White.....
1211 Belwood.....	Belwood Institute*.....	M. B. and C. R. Clegg.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.		Graduates in 1902.		College preparatory students in the class that graduated in 1902.									
	Male.	Female.											Male.	Female.	Male.	Female.				
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
R. C	0	4	0	45	15	120	0	0	0	0	0	6	0	2	4	0	582	\$30,000	1161	
R. C	0	3	21	25	68	87	2	3	.....	.....	0	4	0	1	4	0	500	12,000	1162
Nonsect	1	6	0	30	13	52	0	12	.....	.....	0	14	0	6	4	0	.....	.....	1163
Nonsect	0	6	0	21	0	7	0	10	.....	.....	0	2	0	2	.....	0	300	.....	1164
Nonsect	0	3	10	30	50	70	0	15	0	15	0	2	0	2	3	.....	500	.....	1165
Nonsect	9	0	123	0	25	0	24	0	52	0	5	0	4	0	5	123	.....	.....	1166
M. E	4	3	41	49	1	0	.....	.....	.....	.....	5	6	4	0	4	0	2,659	84,260	1167
Nonsect	7	2	65	0	18	0	19	0	40	0	8	0	8	0	4	0	400	.....	1168
Nonsect	0	4	0	20	27	78	0	6	.....	.....	0	2	0	2	4	.....	.....	12,000	1169
Nonsect	0	6	0	61	5	42	.....	.....	0	20	0	5	0	2	4	.....	1,700	.....	1170
R. C	2	18	0	45	0	35	0	4	0	2	0	4	0	4	5	0	4,000	100,000	1171	
Nonsect	0	5	0	34	.....	.....	.....	.....	.....	.....	0	5	.....	.....	4	.....	500	.....	1172
R. C	0	10	0	95	0	100	0	3	0	0	0	25	0	1	4	0	4,638	160,560	1173	
Nonsect	0	5	0	24	0	2	0	2	.....	.....	0	5	.....	.....	4	.....	.....	.....	1174
Ev. Luth ..	5	0	38	0	0	0	.....	.....	.....	.....	6	0	.....	.....	6	0	1,100	20,000	1175
R. C	0	3	0	44	0	56	0	7	0	0	0	7	0	7	4	0	1,200	53,774	1176	
R. C	0	2	5	15	15	15	2	3	1	0	0	2	0	2	5	0	500	.....	1177
Nonsect	4	13	0	112	0	0	0	12	.....	.....	0	14	0	6	.....	.....	.....	.....	1178
R. C	0	2	0	6	10	20	.....	.....	.....	.....	0	1	.....	.....	4	.....	50	.....	1179
Epis	1	0	15	0	0	0	5	0	5	0	.....	.....	.....	.....	.....	.....	.....	30,000	1180
Nonsect	0	3	4	12	2	1	0	0	0	0	0	1	0	0	4	0	40	20,000	1181	
Nonsect	1	4	50	70	50	0	2	1	.....	.....	4	0	1	0	4	0	500	3,000	1182
Presb.	0	1	14	4	0	0	2	0	1	0	0	0	0	0	4	0	50	3,700	1183	
Nonsect	2	2	10	8	4	3	.....	.....	.....	.....	.....	.....	.....	.....	4	0	400	10,000	1184
R. C	1	3	20	24	90	156	1	0	0	0	2	2	2	2	4	0	1,813	43,708	1185	
Nonsect	4	1	26	0	20	0	1	0	12	0	4	0	3	0	4	0	3,000	.....	1186
Nonsect	0	10	0	51	3	94	0	2	0	0	0	4	0	2	4	0	2,635	259,867	1187	
R. C	9	0	94	0	104	0	0	0	5	0	9	0	5	0	4	94	2,973	31,580	1188	
R. C	2	3	11	36	235	364	0	0	1	0	2	4	1	0	4	0	1,073	68,391	1189	
Nonsect	7	0	100	0	26	0	.....	.....	.....	.....	21	0	21	0	4	0	1,100	27,350	1190
Friends	2	4	12	16	12	7	1	1	3	3	1	1	1	1	4	0	2,300	20,000	1191	
Nonsect	0	11	0	39	0	40	0	3	.....	.....	0	2	0	1	5	0	2,000	95,000	1192
R. C	4	6	22	29	208	321	14	25	0	0	6	6	.....	.....	4	0	1,500	.....	1193
Nonsect	0	3	1	4	0	0	1	1	0	1	.....	.....	.....	.....	.....	.....	1,000	.....	1194
Nonsect	1	0	15	29	8	8	.....	.....	0	2	0	0	0	0	4	0	3	9,000	1195
R. C	5	0	40	0	75	0	0	0	20	0	2	0	0	0	4	40	1,200	501,100	1196	
Nonsect	2	6	72	35	87	70	8	7	.....	.....	8	7	8	7	4	0	1,164	25,000	1197
R. C	3	0	10	0	30	0	5	0	.....	.....	3	0	.....	.....	10	.....	.....	.....	1198
Nonsect	0	8	5	27	45	61	5	11	.....	.....	0	3	0	3	5	0	350	35,000	1199
Nonsect	2	0	35	25	10	25	.....	.....	.....	.....	0	0	0	0	3	.....	.....	800	1200
Presb. So ..	0	1	0	5	2	31	.....	.....	.....	.....	0	0	0	0	0	0	2,500	.....	1201
Nonsect	7	0	150	0	0	0	25	0	25	0	12	0	12	0	4	150	2,000	60,000	1202	
Nonsect	0	3	3	7	3	8	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	500	.....	1203
Nonsect	1	2	22	25	18	17	4	3	.....	.....	.....	.....	.....	.....	4	0	45	750	1204
Nonsect	1	1	16	10	12	6	16	10	.....	.....	.....	.....	.....	.....	4	0	1,000	4,000	1205
M. E. So ..	0	2	24	23	56	50	3	8	2	0	.....	.....	.....	.....	2	0	.....	3,000	1206
Nonsect	1	1	10	10	70	130	.....	.....	.....	.....	.....	.....	.....	.....	4	0	500	5,000	1207
Nonsect	1	1	9	16	58	74	1	0	.....	.....	1	1	1	0	4	0	50	6,250	1208
R. C	0	3	0	25	0	15	.....	.....	.....	.....	0	1	.....	.....	.....	.....	800	40,000	1209
Friends	0	1	12	14	15	43	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	60	1,000	1210
M. E. So ..	2	0	40	40	45	40	2	2	1	0	2	1	2	1	4	0	.....	3,500	1211

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

State and post-office.	Name.	Principal.
1	2	3
NORTH CAROLINA—cont'd.		
1212 Bethel Hill	Bethel Hill Institute *	Rev. J. A. Beam
1213 Big Lick	Big Lick Academy	D. M. Stallings, A. B.
1214 Boomer	Boomer High School	J. A. Boldin
1215 Boonville	Yadkin Valley Institute	R. B. Horn
1216 Buies Creek	Buies Creek Academy	Rev. J. A. Campbell
1217 Burgaw	Burgaw Academy *	Milton McIntosh
1218 Caldwell Institute	Caldwell Institute	J. M. Roberts, A. B.
1219 Carthage	Carthage Academic Institute	C. M. McIntosh, A. B.
1220 Cary	Cary High School	A. F. Sams
1221 Cedar Rock	Cedar Rock Academy *	T. H. Sledge
1222 Charlotte	Charlotte Military Institute	J. G. Baird
1223 Chocowinity	Trinity School *	N. C. Hughes
1224 Clyde	Haywood High School	V. O. Parker
1225 Cobbs	Bellevue High School	James W. Lovingood
1226 Concord	Scotia Seminary	D. J. Satterfield, D. D.
1227 Conover	Concordia College	Rev. G. A. Romoser
1228 Crescent	Crescent Academy and Business College	J. M. Lyrerly, A. M.
1229 Dalton	Dalton Institute	W. A. Flynt
1230 Dunn	Dunn High School *	J. D. Ezzell
1231 Durham	Trinity Park High School	J. F. Bivins
1232 Eagletown	Aurora Academy	Edgar Thomas Sulpes
1233 Elizabeth City	Atlantic Collegiate Institute	S. L. Sheep
1234 Farmer	Farmer Institute	Eugene Harris
1235 Fayetteville	Donaldson-Davidson Academy	John S. Simpson
1236 Finch	Stanhope High School	H. M. Loy
1237 Flint	Leesville High School	J. E. Dowd
1238 Franklin	Franklin High School	M. D. Billings
1239 Franklinton	Franklinton Christian College *	Rev. Z. A. Poste
1240 Gastonia	Gaston Academy *	Robert H. Lafferty
1241 Glenwood	Glenwood Academy *	J. E. Hudson
1242 Goldston	Goldston Academy *	James R. Rives
1243 Hayesville	Hayesville High School	O. M. Mull
1244 Hertford	Perquimans Academy	S. T. Liles
1245 Ilex	Holly Grove Academy *	C. J. Hileman
1246 Jonesboro	Jonesboro High School *	Palmer Dalrymple
1247 Jonesville	Jonesville Academy *	J. T. Smith
1248 Kernersville	Kernersville Academy	G. W. Mewborn
1249 Kings Mountain	Lincoln Academy	Lillian S. Cathcart
1250 Kingston	Lewis's School	Richard H. Lewis, M. D.
1251 Lenoir	Davenport College	Rev. R. C. Craven
1252 Louisburg	Louisburg Male Academy *	Ernest Sims Morton, A. B.
1253 Lumberton	Robeson Institute	O. J. Peterson
1254 Madison	Madison Institute *	J. M. Weatherly
1255 Marshall	Marshall Academy *	W. A. Coe
1256 Marshallberg	Graham Seminary	Rev. C. M. Levister
1257 Marshville	Marshville Academy	R. L. Honeycutt
1258 Mars Hill	Mars Hill College	S. J. Moore
1259 Mebane	The Bingham School	Preston Lewis Gray
1260 Mizpah	Mountain View Institute	M. T. Chilton
1261 Mocksville	Eaton and Clements (Misses) School	Miss Mattie M. Eaton
1262 Morganton	Patton School *	R. L. Patton
1263 Morven	Morven High School	Joseph E. Avent
1264 Mount Pleasant	Mount Amena Seminary *	Rev. J. H. C. Fisher
1265 Mount Vernon Springs	Mount Vernon Springs Academy *	S. A. Underwood
1266 North Wilkesboro	Academic and Industrial Institute	E. M. Gilliard
1267 Norwood	Norwood High School	R. C. Willis, A. B.
1268 Oak Ridge	Oak Ridge Institute	J. A. and M. H. Holt
1269 Oxford	Horner Military School *	J. C. Horner

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1931-2—Continued.

Religious denomination.	Second-ary-instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.		
			Second-ary-students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.											
	Male.	Female.					Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.						Male.	Female.
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22						
Bapt.....	5	2	63	34	12	12	...	...	...	...	...	...	...	...	...	...	...	...	3	28	...	\$6,000	1212
Nonsect.....	2	1	55	45	25	25	5	5	10	15	...	...	...	...	...	...	...	...	4	0	...	2,500	1213
Nonsect.....	1	1	19	...	60	55	4	2	3	5	...	...	...	...	...	...	...	...	12	0	500	250	1214
Nonsect.....	1	1	50	20	111	61	7	1	2	6	...	...	...	...	...	...	...	...	4	0	140	2,500	1215
Nonsect.....	7	2	220	140	30	20	...	...	...	...	20	8	...	...	...	...	...	...	4	100	800	10,000	1216
Nonsect.....	1	1	9	14	39	26	...	5	0	0	0	0	0	0	0	0	...	...	...	0	...	1,500	1217
Nonsect.....	0	1	15	10	10	21	...	...	...	...	...	...	...	...	...	...	...	...	...	0	200	2,000	1218
Nonsect.....	0	2	57	82	26	38	13	17	2	0	...	...	...	...	...	...	...	...	...	0	50	1,500	1219
Nonsect.....	1	2	50	40	15	16	...	...	...	...	...	...	...	...	...	...	...	...	4	0	375	4,000	1220
Bapt. Miss.	1	0	15	5	30	30	...	...	...	...	...	...	...	...	...	...	...	...	...	4	0	800	1221
Nonsect.....	2	0	55	0	20	0	30	0	4	0	4	0	...	...	...	...	...	...	4	55	...	7,000	1222
Epis.....	3	1	19	5	20	7	...	...	...	...	0	2	0	...	...	...	...	...	2	5	18	3,500	1223
Bapt.....	2	2	65	48	69	71	13	12	0	0	...	...	...	...	...	...	...	...	3	0	...	8,000	1224
Bapt.....	2	1	27	25	25	31	5	7	4	5	...	...	...	...	...	...	...	...	4	0	100	2,500	1225
Presb.....	1	6	0	25	0	258	...	...	...	...	...	...	...	...	...	...	...	...	3	0	2,200	65,000	1226
Ev. Luth.....	4	0	28	19	0	0	8	0	...	...	1	2	1	0	6	0	4,500	6,000	6	0	...	4,500	1227
Nonsect.....	4	2	24	20	60	40	24	20	...	...	16	4	0	1	4	0	1,800	8,000	4	0	...	8,000	1228
Nonsect.....	1	1	10	10	20	20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,500	1229
Nonsect.....	2	3	80	48	20	56	15	12	25	20	...	...	...	...	...	...	...	...	4	...	...	2,500	1230
Meth.....	3	0	109	17	4	0	27	1	88	15	32	4	32	4	3	0	4,000	37,500	4	3	0	37,500	1231	
Friends.....	1	1	8	12	27	23	0	0	1	2	2	3	1	2	3	0	453	2,000	...	...	...	2,000	1232
Nonsect.....	2	6	30	85	60	60	25	50	...	...	3	4	3	4	4	0	300	5,000	...	...	...	5,000	1233
Nonsect.....	1	2	16	20	15	20	2	5	2	8	75	300	1234
Presb.....	2	1	39	2	12	2	300	5,000	1235
Nonsect.....	1	1	21	36	42	36	2	0	500	1,800	1236
Nonsect.....	1	1	15	10	25	48	5	2	...	...	5	1	5	1	5	0	150	2,000	...	...	...	2,000	1237
M. E. So.....	1	2	38	23	35	57	4	0	2	0	...	...	...	...	...	...	...	...	...	...	...	8,000	1238
Christian	2	2	28	25	40	53	...	...	...	...	2	0	...	...	...	...	...	...	4	0	...	...	1239
Presb.....	4	3	71	54	9	11	7	4	...	...	4	0	4	0	...	...	...	...	...	...	...	...	1240
Bapt.....	1	0	11	27	4	3	2	1	0	0	0	0	0	0	0	0	...	...	...	...	...	500	1241
Nonsect.....	1	1	24	19	38	28	3	2	4	2	3	2	0	0	0	0	...	...	...	...	...	1,000	1242
Nonsect.....	1	1	16	22	52	41	2	3	...	...	0	0	0	0	0	0	20	1,000	...	...	...	1,000	1243
Nonsect.....	1	1	30	25	28	25	3	5	2	4	0	4	0	4	4	0	...	...	...	...	...	3,000	1244
Luth.....	1	1	1	8	29	27	1	4	...	...	...	...	...	...	...	...	160	1,000	...	...	...	1,000	1245
Nonsect.....	1	2	37	63	46	0	3	1	0	...	...	...	...	...	...	...	...	...	...	...	...	1,000	1246
Nonsect.....	1	0	10	5	40	35	2	1	0	0	0	0	...	...	...	...	1,000	...	...	...	...	1,000	1247
Nonsect.....	1	1	15	20	30	35	6	6	...	...	...	...	...	...	...	...	800	...	...	...	...	800	1248
Cong.....	0	3	11	25	77	135	...	...	...	...	2	9	1	0	4	0	800	10,000	...	...	...	10,000	1249
Nonsect.....	1	1	10	15	0	0	1	5	...	...	1	0	1	0	3	...	100	1,000	...	...	...	1,000	1250
Meth.....	0	2	0	90	0	0	0	70	0	20	...	...	...	...	...	...	700	17,000	...	...	...	17,000	1251
Nonsect.....	1	0	9	0	16	0	4	0	0	0	...	...	...	...	...	...	5,000	...	...	...	...	5,000	1252
Bapt.....	1	1	30	27	30	28	10	7	8	1	6	5	6	5	4	0	125	10,000	...	...	...	10,000	1253
Nonsect.....	1	2	34	36	38	32	10	12	6	8	0	0	0	0	0	0	...	2,500	...	...	...	2,500	1254
Presb.....	1	0	9	8	61	57	0	0	1	1	0	0	0	0	0	0	300	500	...	...	...	500	1255
Meth.....	1	1	4	18	47	51	2	6	...	...	...	...	...	...	...	...	500	3,500	...	...	...	3,500	1256
Nonsect.....	1	1	55	40	67	82	5	4	3	2	...	...	...	...	...	...	100	2,000	...	...	...	2,000	1257
Bapt.....	2	1	50	33	137	75	14	3	3	2	...	...	...	...	...	...	940	7,000	...	...	...	7,000	1258
Nonsect.....	5	0	57	9	5	1	...	...	...	...	10	1	...	...	...	...	2,000	30,000	...	...	...	30,000	1259
Nonsect.....	1	0	6	5	44	21	...	...	...	...	...	...	...	...	...	...	150	2,000	...	...	...	2,000	1260
Nonsect.....	0	3	0	30	20	40	...	...	...	...	...	...	...	...	...	...	200	...	...	...	...	...	1261
Nonsect.....	1	1	57	38	0	0	10	6	2	0	8	6	8	6	3	0	...	800	...	...	...	800	1262
Meth.....	0	2	19	21	49	49	6	12	...	...	6	7	...	...	...	...	...	...	...	...	...	...	1263
Luth.....	6	1	0	73	0	16	0	5	...	...	0	8	...	...	...	...	700	10,000	...	...	...	10,000	1264
Miss. Bapt.	1	2	23	27	0	0	0	0	0	0	0	0	0	0	0	0	800	...	...	...	...	800	1265
Presb.....	1	1	30	36	0	0	...	...	...	...	0	0	0	0	4	0	250	1,600	...	...	...	1,600	1266
Meth.....	6	2	24	13	25	23	12	3	1	0	...	...	...	...	...	...	...	2,000	...	...	...	2,000	1267
Nonsect.....	7	0	140	0	114	0	75	10	...	...	52	1	18	0	3	0	2,500	50,000	...	...	...	50,000	1268
Nonsect.....	6	0	78	0	22	0	15	0	60	0	12	0	9	0	4	70	300	17,000	...	...	...	17,000	1269

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
NORTH CAROLINA—cont'd.		
1270 Palmerville	Yadkin's Mineral Springs Academy.	E. F. Eddins, A. B.
1271 Pee Dee	Barrett Collegiate and Industrial Institute.	A. M. Barrett, A. M., D. D.
1272 Penelope	Penelope Academy	C. M. Murchison
1273 Pinnacle	Pinnacle Institute	Samuel W. Hall
1274 Raleigh	Mount Moriah Academy*	Rev. M. A. Adams
1275 do	Raleigh Male Academy	Hugh Morson
1276 do	St. Augustine's School	Rev. A. B. Hunter
1277 do	St. Mary's School	T. D. Bratton, D. D.
1278 Red Springs	North Carolina Military Academy.	Clarence A. Short
1279 Reidsville	Reidsville Seminary	Wm. F. Orr, A. M.
1280 Rutherford College	Rutherford College	Charles C. Weaver
1281 Salemburg	Salem High School	J. J. Hendren
1282 Saluda	Saluda Seminary	Fidelia Sheldon
1283 Shallotte	Shallotte Preparatory School	George Leonard
1284 Sparta	Sparta Institute	S. W. Brown
1285 Sunshine	Sunshine Institute	R. L. Fruit
1286 Taylorsville	Taylorsville Collegiate Institute*	Rev. J. A. White
1287 Union Ridge	Union Ridge Academy*	Thos. W. Strowd
1288 Wakefield	Wakefield English and Classical School.	R. E. Sentelle
1289 Walnut Cove	Walnut Cove High School	Joseph Aden
1290 Warrenton	Warrenton High School	John Graham
1291 Weldon	The Weldon Academy	W. M. Stancell
1292 Whitsett	Whitsett Institute	W. T. Whitsett, Ph. D., president.
1293 Why Not	Why Not Academy and Business Institute.	G. F. Garner
1294 Wilmington	Alderman's (Miss) School*	Miss Mary L. Alderman
1295 do	Cape Fear Academy	Washington Catlett
1296 Windsor	Bertie Academy	W. S. Etheridge
1297 Winston-Salem	Salem Boys' School	James F. Brower
1298 Winton	Waters Normal Institute	C. S. Brown, D. D.
1299 Woodland	Woodland High School	N. W. Britton
1300 Yadkin College	Yadkin Collegiate Institute	W. T. & J. F. Totten
NORTH DAKOTA.		
1301 Grand Forks	St. Bernard's College	Mother Stanislaus
1302 Jamestown	St. John's Academy	Sisters of St. Joseph
OHIO.		
1303 Austinburg	Grand River Institute	Granville W. Mooney
1304 Barnesville	Friend's Boarding School	Jesse Edgerton
1305 Bluffton	Central Mennonite College	Noah Calvin Herschy
1306 Cedar Point	St. Gregory Seminary	Henry Brinkmeyer
1307 Cincinnati	The Bartholomew-Clifton School	Miss E. Antoinette Ely, A. M.
1308 Cincinnati (724 Oak street)	Butler (Miss) School for Girls	Miss Sarah Butler
1309 Cincinnati (148 East Fourth street)	The Collegiate School	Rev. J. Babin, A. B.
1310 Cincinnati (Walnut Hills)	Educational Institute	Alois Schmidt
1311 Cincinnati (Clifton)	Female Academy of the Sacred Heart.	Madam Elden
1312 Cincinnati (Walnut Hills)	Franklin School	J. E. White, G. S. Sykes
1313 Cincinnati (1859 Madison Road)	Fredin's (Madame) School (Eden Park School)	Madame Fredin
1314 Cincinnati (2643 Bellevue avenue)	Lupton's (Miss) School for Girls	Miss Katharine M. Lupton

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.		Graduates in 1902.		College preparatory students in the class that graduated in 1902.										
	Male.	Female.											Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			
Nonsect ...	2	1	25	25	30	25	10	3	10	3	2	0	2	0	6	0	.....	\$700	1270	
Nonsect ...	2	3	31	30	11	9	8	5	8	4	2	0	0	0	.....	0	300	6,000	1271	
Nonsect ...	1	1	5	7	20	19	5	2	.....	.....	.....	.....	.....	.....	.....	.....	250	2,000	1272
Nonsect ...	1	1	19	20	45	52	8	4	4	2	.....	.....	.....	.....	.....	.....	70	1,500	1273
Nonsect ...	1	1	10	13	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	1274
Nonsect ...	2	0	55	0	65	0	8	0	12	0	.....	.....	.....	.....	.....	.....	.....	7,000	1275
Epis ...	3	2	23	23	132	147	.....	.....	.....	.....	2	5	.....	.....	.....	.....	.....	1276	
Epis ...	0	5	0	120	0	128	0	45	0	44	0	3	.....	.....	.....	.....	3,500	57,000	1277
Nonsect ...	4	0	26	0	52	0	7	0	11	0	3	0	.....	.....	.....	.....	603	7,000	1278
Presb ...	1	0	4	17	4	20	.....	.....	.....	.....	0	1	.....	.....	.....	.....	.....	1279	
M. E. So. ...	6	0	100	23	33	15	8	1	.....	.....	.....	.....	.....	.....	.....	.....	300	6,500	1280
Nonsect ...	2	1	48	50	40	4	1	1	0	.....	0	5	.....	.....	.....	.....	500	1,250	1281
Miss. Asso ...	0	5	2	10	41	62	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1282	
Nonsect ...	2	2	38	28	20	12	4	2	6	1	14	10	4	3	.....	.....	600	1,000	1283
Meth ...	1	1	30	18	28	30	5	1	.....	.....	.....	.....	.....	.....	.....	.....	200	1,000	1284
M. E. So. ...	1	1	44	46	42	41	8	9	6	0	3	4	3	4	.....	.....	96	2,000	1285
Nonsect ...	3	2	60	20	75	50	.....	.....	3	0	5	2	.....	.....	.....	.....	1,500	6,000	1286
Nonsect ...	1	2	19	18	10	12	.....	.....	2	2	.....	.....	.....	.....	.....	.....	.....	750	1287
Bapt ...	2	1	32	36	48	65	6	8	2	0	.....	.....	.....	.....	.....	.....	200	.....	1288
Nonsect ...	1	1	24	36	20	16	4	2	.....	.....	2	3	2	3	.....	.....	.....	800	1289
Nonsect ...	1	2	40	17	41	20	.....	.....	.....	.....	4	2	.....	.....	.....	.....	300	5,000	1290
Nonsect ...	0	2	34	32	14	14	10	10	10	8	3	4	3	4	.....	.....	100	1,800	1291
Nonsect ...	5	1	125	25	75	25	10	5	50	10	25	5	10	3	4	0	2,500	20,000	1292		
Nonsect ...	1	0	17	28	41	34	2	2	0	0	1	0	1	0	4	0	63	500	1293		
Nonsect ...	0	1	10	15	10	15	.....	.....	8	0	.....	.....	.....	.....	.....	.....	200	.....	1294
Nonsect ...	1	1	25	3	12	0	3	0	3	0	.....	.....	.....	.....	.....	.....	125	2,500	1295
Bapt ...	1	1	19	37	21	37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50	1,000	1296
Moravian ...	5	0	68	0	32	0	4	0	4	0	14	0	8	0	4	0	.....	10,000	1297	
Bapt ...	2	4	45	47	78	104	.....	.....	.....	.....	4	4	4	3	.....	.....	500	12,000	1298
Nonsect ...	1	1	18	22	35	19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,200	1299
Meth ...	2	1	12	4	23	12	.....	.....	.....	.....	2	1	.....	.....	.....	.....	500	7,000	1300
R. C ...	0	6	4	30	16	100	.....	.....	8	7	.....	1	1	1	1	.....	1,000	25,000	1301
R. C ...	0	2	6	39	45	85	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	400	35,000	1302
Nonsect ...	5	3	65	80	0	0	18	20	17	20	4	5	4	4	5	4	0	2,000	20,000	1303	
Friends ...	3	2	28	35	8	11	.....	.....	2	0	2	4	1	0	.....	.....	690	.....	1304
Mennonite ...	5	2	33	26	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	90,000	1306
R. C ...	8	0	72	0	0	0	.....	.....	.....	.....	10	0	.....	.....	.....	.....	.....	50,000	1307
Nonsect ...	3	11	0	68	6	50	0	14	.....	.....	0	10	0	0	.....	.....	2,000	20,000	1308
Nonsect ...	1	10	0	27	6	48	0	7	.....	.....	0	7	0	1	.....	.....	1,000	.....	1309
Epis ...	1	0	13	0	0	0	3	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1310
Nonsect ...	2	4	27	1	5	1	16	1	4	0	5	0	4	0	3	0	1,000	.....	1311	
R. C ...	0	3	0	40	.....	.....	.....	.....	.....	.....	0	2	0	2	.....	.....	1,000	.....	1312
Nonsect ...	5	0	56	0	37	0	.....	.....	.....	.....	6	0	6	0	4	.....	.....	.....	1313
Nonsect ...	0	6	0	40	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	800	.....	1314
Nonsect ...	0	3	0	16	0	2	.....	.....	0	2	0	2	.....	.....	.....	.....	3,000	.....	1315

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

State and post-office.		Name.	Principal.
1	2	3	
OHIO—continued.			
1315	Cincinnati (College Hill)...	Ohio Military Institute	W. L. Siling, Ph. D.
1316	Cincinnati (1615 Vine street)	St. Francis Seraphicus College....	Dennis Engelhard, O. F. M. .
1317	Cincinnati (East Sixth street).	St. Mary's Educational Institute..	Sister Mary Borgia
1318	Cincinnati.....	St. Mary's Female Educational Institute.	Sisters of Notre Dame
1319	Cincinnati (Oak and May streets).	Ursuline Academy*	Sister M. Angela.....
1320	Cleveland (768-770 Euclid avenue).	Hathaway Brown's School for Girls.	Miss Mary E. Spencer
1321	Cleveland (2165 Euclid avenue).	Laurel Institute.....	Jennie Warren Prentiss
1322	Cleveland (1020 Prospect avenue).	Mittleberger's (Miss) School for Girls.	Augusta Mittleberger
1323	Cleveland (895 Second avenue).	University School.....	George D. Pettie
1324	Cleveland (Willson and Scovill).	Ursuline Academy.....	Mother M. Peter, superioress.
1325	Columbus (151 East Broad street).	Phelps (Miss) English and Classical School.*	Miss Lucretia M. Phelps....
1326	Columbus (331 East Rich street).	St. Joseph's Academy.....	Sisters of Notre Dame
1327	Columbus (101 North High street).	Thompson's Preparatory School*.	J. T. Thompson.....
1328	Columbus (187 East Broad street).	The University School.....	Frank Theodore Cole.....
1329	Crawfis College.....	Crawfis College	J. T. Fairchild
1330	Damascus	Damascus Academy	Ercy C. Kerr, B. A.
1331	Dayton (17 Third street East).	English and Classical School for Boys and Girls.	Albert D. Shauck.....
1332	Dayton (Ludlow and Franklin streets).	Notre Dame Academy	Sisters of Notre Dame
1333	Dayton	St. Mary's Institute	Charles Eichner
1334	Gambier	Harcourt Place Seminary*	Mrs. Ada I. Ayer Hills
1335	Glendale	Glendale College	Miss R. J. De Vore
1336	Hudson	Western Reserve Academy	Charles T. Hickok
1337	Marion	St. Mary's School*	Rev. M. Mulvihill.....
1338	New Lexington	St. Aloysius Academy.....	Mother Gonzaga
1339	Oak Hill	Providence University.....	G. James Jones
1340	Pleasantville.....	Fairfield Academy*	C. C. Webb
1341	Reading	Mount Notre Dame Academy	Sister Catherine Aloysius
1342	St. Martin	Ursuline Academy for Young Ladies.	Sister M. Baptista
1343	Savannah	Savannah Academy	W. J. Machwart
1344	South New Lyme.....	New Lyme Institute	W. H. Van Fossan
1345	Tiffin	College of Ursuline Sisters	Ursuline Sisters
1346	Toledo	Ursuline Academy.....	Mother Superior
1347	Urbana	Urbana University.....	John H. Williams, A. M.
1348	West Farmington	Western Reserve Seminary	William H. Dye, A. M., B. D., Ph. D.
1349	Zanesville	Putnam Seminary*	Mrs. Helen B. Colt
OKLAHOMA.			
1350	Carrier	Northwestern Academy	W. H. LeBar, A. M.
1351	Guthrie	St. Joseph's Academy.....	Mother Mary Joseph
1352	Kingfisher.....	Kingfisher College*	Julius Temple House.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.		Graduates in 1902.		College preparatory students in the class that graduated in 1902.										
	Classical course.												Scientific course.								
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			
Nonsect ...	6	0	50	0	10	0	17	0	21	0	7	0	7	0	4	50	1,000	\$100,000	1315		
R. C.	10	0	81	0	0	0	.....	.....	.....	.....	5	0	.....	.....	5	0	.....	53,000	1316
R. C.	0	2	0	18	0	102	.....	.....	.....	.....	0	1	.....	.....	4	.....	.....	.....	1317
R. C.	0	6	0	24	14	45	0	0	0	0	0	0	0	0	4	0	1,100	.....	1318	
R. C.	0	7	0	30	9	30	.....	.....	.....	.....	0	0	0	0	4	.....	.....	20,000	1319
Nonsect ...	0	14	0	60	12	52	.....	.....	.....	.....	0	13	0	5	4	0	2,000	.....	1320
Nonsect ...	0	9	0	29	5	75	0	1	0	4	0	6	0	4	4	0	75	2,000	1321		
Nonsect ...	3	12	0	89	0	47	.....	.....	.....	.....	0	15	0	4	4	0	2,500	.....	1322
Nonsect ...	15	2	131	0	118	0	30	0	60	0	24	0	23	0	4	0	2,000	225,000	1323		
R. C.	0	7	0	50	0	200	.....	.....	.....	.....	0	24	.....	.....	4	.....	10,000	.....	1324
Epis.	3	10	0	100	15	35	0	10	.....	.....	0	12	0	4	4	0	1,500	400	1325
R. C.	0	4	0	38	35	102	0	5	.....	.....	0	7	0	2	4	.....	2,000	30,000	1326
Nonsect ...	1	1	8	10	18	0	1	1	3	0	3	2	3	2	2	0	100	150	1327		
Nonsect ...	3	2	23	3	7	0	1	0	22	3	4	1	4	1	4	0	1,000	400	1328		
Nonsect ...	1	3	45	40	0	0	10	8	4	5	1	0	1	0	4	0	102	20,000	1329		
Friends ...	1	2	30	9	0	0	2	0	2	0	3	2	2	0	4	0	500	5,000	1330		
Nonsect ...	1	2	25	1	6	12	.....	.....	20	1	7	1	.....	.....	3	0	1,200	.....	1331
R. C.	0	5	0	36	0	124	0	1	.....	.....	0	2	.....	.....	4	0	800	.....	1332
R. C.	15	0	150	0	181	0	.....	.....	.....	.....	12	0	12	0	5	0	.....	.....	1333
Epis.	0	14	0	60	0	0	.....	.....	.....	.....	0	10	.....	.....	.....	.....	.....	.....	1334
Presb.	0	6	0	30	0	10	0	10	.....	.....	0	4	.....	.....	.....	0	1,000	.....	1335
Nonsect ...	6	1	60	15	0	0	4	2	21	1	12	3	12	3	4	.....	1,000	40,000	1336	
R. C.	0	2	8	24	152	138	.....	.....	6	10	.....	3	.....	.....	.....	.....	.....	.....	1337
R. C.	0	8	0	35	0	45	.....	.....	.....	.....	0	4	.....	.....	.....	.....	.....	.....	1338
Nonsect ...	7	3	45	44	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,450	.....	1339
Nonsect ...	2	0	45	25	0	0	.....	.....	10	2	7	9	5	3	3	0	150	10,000	1340
R. C.	0	4	0	30	0	85	0	2	.....	.....	0	4	0	2	4	0	3,000	.....	1341
R. C.	0	5	0	50	0	13	.....	.....	.....	.....	0	4	.....	.....	4	0	6,000	.....	1342
Nonsect ...	1	2	20	18	9	8	1	0	0	5	2	6	2	5	4	.....	200	3,000	1343	
Nonsect ...	1	4	50	65	0	0	8	16	.....	.....	12	17	2	2	4	0	1,500	75,000	1344
R. C.	0	4	0	35	0	140	.....	.....	0	15	0	2	.....	.....	.....	0	1,000	.....	1345
R. C.	0	6	0	60	0	230	.....	.....	.....	.....	0	11	.....	.....	4	0	1,000	.....	1346
New Church (Swedenborgian).	4	1	12	12	8	13	2	1	4	3	.....	.....	.....	.....	4	0	5,800	120,000	1347
M. E.	2	3	18	53	0	0	2	0	.....	.....	3	4	2	1	3	0	200	10,000	1348
Nonsect ...	0	5	0	50	0	0	0	3	.....	.....	0	9	.....	.....	.....	.....	4,000	.....	1349
Cong.	2	2	19	19	5	7	3	2	.....	.....	.....	.....	.....	.....	3	0	200	4,000	1350
R. C.	0	4	0	19	0	40	.....	.....	.....	.....	.....	.....	.....	.....	4	0	575	35,400	1351
Cong.	7	2	51	40	51	5	25	40	.....	.....	1	0	1	0	4	0	2,300	40,000	1352

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
OREGON.		
1353 Albany	Academy of Our Lady of Perpetual Help.	Sister M. Margaret
1354 Baker City	St. Francis College and Academy.	Sister Mary Cupertino
1355 Jacksonville	do	Sister M. Angel, superior
1356 Lebanon	Santiam Academy*	S. A. Randle
1357 Le Grande	Sacred Heart Academy*	Sister M. Euphrasia
1358 Mount Angel	Mt. Angel Academy (Girls)	Mother Mary Agatha, O. S. B.
1359 do	Mt. Angel College (Boys)	F. Dominic, O. S. B.
1360 Portland	Bishop Scott Academy	A. C. Newill
1361 do	Hill Military Academy	J. W. Hill, M. D.
1362 do	Portland Academy	J. R. Wilson, S. R. Johnston
1363 do	St. Helens Hall*	Eleanor Tebbetts
1364 do	St. Mary's Academy and College	Sister M. Flavia
1365 St. Paul	St. Paul's Academy	Sister Rosalind
1366 The Dalles	St. Mary's Academy*	Sister M. Geraldine
1367 Tillamook	St. Alphonsus Academy*	Sister Mary Clement
PENNSYLVANIA.		
1368 Academia	Tuscarora Academy	Ida M. Barton, M. A.
1369 Allegheny (Lincoln and Grant avenue)	Allegheny Preparatory School	Henry Carr Pearson
1370 Allegheny (8 North avenue, west)	Park Institute	Chas. R. Coffin
1371 Ambler	Sunnyside School	Miss S. A. Knight
1372 Armagh	Armagh Academy	C. A. Campbell
1373 Barkeyville	Barkeyville Academy	H. K. Powell
1374 Bedford	Bedford Classical Academy	C. V. Smith, A. M.
1375 Bellefonte	Bellefonte Academy*	Rev. J. P. Hughes and J. R. Hughes
1376 Berrysburg	Berrysburg Seminary	Frank D. Keboch
1377 Bethlehem	Bethlehem Preparatory School	H. A. Foering
1378 do	Moravian Parochial School	Albert G. Rau, Ph. D.
1379 Birmingham	Mountain Seminary and College Preparatory School	Miss N. J. Davis
1380 Brodheads ville	Fairview Academy	E. T. Kunkle, A. M.
1381 Bryn Mawr	Baldwin's (Miss) School	Miss Florence Baldwin
1382 do	Shipley's (Misses) School for Girls	Miss Hannah Shipley
1383 Buckingham	Hughesian Free School	Donald W. Davis
1384 Canonsburg	Jefferson Academy	J. Addison, A. Craig
1385 Carlisle	Metzger College	Miss Sarah Kate Ege
1386 Chambersburg	Chambersburg Academy	M. R. Alexander, A. M.
1387 do	The Latin School	Miss Belle B. Cressler
1388 do	Preparatory School	Katherine E. Heyser
1389 Chester	Chester Academy	George Gilbert
1390 Chestnut Hill, Philadelphia	Chestnut Hill Academy	James L. Patterson
1391 do	Mount St. Joseph Academy*	Rev. Mother Mary Clement
1392 Columbia	St. Peter's Convent	Sister M. Flavia
1393 Concordville	Maplewood Institute	Joseph Shortlidge
1394 Cresson	Mount Aloysius Academy	Mother M. de Sales
1395 Darlington	Greensburg Academy	W. E. Cozins, B. S.
1396 Dayton	Union Academy*	L. W. Greenlee
1397 Doylestown	National Farm School	John H. Washburn
1398 Easton	Easton Academy	Samuel R. Park
1399 do	Lerch's Preparatory School	Charles H. Lerch
1400 Eau Claire	Eau Claire Academy	A. W. Kelly
1401 Elderton	Elderton Academy	W. A. Patton
1402 Erie	Villa Maria Academy	Mother M. Eugenia
1403 Factoryville	Keystone Academy	Rev. Etikanah Hulley, A. M.
1404 Fawn Grove	Fawn Grove Academy	Annie M. Anderson, A. B.
1405 Fredonia	Fredonia Institute	F. A. Fruit, A. B.

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary-instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.										
	Classical course.						Scientific course.		Male.	Female.							Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
R. C.	0	2	8	9	25	36	.....	.....	.....	.....	1	3	1	0	4	....	420	\$10,000	1353			
R. C.	0	4	0	18	65	100	.....	.....	.....	.....	0	2	0	1	4	0	700	32,500	1354			
R. C.	0	4	0	45	0	40	.....	.....	.....	.....	0	2	0	1	4	0	.....	.....	1355			
M. E.	2	1	13	10	3	9	4	3	1	0	2	3	.....	.....	2	0	400	6,000	1356			
R. C.	1	3	1	24	29	24	.....	.....	.....	.....	2	3	.....	.....	2	0	.....	.....	1357			
R. C.	0	5	0	18	76	122	.....	.....	.....	.....	0	10	.....	.....	4	.....	2,603	33,500	1358			
R. C.	11	0	70	0	66	0	16	0	27	0	14	0	11	0	4	0	2,470	600,000	1359				
P. E.	6	0	35	0	0	0	6	0	4	0	1	0	1	0	4	30	1,000	100,000	1360				
Nonsect.	4	0	60	0	25	0	5	0	20	0	4	0	3	0	4	60	.....	45,000	1361			
Nonsect.	8	4	140	98	70	60	40	15	60	35	21	7	15	3	5	0	100	80,000	1362				
M. E.	0	20	0	87	0	63	.....	.....	.....	.....	0	6	0	2	4	0	600	90,000	1363			
R. C.	0	11	0	60	0	280	.....	.....	.....	.....	0	5	.....	.....	4	.....	3,000	.....	1364			
R. C.	0	1	0	28	31	52	.....	.....	.....	.....	0	3	.....	.....	4	0	25	.....	1365			
R. C.	0	4	0	36	0	104	0	4	.....	.....	0	4	0	.....	4	0	500	50,000	1366			
R. C.	2	2	49	38	17	20	4	3	.....	.....	0	0	.....	.....	4	0	403	3,000	1367			
Nonsect.	0	2	24	26	4	4	3	3	.....	.....	1	1	1	1	4	0	100	.....	1368			
Nonsect.	4	4	32	33	49	39	9	2	20	17	.....	.....	.....	.....	5	0	1,000	85,000	1369			
Nonsect.	3	2	56	12	29	0	4	0	16	1	16	1	14	0	4	0	.....	.....	1370			
Nonsect.	1	4	6	15	13	7	.....	.....	.....	.....	2	4	2	0	3	0	400	.....	1371			
Nonsect.	2	0	80	45	0	0	.....	.....	.....	.....	6	6	.....	.....	0	0	300	2,000	1372			
Christian.	2	1	6	21	29	9	.....	.....	.....	.....	1	0	1	0	3	0	400	4,000	1373			
Nonsect.	1	2	19	18	0	0	5	8	0	0	.....	.....	.....	.....	4	0	.....	120	1374			
Nonsect.	3	2	20	15	50	35	.....	.....	.....	.....	8	5	5	2	4	0	.....	.....	1375			
Nonsect.	1	1	15	17	20	23	1	2	.....	.....	.....	.....	.....	.....	4	0	800	4,000	1376			
Epis.	5	1	119	0	12	0	12	0	55	0	.....	.....	.....	.....	4	0	2,000	25,000	1377			
Moravian.	4	2	30	35	80	192	5	0	30	15	12	13	12	5	6	0	5,000	65,000	1378				
Presb.	0	8	0	30	0	0	1	0	7	0	10	0	0	3	.....	0	2,500	30,000	1379			
Nonsect.	3	1	46	42	10	15	2	0	2	0	.....	.....	.....	.....	2	0	200	3,200	1380			
Nonsect.	1	21	0	132	0	80	0	50	.....	.....	0	18	0	16	3	.....	638	.....	1381			
Friends.	0	8	0	28	0	30	0	10	0	3	0	2	0	2	3	0	.....	.....	1382			
Nonsect.	0	1	24	15	27	24	.....	.....	.....	.....	0	4	0	2	2	0	5,000	8,000	1383			
Nonsect.	1	1	12	20	13	30	10	12	2	1	5	5	3	3	.....	0	2,000	20,000	1384			
Nonsect.	2	8	0	42	0	0	.....	.....	.....	.....	.....	.....	.....	.....	0	1,020	.....	1385				
Nonsect.	3	0	30	0	0	0	15	0	10	0	8	0	8	0	4	0	500	40,000	1386				
Nonsect.	0	2	1	27	4	8	1	22	0	0	1	3	1	3	.....	0	.....	.....	1387			
Nonsect.	0	1	0	8	0	2	0	5	.....	.....	0	1	0	1	4	0	58	.....	1388			
Nonsect.	1	3	12	15	5	3	1	0	.....	.....	0	2	.....	.....	4	.....	700	15,000	1389			
Nonsect.	7	0	76	0	30	0	.....	.....	.....	.....	9	0	7	0	4	0	900	.....	1390			
R. C.	0	9	0	54	40	46	.....	.....	.....	.....	4	.....	.....	.....	4	0	5,000	.....	1391			
R. C.	0	1	7	17	41	59	.....	.....	.....	.....	0	1	0	0	4	0	300	.....	1392			
Nonsect.	5	0	39	0	6	0	3	0	5	0	.....	.....	.....	.....	4	0	3,000	40,000	1393			
R. C.	1	15	0	50	0	42	0	5	0	0	0	6	0	5	4	0	.....	.....	1394			
Nonsect.	1	0	13	19	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	0	700	.....	1395			
Nonsect.	2	0	42	44	10	7	5	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1396			
Nonsect.	6	1	40	0	0	0	.....	.....	.....	.....	6	0	.....	.....	4	40	2,000	60,000	1397			
Nonsect.	2	3	48	18	10	10	15	2	20	4	3	3	3	0	3	0	300	15,000	1398				
Nonsect.	7	1	50	10	5	0	4	1	8	0	13	1	13	0	.....	0	175	.....	1399			
Nonsect.	2	0	17	23	53	27	.....	.....	.....	.....	.....	.....	.....	.....	3	0	150	2,000	1400			
Nonsect.	1	1	28	31	6	6	2	0	.....	.....	0	.....	.....	.....	3	0	.....	1,500	1401			
R. C.	0	5	0	40	0	52	0	2	0	0	0	7	0	0	4	0	2,000	100,000	1402				
Bapt.	6	2	58	45	16	9	.....	.....	.....	.....	15	8	10	0	3	0	3,500	100,000	1403			
Nonsect.	0	1	16	21	0	0	0	1	0	0	.....	.....	.....	.....	0	0	80	2,000	1404			
Nonsect.	1	1	20	30	60	50	8	3	1	1	6	4	2	0	.....	0	1,000	9,000	1405			

TABLE 44.—Statistics of private high schools, endowed academics, seminaries, and

	State and post-office.	Name.	Principal.
	1	2	3
	PENNSYLVANIA—continued.		
1406	George School.....	George School	Joseph S. Walton, Ph. D
1407	Germantown	Friends' Preparative Meeting School.*	David H. Forsythe.....
1408	.....do	Germantown Academy	William Kershaw
1409	Germantown (59 High street).....	"Ivy House"—preparatory school.....	Miss Mary E. Stevens.....
1410	Germantown, Philadelphia (211 West Chelton avenue).....	The Stevens School for Girls.....	Mrs. Emily D. Dripps
1411	Glenville	Glenville Academy	E. M. Stahl
1412	Greensburg	Greensburg Seminary	J. C. Hoch, A. M., Ph. D
1413	.....do	St. Joseph's Academy for Young Ladies.....	Sister Rose Marie.....
1414	Harrisburg (401 North Front street).....	Harrisburg Academy	Jacob F. Seiler, Ph. D
1415	Haverford	Haverford College Grammar School.....	Charles S. Crosman
1416	Jenkintown	Abington Friends' School	George M. Downing
1417	Kennett Square	Martin Academy	Jane P. Rushmore
1418	Kingston	Wyoming Seminary	L. L. Sprague, D. D
1419	Lancaster	Sacred Heart Academy*.....	Sister Superior.....
1420	Lancaster (Vine street)	St. Mary's Academy	Sister E. Aloysius.....
1421	Lancaster (305 North Duke street).....	The Yeates Institute.....	Frederic Gardiner.....
1422	Ligonier.....	Ligonier Classical Institute.....	Rev. E. H. Dickinson
1423	Lititz	Linden Hall Seminary.....	Charles D. Kreider, B. D
1424	London Grove.....	London Grove Select School*	Alexowna M. Rohr.....
1425	McDonald	Hickory Academy*.....	Lloyd S. Paxton
1426	Mechanicsburg	Normal and Classical School.....	D. E. Kast
1427	Media	Friends' Select School	Louisa Baker
1428	Mercersburg	Mercersburg Academy.....	William Mann Irvine, Ph. D
1429	Mifflintown	Mifflin Academy.....	J. Harry Dysinger
1430	Millville	Greenwood Seminary	Wilmer W. Kester
1431	Mount Pleasant	Western Pennsylvania Classical and Scientific Institute.....	H. C. Dixon
1432	Murrysville	Laird Institute*.....	Rev. S. R. Frazier
1433	Nazareth	Nazareth Hall Military Academy.....	Rev. S. J. Blum, D. D
1434	New Bloomfield	Bloomfield Academy*.....	H. C. Mohn, A. M
1435	New Lebanon	McElwain Institute.....	G. S. Swank
1436	North East	St. Mary's College.....	Rev. John G. Schneider.....
1437	North Hope	North Washington Institute	S. C. Stockdill.....
1438	Oak Lane, Philadelphia.....	Marshall Seminary	Emma S. Marshall.....
1439	Ogontz	Cheltenham Military Academy*.....	Rev. John D. Skilton, A. M
1440	.....do	Ogontz School for Young Ladies.....	Sylvia J. Eastman
1441	Oley	Oley Academy	Howard Mitman, A. M
1442	Pennsburg	Perkiomen Seminary	O. S. Kriebel, A. M
1443	Philadelphia (Rittenhouse square).....	Academy of Notre Dame.....	Mother Agnes Mary.....
1444	Philadelphia (1350 Pine street).....	Anable's (Miss) School for Young Ladies.....	Isabella Anable
1445	Philadelphia (Broad and Cherry streets).....	Brown College—preparatory school.....	Alonzo Brown.....
1446	Philadelphia (1420 Pine street).....	De Lancey School	Joseph Dana Allen.....
1447	Philadelphia (Fifteenth and Race streets).....	Friends' Central School*.....	J. Eugene Baker, Anna W. Speakman.....
1448	Philadelphia (140 North Sixteenth street).....	Friends' Select School.....	J. Henry Bartlett.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
	Second-ary in-struct-ors.	Second-ary stu-dents.		Elem-en-tary pupils, includ-ing all below second-ary grades.		Preparing for college.		Grad-uates in 1902.		College prepar-atory students in the class that gradu-ated in 1902.												
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	19	20	21	22					
Friends....	2	5	50	39	58	47	2	2	6	0	14	0	.....	5	0	2,712	\$275,000	1406			
Friends (Ortho-dox).	0	6	50	70	60	70	6	9	6	4	1	9	1	9	5	0	3,000	80,000	1407			
Nonsect....	8	0	175	0	125	0	75	0	100	0	26	0	26	0	6	0	500	250,000	1408			
Nonsect....	0	9	0	14	0	0	0	7	0	7	0	5	.....	2	.....	2,000	.....	1409	
Nonsect....	0	9	0	42	0	48	.....	.....	.....	.....	0	2	0	2	4	0	.....	.....	1410
Luth.....	2	0	45	12	5	3	12	2	.....	.....	0	1	.....	4	0	400	8,000	1411	
Luth.....	4	3	110	109	10	5	30	40	.....	.....	20	12	10	3	3	.....	500	40,000	1412
R. C.....	2	10	0	40	0	80	.....	.....	.....	.....	0	3	.....	4	0	1,200	400,000	1413	
Nonsect....	1	1	14	0	10	0	11	0	3	0	3	0	3	0	.....	0	150	24,000	1414		
Friends....	7	1	84	0	125	0	.....	.....	.....	.....	.....	.....	.....	4	0	600	.....	1415	
Friends....	2	5	21	21	34	29	2	3	.....	.....	2	2	0	2	4	.....	750	200,000	1416
Friends....	0	3	19	24	9	8	0	2	2	0	4	4	2	3	4	0	400	.....	1417		
M. E.....	10	8	145	74	92	181	31	19	49	0	17	9	15	4	4	0	4,000	300,000	1418			
R. C.....	0	4	0	15	0	13	.....	.....	.....	.....	0	4	.....	.....	0	.....	.....	.....	1419
R. C.....	0	3	0	11	0	32	.....	.....	.....	.....	0	2	.....	.....	4	.....	.....	.....	1420
Epis.....	8	0	43	0	8	0	9	0	12	0	4	0	3	0	5	0	3,000	80,000	1421			
Nonsect....	1	1	30	69	4	7	3	1	1	0	.....	.....	.....	.....	4	.....	1,500	.....	1422
Moravian..	3	11	0	53	0	13	.....	.....	.....	.....	0	13	.....	.....	4	.....	3,000	50,000	1423
Friends (Hicks-ite).	0	1	5	8	3	4	1	1	0	0	0	0	0	0	3	0	.....	.....	1424	
Nonsect....	1	1	13	16	0	0	0	0	0	0	2	6	0	0	3	0	200	.....	1425		
Nonsect....	1	3	12	12	4	0	1	0	4	4	.....	.....	.....	.....	4	0	70	.....	1426
Friends....	0	2	2	5	11	0	1	.....	.....	.....	0	0	.....	.....	4	0	50	10,000	1427
Ger. Re-formed.	18	0	234	0	0	0	20	0	130	0	70	0	45	0	4	60	3,100	125,000	1428			
Nonsect....	1	1	15	15	0	0	10	5	5	0	.....	.....	.....	.....	3	0	.....	.....	1429
Friends....	1	2	8	16	7	3	.....	.....	.....	.....	1	0	.....	.....	.....	0	200	.....	1430
Bapt.....	3	2	24	40	41	50	3	3	10	2	5	6	5	2	3	0	3,000	37,000	1431			
Presb.....	1	1	13	15	12	15	3	0	.....	.....	16	0	9	0	5	45	250	.....	1432
Moravian..	7	0	45	0	49	0	6	0	30	0	.....	.....	.....	.....	.....	.....	1,000	50,000	1433
Nonsect....	1	1	15	10	60	29	15	10	.....	.....	4	0	4	0	4	.....	10,000	.....	1434
Nonsect....	3	1	15	13	10	2	0	0	3	1	1	1	.....	.....	.....	300	5,000	1435	
R. C.....	11	0	127	0	0	0	.....	.....	0	0	14	0	0	0	6	0	6,500	50,000	1436	
Nonsect....	3	1	50	30	50	30	.....	.....	.....	.....	5	2	.....	.....	0	.....	.....	.....	1437
Nonsect....	6	7	0	38	0	18	0	5	.....	.....	0	5	.....	.....	4	24	.....	40,000	1438
Nonsect....	7	0	54	0	25	0	.....	.....	.....	.....	9	0	4	0	4	54	400	.....	1439
Nonsect....	0	4	0	60	1	70	0	0	0	0	0	27	0	0	4	60	4,612	.....	1440		
Nonsect....	1	1	13	11	36	24	3	6	.....	.....	0	.....	.....	.....	4	0	375	3,500	1441
Schwenk-felder.	6	3	144	74	58	36	32	2	25	0	22	12	22	0	3	0	1,100	50,000	1442			
R. C.....	0	10	0	51	65	149	10	4	0	0	0	4	0	1	4	0	1,000	.....	1443		
Nonsect....	0	7	0	35	0	15	.....	.....	.....	.....	0	2	.....	.....	.....	.....	.....	.....	1444
Nonsect....	2	5	65	0	35	0	3	0	30	0	30	0	20	0	4	0	150	1,000	1445			
Nonsect....	13	0	114	0	80	0	31	0	59	0	26	0	26	0	4	0	500	225,000	1446			
Friends....	3	15	57	105	93	150	.....	.....	.....	.....	13	32	10	21	5	0	.....	.....	1447
Friends (Ortho-dox).	5	13	90	123	53	90	.....	.....	.....	.....	1	16	.....	.....	4	0	100,000	.....	1448

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

	State and post-office.	Name.	Principal.
	1	2	3
	PENNSYLVANIA—continued.		
1449	Philadelphia (2037 De Lancey place).	Gibson's (Miss) School.....	Miss Margaret S. Gibson.....
1450	Philadelphia	Girard College for Orphans.....	Adam H. Fetterolf, Ph. D.....
1451	Philadelphia (2100 South College avenue).	Girls' School of the Mary J. Drexel Home.	Rev. C. Goedel
1452	Philadelphia (4112 Spruce street).	Gordon's (Miss) French and English Boarding and Day School for Young Ladies.	Miss Elizabeth F. Gordon.....
1453	Philadelphia (2204 Walnut street).	The Holman School for Girls	Louise Holman Haynes
1454	Philadelphia (917-919 Bainbridge street).	Institute for Colored Youth.....	Mrs. F. J. Coppin.....
1455	Philadelphia (2011 De Lancey place).	Agnes Irwin's School	Sophy Dallas Irwin
1456	Philadelphia (1825 Green street).	Keyser's (Miss) School *	Miss Harriet D. Keyser
1457	Philadelphia (1720 Arch street).	Philadelphia Collegiate Institute (Girls).	Miss Susan C. Lodge.....
1458	Philadelphia (Broad and Vine streets).	Roman Catholic High School for Boys.	Rev. Hugh T. Henry.....
1459	Philadelphia (Broad and Berks streets).	The Temple College	Russell H. Conwell
1460	Philadelphia (8 South Twelfth street).	The William Penn Charter School.	Richard M. Jones, LL. D.
1461	Philadelphia (Forty-second and Pine streets).	The Winthrop School.....	John Loman, head master ...
1462	Pittsburg (Fifth Avenue and Craig street).	Alinda College Preparatory School	Miss Ellen Gordon Stuart.....
1463	Pittsburg	East Liberty Academy.....	Rev. Emil Lewey, Ph. D.
1464	Pittsburg (3333 Fifth avenue).	Lady of Mercy Academy	Sister Mary Hilda
1465	Pittsburg (Ross and Diamond streets).	Pittsburg Academy	J. Warren Lytle.....
1466	Pittsburg (Shady Side).....	Shady Side Academy (Boys).....	W. R. Crabbe
1467	Pittsburg (Shady avenue)...	Thurston Preparatory School	Miss Alice M. Thurston
1468	Pittsburg	Ursuline Young Ladies' Academy*	Sister M. Ursula
1469	Pittsburg (3922 Fifth avenue).	The Woolsey School for Young Men	Lucius Everett Hawley
1470	Pottstown	The Hill School.....	John Meigs.....
1471	Prospect	Prospect Academy *	V. A. Green, A. M.
1472	Reading	Reading Classical School for Boys and Girls.	S. W. Kerr, A. M.
1473	do	Schuylkill Seminary.....	W. F. Teel, Ph. M.
1474	Riegelsville	Riegelsville Academy.....	E. C. Brinker, jr.
1475	Rosemont	Kirk's (Misses) School.....	The Misses Kirk.....
1476	Saltsburg	Kiskiminetas Springs School.....	A. W. Wilson, jr.
1477	Scranton	St. Cecelia Academy.....	Sister Mary Cyril
1478	do	St. Thomas College *	Brother F. Andrew, F. S. C.
1479	do	School of the Lackawanna *	Thomas M. Cann, LL. D.
1480	Swickley	Stuart's (Miss) College Preparatory School.	Miss M. A. Munson
1481	Sharon	Hall Institute *	S. L. Cover, A. M.
1482	South Bethlehem	Bishop Thorpe School *	Miss Frances M. Buchan
1483	Stewartstown.....	Stewartstown Collegiate Institute.	Henry Mace Payne, C. E., Ph. D.
1484	Sugargrove	Sugar Grove Seminary.....	M. R. Woodland
1485	Swarthmore	Swarthmore Preparatory School..	Arthur H. Tomlinson.....
1486	Towanda	Susquehanna Collegiate Institute*	M. S. H. Unger
1487	Uniontown	Madison Academy	A. M. Van Tine
1488	Washington	Trinity Hall	Wm. W. Smith.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
	Secondary instructors.		Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.							
							Classical course.		Scientific course.											
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Nonsect ...	0	5	0	20	0	10					0	1			4			1449		
Nonsect ...	25	2	242	0	1435	0									3	242	16,000	\$3,450,000		
Lutheran...	1	7	0	34	0	26					0	1			4	0	800	1450		
Nonsect ...	0	5	0	42	0	68	0	3			0	5	0	0	4		1,000	1451		
Nonsect ...	0	9	6	48	0	26	0	6	0	12					4	0	324	2,500		
Friends....	2	4	24	82	74	106					2	8			4	0	4,000	1453		
Nonsect ...	1	19	0	140	0	28					0	8	0	1	4	0	2,000	1454		
Nonsect ...	1	6	0	18	8	43	0	2			0	2	0	1	4	0		1455		
M. E.	0	6	0	55	0	18	0	25	0	0	0	7	0	5	4	0	300	1456		
R. C.	20	0	330	0	0	0	12	0			35	0			4	0	1,100	300,000		
Nonsect ...	14	3	485	151	430	53					38	68	4	8	4	0	4,000	165,000		
Friends....	14	0	507	0	0	0					54	0	54	0	4	0	2,000	150,000		
Nonsect ...	4	0	33	1	25	0	18	1	7	0	3	0	3	0	4	0	500	25,000		
Nonsect ...	0	5	0	34	19	36	0	4			0	1	0	1	4	0		1461		
Nonsect ...	3	0	50	0	10	0	10	0	25	0	0	7	0	6	4	0	100	12,000		
R. C.	1	9	9	58	23	100					0	3	0	0	4	0	3,500	1463		
Nonsect ...	7	8	255	104	131	91	10	4	90	6	51	23	25	6	4	125		1464		
Nonsect ...	16	0	212	0	23	0	44	0	168	0	36	0	36	0	5	0	1,000	110,000		
Nonsect ...	2	10	0	70	30	105	0	15	0	0	0	5	0	4	4	10		1466		
R. C.	0	5	0	45	0	49	0	3	0	5	0	2				0		1467		
Nonsect ...	2	0	7	0	3	0	3	0	4	0						0	200	1468		
Nonsect ...	25	0	202	0	38	0	107	0	95	0	39	0	39	0	4	202	4,000	400,000		
Nonsect ...	2	2	48	30	12	15	9	4	2	7	0	7	2	6	4	0		2,000		
Nonsect ...	3	1	43	8	16	9	4	2	7	0	7	2	6	1	4	0	175	20,000		
Ev. Asso	8	0	25	2	35	14	1	0	2	0	2	3			4	0	1,500	20,000		
Reformed	0	1	5	9	2	4	0	0			1	4	0	2	3	0	3,800			
Nonsect ...	0	4	0	11	1	4	0	11								0				
Nonsect ...	7	0	75	0	30	0	25	0	40	0	14	0	12	0	4	0	300	60,000		
R. C.	0	5	8	51	111	255	5	2			3	30			4	0	3,000	100,000		
R. C.	6	0	160	0	160	0					15	0			8	3	7			
Presb.	2	2	55	25	20	9					8	3	7	1	4	0		40,000		
Nonsect ...	1	4	2	24	11	16	4								5			1478		
Bapt.	2	1	35	25	35	95					10	14	3	2	4	0	1,000	50,000		
Epis.	0	6	0	50	0	15	0	10			0	5			4	0	3,000	75,000		
Nonsect ...	4	2	77	46	2	10	23	4	9	1	34	19	11	3	4	0	250	15,000		
United Breth.	3	3	60	65	0	7	15				3	4	0	1			1,200	20,000		
Friends....	5	6	65	47	40	30	25	30	20	10	12	7	9	7	5	0	300	110,000		
Presb.	1	2	40	29	14	27	7	17	7	2	3	4	3	3	4	32	1,000	20,000		
Nonsect ...	1	3	10	15	12	5	3	0	5	2	6	4	4	0	4	0	1,000	1,000		
Epis.	8	1	35	0	0	11									6	33	2,500	300,000		

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.
	1	2	3
	PENNSYLVANIA—continued.		
1489	Washington	Washington Female Seminary ...	Misses McDonald and Thompson.
1490	Wayne	Armitage Preparatory and Finishing School.	Harriet C. Armitage
1491	.....do	St. Luke's Boarding School for Boys.	Charles H. Strout
1492	West Chester	The Darlington Seminary	Frank Paxson Bye
1493	West Chester (406 West Union street).	Friends' Select School	Gertrude Rhoads
1494	West Newton	West Newton Academy	George D. Crissman
1495	West Sunbury	West Sunbury Academy	V. A. Green
1496	Westtown	Westtown Boarding School	Wm. F. Wickersham
1497	Wilkesbarre	Harry Hillman Academy	Harry C. Davis
1498	Williamsport	Williamsport Dickinson Seminary	Rev. Edward J. Gray, D.D. ...
1499	Wyncote	Cheltenham Hills Select School *	Annie Heacock
1500	York	York Collegiate Institute	E. T. Jeffers, D. D.
1501	.....do	York County Academy *	Elmer E. Wentworth
	RHODE ISLAND.		
1502	East Greenwich	The East Greenwich Academy	Rev. Ambrie Field
1503	Newport	St. George's School	Rev. John B. Diman
1504	Pawtucket (35 Fountain street).	Coles Private School	Mrs. C. A. Cole
1505	Providence (Elmhurst) (736 Smith street).	Academy of the Sacred Heart	Madam M. Raleigh
1506	Providence (15 Greene street).	The Fielden-Chase School for Girls	Miss Abbie E. Southwick
1507	Providence (197-205 Franklin street).	La Salle Academy	Brother Peter
1508	Providence (223 Thayer street).	The Lincoln School	Ednah G. Bowen, Margaret Gilman.
1509	Providence (60 Broad street).	St. Xavier's Academy	Sisters of Mercy
1510	Providence (205 Benefit street).	The University School	Howard M. Rice
1511	Providence (26 Cabot street)	Wheeler's (Miss) School	Miss Mary C. Wheeler
1512	Woonsocket (Park avenue).	Convent of Jesus and Mary	Mary St. Stephen
1513	Woonsocket (43 Hamlet avenue).	Sacred Heart College	Brother Ulric
	SOUTH CAROLINA.		
1514	Ashland	Ashland High School *	P. P. Bethea
1515	Bamberg	Carlisle Fitting School	H. G. Sheridan
1516	Batesburg	Batesburg Institute *	Rev. Louis C. Perry, A. M.
1517	Charleston (51 Meeting street).	Academy of Our Lady of Mercy *	Sister Mary Benedicta
1518	Charleston (38 Corning street).	The Gibbes School for Girls	Misses S. P. and E. S. Gibbes ..
1519	Charleston	Porter Military Academy	Charles Jones Colcock
1520	Charleston (47 Meeting street).	Smith's (Mrs.) Private School	Mrs. Isabel A. Smith
1521	Charleston (16 Legaire street).	The University School	Edward F. Mayberry
1522	Chester	Brainerd Institute *	John S. Marques
1523	Clinton	The Thornwell Orphanage	Wm. P. Jacobs, D. D.
1524	Columbia	Benedict College	A. C. Osborn, D. D.

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.							
	Male.	Female.					Male.	Female.	Male.	Female.					Male.	Female.				
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Nonsect ...	1	17	0	130	0	20	0	20	...	...	0	21	0	2	4	0	1,500	.....	1489
Nonsect ...	3	6	0	12	0	0	0	3	0	0	0	1	0	0	4	0	800	\$100,000	1490	
P. E.	7	0	60	0	5	0	5	0	26	0	18	0	7	0	5	0	2,000	100,000	1491	
Nonsect ...	5	10	0	77	0	0	...	...	...	...	0	11	...	...	3	0	2,550	.....	1492
Friends (Orthodox).	0	2	7	13	7	10	...	...	...	...	...	...	...	...	...	0	...	3,000	1493
Nonsect ...	3	2	23	36	3	4	4	8	...	...	2	2	2	2	3	0	40	3,000	1494
Nonsect ...	1	1	20	15	7	6	...	...	...	...	2	1	...	...	3	0	1,000	6,000	1495
Friends (Orthodox).	8	8	64	81	32	21	...	...	...	...	10	19	3	2	...	...	4,823	.....	1496
Nonsect ...	8	0	75	0	27	0	12	0	30	0	9	0	8	0	6	0	2,000	70,000	1497	
M. E.	5	5	59	68	18	22	10	7	...	...	13	16	2	0	4	0	3,500	150,000	1498
Nonsect ...	0	5	6	15	11	21	5	3	...	...	2	3	2	1	4	0	...	10,000	1499
Presb.	4	3	65	49	0	0	15	3	19	20	4	7	4	5	5	0	3,000	105,000	1500	
Nonsect ...	3	0	35	0	40	0	10	0	3	0	8	0	5	0	...	0	1,200	.....	1501
M. E.	4	6	67	68	27	20	10	2	20	23	2	0	2	0	4	0	...	69,000	1502	
P. E.	5	0	24	0	20	0	...	...	...	...	6	0	6	0	6	0	400	100,000	1503
Nonsect ...	0	1	4	4	9	3	...	...	...	...	...	...	...	...	...	...	5,000	.....	1504
R. C.	0	10	0	35	0	30	...	...	...	...	0	3	...	...	...	0	5,000	100,000	1505
Nonsect ...	1	8	0	24	0	16	...	...	...	...	0	2	...	...	4	0	...	.....	1506
R. C.	5	0	100	0	116	0	...	...	...	...	0	14	...	...	...	...	...	.....	1507
Nonsect ...	0	7	0	35	0	75	0	12	...	...	0	1	...	...	4	...	600	2,000	1508
R. C.	0	5	0	57	14	83	0	2	...	...	0	5	...	...	4	0	2,000	.....	1509
Nonsect ...	9	1	38	0	51	0	8	0	16	0	12	0	12	0	4	35	500	3,000	1510	
Nonsect ...	0	7	0	41	0	25	0	8	...	...	0	4	0	3	5	...	2,000	35,000	1511
R. C.	0	2	0	20	388	761	...	...	...	...	0	6	...	...	2	0	...	.....	1512
R. C.	4	0	64	0	190	0	...	...	...	...	3	0	...	...	...	0	400	14,000	1513
2d Adv.	1	1	40	29	68	67	6	3	1	0	...	...	...	...	4	0	109	2,850	1514
Meth.	3	3	52	28	52	28	14	10	6	0	5	3	5	2	4	0	800	20,000	1515	
Nonsect ...	2	1	50	60	21	30	12	5	3	0	1	0	1	1	4	0	50	2,500	1516	
R. C.	0	3	0	45	0	60	...	...	...	...	0	1	...	...	...	0	250	8,000	1517
Nonsect ...	0	5	0	13	0	32	...	...	...	...	0	5	0	2	4	...	500	.....	1518
Nonsect ...	6	1	100	0	15	0	...	...	5	0	9	0	5	0	4	100	...	.....	1519
Nonsect ...	0	7	0	53	2	12	0	2	...	...	...	...	...	...	4	0	...	.....	1520
Nonsect ...	1	0	23	0	10	0	10	0	3	0	4	0	4	0	5	0	400	3,000	1521	
Presb.	1	2	8	8	81	140	6	1	...	...	2	3	2	0	2	0	250	10,000	1522
Presb.	7	0	16	58	66	64	...	...	...	...	1	4	...	...	4	0	6,600	90,000	1523
Bapt.	8	10	99	146	0	0	...	...	...	...	...	...	...	...	...	0	5,336	25,200	1524

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

	State and post-office.	Name.	Principal.
	1	2	3
	SOUTH CAROLINA—cont'd.		
1525	Greenville.....	Chicora College.....	S. R. Preston, D. D.
1526	do.....	Sterling Industrial College.....	D. M. Minus, D. D.
1527	Hartsville.....	Welsh Neck High School.....	J. W. Gaines
1528	Honea-path.....	High School*.....	J. J. McLewain
1529	Kershaw.....	Union Institute*.....	Rev. M. A. Murray
1530	Lake City.....	Lake City High School*.....	S. C. Morris
1531	McColl.....	Palmetto High School.....	R. S. Fletcher
1532	Reidville.....	Reidville High School for Girls.....	J. Whitner Reid
1533	do.....	Reidville Male High School*.....	George Briggs
1534	Rockhill.....	Presbyterian High School.....	Alexander R. Banks
1535	Sumter.....	St. Joseph's Academy*.....	Sister M. Philomena
1536	do.....	Sumter Military Academy and Female Seminary.....	Clarence J. Owens, A. M., LL. D.
1537	Tigerville.....	North Greenville High School.....	S. F. Boyles
	SOUTH DAKOTA.		
1538	Academy.....	Ward Academy.....	Lewis E. Canfield
1539	Canton.....	Augustana College.....	Anthony G. Tuve
1540	Sioux Falls.....	All Saints School.....	Miss Helen S. Peabody
1541	Vermillion.....	St. Joseph's Academy.....	Sister Mary Stanislaus
1542	Wessington.....	Wessington Springs Seminary.....	E. G. Burritt, A. M.
	TENNESSEE.		
1543	Andersonville.....	Andersonville Institute.....	C. T. Carpenter
1544	Athens.....	Athens Baptist Female College.....	Miss Alberta Greene
1545	Atoka.....	Robinson High School*.....	R. E. Robinson
1546	Beechgrove.....	Beechgrove Training School.....	C. H. Walker
1547	Bellbuckle.....	The Webb School.....	W. R. and J. M. Webb
1548	Birchwood.....	Rutherford Graded School*.....	R. T. Rutherford
1549	Bloomington.....	Kingsley Seminary.....	Thomas W. Ketron
1550	Bluff City.....	Zollicoffer Institute*.....	R. H. Freeland
1551	Bryson.....	Bethany High School.....	R. V. Kennedy
1552	Camden.....	Benton Seminary.....	W. D. Cooper
1553	Carthage.....	Joseph W. Allen College.....	S. W. Sherrill, president
1554	Chapelhill.....	Chapel Hill Academy*.....	W. E. Thompson
1555	Chattanooga.....	Baylor's University School.....	J. R. Baylor
1556	do.....	Chattanooga College for Young Ladies.....	John L. Cooper, A. M.
1557	Chucky City.....	Wesleyan Academy.....	Samuel H. Thompson
1558	Cleveland.....	Centenary Female College*.....	Annie Walch
1559	Clifton.....	Clifton Masonic Academy*.....	J. F. Hughes
1560	Columbia.....	Columbia Institute.....	Miss Mary A. Bryant
1561	Culleoka.....	Culleoka Academy*.....	John P. Graham
1562	Cumberland City.....	Cumberland City Academy.....	J. H. Bayer
1563	Cumberland Gap.....	Lincoln Memorial University.....	John Hale Larry
1564	Elizabethton.....	Harold McCormick School.....	J. J. Loux
1565	Evensville.....	Tennessee Valley College.....	W. E. Rogers
1566	Fayetteville.....	Peoples and Morgan's School*.....	R. H. Peoples
1567	Flagpond.....	Cory School*.....	Frank E. Lindsley
1568	Friendsville.....	Friendsville Academy.....	J. H. Moore
1569	Grassy Cove.....	Grassy Cove Academy.....	Emma Hicks
1570	Henderson.....	Vanderbilt Training School.....	R. C. Douglass
1571	Hilham.....	The Fiske Academy.....	James W. Beasley
1572	Howell.....	Howell Academy*.....	R. L. Keathly, A. B.
1573	Jackson.....	Lane College.....	T. F. Saunders, D. D.
1574	Kingston.....	Rittenhouse Academy*.....	Geo. R. Shields
1575	Knoxville.....	The Baker-Hemel School.....	C. M. Himel
1576	Lafollette.....	Big Creek Seminary*.....	K. C. La Grange
1577	Lawson.....	Holston Institute.....	Theodore D. Culp

*Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.										
	Classical course.						Scientific course.		Male.	Female.							Male.	Female.					
1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
Presb.....	5	6	0	131	4	21	..	..	..	..	0	19	..	..	4	0	154	50,000	1525	
Nonsect ..	0	3	10	40	15	60	2	18	..	..	1	8	1	..	2	0	20	3,000	1526		
Bapt.....	4	5	53	42	10	25	12	29	8	0	1	4	1	3	4	80	300	50,000	1527				
Nonsect ..	1	1	30	25	48	42	3	8	..	..	1	9	1	9	4	0	300	1,200	1528		
Bapt.....	1	1	15	30	87	95	..	..	..	..	..	..	..	..	2	0	30	2,030	1529	
Nonsect ..	0	2	4	5	36	40	3	2	1	3	3	2	3	2	3	0	..	1,000	1530				
Meth.....	1	0	15	8	17	15	1	0	2	0	..	..	..	..	4	0	125	1,500	1531	
Presb.....	1	1	0	40	0	5	0	1	..	..	..	..	..	..	4	0	..	10,000	1532	
Presb.....	1	1	32	0	46	0	8	0	3	0	5	0	3	0	3	0	600	2,000	1533				
Presb.....	2	1	38	12	10	2	15	6	15	6	6	6	5	6	4	..	300	15,000	1534				
R. C	0	3	0	51	0	14	..	..	..	..	0	3	..	..	4	..	..	..	1585	
Nonsect ..	10	2	96	60	0	0	48	50	..	..	..	..	2	4	..	96	..	32,000	1586	
Bapt.....	2	1	35	20	40	30	12	8	..	..	5	1	5	1	4	30	300	3,000	1587		
Cong	1	3	24	26	10	11	9	11	..	..	1	2	1	2	4	0	500	17,000	1588		
Luth	4	1	20	18	50	45	20	3	..	..	6	4	5	2	4	0	1,200	20,000	1589		
P. E.	1	11	0	45	20	67	0	5	..	..	0	5	0	2	5	0	3,000	75,000	1590		
R. C	1	3	8	19	10	50	..	..	..	..	0	4	..	..	4	0	1,700	30,600	1591	
Free Meth.	3	2	30	20	34	65	1	0	2	0	4	3	1	2	4	0	1,000	10,000	1592				
Bapt.....	2	1	65	25	40	50	5	1	1	0	1	0	1	0	4	0	..	8,000	1593				
Bapt.....	0	1	0	28	13	18	..	..	..	..	..	..	..	..	0	..	..	..	1594	
Nonsect ..	1	1	10	8	67	50	2	2	..	..	0	0	..	..	0	..	125	2,500	1595	
Nonsect ..	1	1	30	28	37	25	0	0	8	4	1	0	..	..	4	0	300	1,200	1596		
M. E. So.	6	0	230	24	7	3	192	19	..	..	34	6	27	4	4	..	3,000	5,000	1597		
Nonsect ..	1	1	25	15	110	90	..	..	25	15	3	5	3	0	..	..	200	2,500	1598	
M. E.	2	0	15	3	27	30	..	..	..	..	..	..	..	..	4	0	40	2,000	1599	
Nonsect ..	0	2	9	11	83	81	1	1	..	..	..	..	..	..	4	0	400	4,000	1600	
Nonsect ..	2	0	3	1	34	24	..	..	..	..	..	..	..	..	4	0	..	10,000	1601	
Nonsect ..	2	0	20	20	126	134	3	3	6	8	7	6	2	3	4	0	350	3,000	1602				
Nonsect ..	1	2	60	55	40	35	5	3	10	10	2	8	1	6	4	0	315	20,000	1603				
Nonsect ..	1	2	14	12	42	34	..	..	..	..	..	..	..	..	..	..	125	2,500	1604	
Nonsect ..	2	0	31	6	25	0	..	..	..	..	..	..	..	..	4	0	1,000	15,000	1605	
Nonsect ..	2	1	8	35	0	0	4	10	2	5	..	..	..	..	4	0	1,800	1,000	1606	
Meth.....	1	1	13	10	44	10	1	5	0	5	..	..	..	..	3	0	130	2,500	1607	
Nonsect ..	0	5	0	67	105	70	..	..	15	10	0	14	..	..	..	..	500	75,000	1608	
Nonsect ..	1	1	15	10	105	70	..	..	..	..	..	..	..	..	..	..	250	..	1609	
Epis	0	3	5	80	15	50	..	..	0	2	0	10	0	2	5	11,000	75,000	1610			
Nonsect ..	1	1	14	16	13	15	4	6	0	0	2	2	2	2	4	0	1,000	1,200	1611				
Nonsect ..	2	2	71	78	59	68	0	3	2	2	2	5	2	5	4	0	1,200	15,000	1612				
Nonsect ..	2	1	25	15	155	115	..	..	..	..	4	4	..	..	40	500	150,000	1613		
Presb.....	1	0	10	4	28	31	..	..	..	..	1	1	..	..	3	0	..	4,800	1614	
Bapt.....	1	2	40	30	35	30	10	8	8	10	1	0	..	..	4	0	300	4,000	1615		
Nonsect ..	3	1	100	60	20	10	50	40	20	0	10	5	8	3	4	0	700	12,000	1616				
Presb.....	1	2	59	65	66	54	..	..	..	..	..	..	..	..	4	0	225	6,000	1617	
Friends.....	1	2	6	14	35	40	..	..	..	..	1	0	..	..	4	0	196	10,000	1618	
Presb.....	1	1	10	15	25	25	..	..	..	..	3	2	..	..	..	..	1,000	1,500	1619	
M. E. So.	1	1	32	22	21	29	7	4	..	..	3	2	..	..	4	..	150	4,000	1620	
Nonsect ..	1	0	15	3	20	37	..	..	0	0	0	0	0	0	4	0	..	500	1621		
Nonsect ..	1	1	23	29	16	17	3	0	0	0	0	0	0	0	3	0	230	1,300	1622				
A. M. E.	3	1	42	20	134	89	20	5	2	1	12	10	8	4	4	0	2,500	40,000	1623				
Nonsect ..	1	0	8	6	75	64	..	..	..	..	..	..	..	..	..	..	..	..	1624	
Nonsect ..	4	0	76	0	0	0	..	..	..	..	1	1	1	0	..	..	300	20,000	1625	
Cong	0	2	50	25	40	50	..	..	..	..	1	1	1	0	1	..	150	5,000	1626	
Nonsect ..	1	0	8	12	47	15	1	1	1	1	3	0	..	8,000	15,000	1627			

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
TENNESSEE—continued.		
1578 Lexington.....	Lexington Normal School and Commercial Institute.	Robert L. Sutton.....
1579 Lewisburg.....	Haynes-McLean School.....	M. M. Summar.....
1580 Liberty.....	Liberty Training School*.....	L. F. Wilkerson.....
1581 Loudon.....	Loudon College.....	D. Balharrie Simpson, B. A.....
1582 Lynchburg.....	Lynchburg Training School.....	J. C. Goodrich.....
1583 Lynnville.....	The Robert B. Jones High School.....	Jackson Reeves.....
1584 McKenzie.....	McTyeire School.....	Robins and Peoples.....
1585 McLemoresville.....	McLemoresville Collegiate Institute.	L. S. Mitchell, A. M.....
1586 Martin.....	McFerrin College*.....	J. T. Pritchett, M. A.....
1587 Memphis.....	St. Agnes's Academy.....	Sister Bernardine, superior.....
1588 Memphis (366 Poplar street).....	St. Mary's School.....	Sister in charge.....
1589 Memphis.....	University School.....	E. S. Werts, J. W. S. Rhea.....
1590 Midway.....	Midway High School.....	C. B. Cox, A. M.....
1591 Monteagle.....	Fairmount College.....	Miss Susie P. Dubose.....
1592 Mount Juliet.....	Caldwell Training School.....	W. A. Caldwell.....
1593 Mountpleasant.....	Howard Institute*.....	James A. Bostwick.....
1594 Mulberry.....	"Eagle's Nest" or Mulberry *Training School.	J. C. Condor.....
1595 Munford.....	Dyersburg District Training School.	Abernathy & Bass.....
1596 Nashville.....	Belmont College.....	Misses Hood and Heron.....
1597 Nashville (1309 Broad street).....	Bowen School.....	A. G. Bowen.....
1598 Nashville.....	Buford College.....	Mrs. E. G. Buford.....
1599 Nashville (28 Academy place).....	Montgomery Bell Academy.....	S. M. D. Clark.....
1600 Nashville.....	St. Cecilia's Academy*.....	Mother Francis.....
1601 Nashville (206 South High street).....	The University School.....	Clarence B. Wallace.....
1602 Newmarket.....	Newmarket Academy.....	John H. Pence.....
1603 Newport.....	Newport Seminary.....	Alex. S. Paxton.....
1604 Orlinda.....	Orlinda Normal Academy*.....	Wm. McNeeley.....
1605 Ottway.....	Ottway College.....	E. F. Goddard.....
1606 Parrottsville.....	Parrottsville Seminary.....	J. M. Rule.....
1607 Persia.....	Holston Valley High School.....	W. B. Sanders.....
1608 Pleasanthill.....	Pleasanthill Academy.....	W. E. Wheeler.....
1609 Rogersville.....	Swift Memorial Institute.....	W. H. Franklin, D. D.....
1610 Savannah.....	Savannah Institute*.....	H. E. Woodside.....
1611 Scotts Hill.....	Scotts Hill College.....	B. A. Tucker.....
1612 Sevierville.....	Murphy College.....	H. F. Ketron.....
1613 Smyrna.....	Smyrna Fitting School.....	Riches and Nolen.....
1614 Sneedville.....	McKinney Academy*.....	F. A. Penland.....
1615 Southside.....	Southside Preparatory School*.....	McKee and Harper.....
1616 Tazewell.....	Tazewell College*.....	W. A. Evans.....
1617 Tullahoma.....	Brandon Training School*.....	Alfred J. Brandon.....
1618 Union.....	Union City High School and Training School.	D. A. Williams.....
1619 Viola.....	Parks School.....	J. B. Parks.....
1620 Watertown.....	Watertown Training School.....	Wm. H. Turney.....
1621 Wheat Springs.....	Powell's Valley Seminary.....	E. M. Ellison.....
1622 Wheat.....	Roane College*.....	William Taylor.....
1623 Whitepine.....	Edwards Academy.....	R. Fisher.....
1624 Woodbury.....	Woodbury Academy.....	E. J. Lehman.....
TEXAS.		
1625 Abilene.....	Simmons College.....	Rev. C. R. Hairfield, A. B.....
1626 Albany.....	Reynolds Presbyterian Academy.....	C. R. Melcher.....
1627 Arlington.....	Carlisle School for Boys.....	James M. Carlisle.....
1628 Austin.....	St. Mary's Academy*.....	Sister superior.....
1629 do.....	Samuel Huston College.....	R. S. Lovinggood.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.									
	Classical course.						Scientific course.															
1	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	19	20	21	22		
Nonsect ...	2	0	25	25	115	125											4	0	250	\$2,500	1578	
Nonsect ...	2	2	50	45	25	20	8	7			2	4	2	2			4	0	200	10,000	1579	
Bapt.	1	0	10	10	70	60	1	1	1	0							4	0			1580	
Nonsect ...	1	1	14	17	17	18	3	1			1	1					4	0	100	10,000	1581	
Nonsect ...	1	1	27	22	16	18	2	3	0	0							1	0	50	1,500	1582	
Nonsect ...	2	0	17	30	39	34	1	0			1	0	1	0			4	0	200	18,000	1583	
Meth. So. ...	2	0	59	18	59	18					5	2					4	0	800	12,000	1584	
Meth.	2	1	33	27	42	40			12	9							6	0	300	5,500	1585	
M. E. So. ...	4	5	51	63	28	30					4	3	2	1			4	0		15,000	1586	
R. C.	0	5	0	54	0	92					0	5					4				1587	
Epis.	0	7	0	20	6	52	0	1	0	2	0	4	0	2			4				1588	
Nonsect ...	7	0	106	0	31	0											5	0		30,000	1589	
Nonsect ...	1	0	10	15	47	53											5	0		1,500	1590	
P. E.	1	8	0	38	0	0					0	4					5	0	1,000	20,000	1591	
Nonsect ...	2	3	28	24	1	8	5	1									4	0		2,000	1592	
Meth.	2	1	65	58	37	46	48	36			4	3	4	3			5	0	1,200	10,500	1593	
Nonsect ...	1	1	20	18	40	52											5	0	600	6,000	1594	
Meth.	2	0	28	10	77	36	1	1			1	1					4	0	724	5,625	1595	
Nonsect ...	0	10	0	98	0	63					0	12							650		1596	
Nonsect ...	3	0	76	0	0	20	0	8	0								4	0	1,800	10,000	1597	
Nonsect ...	0	9	0	150	0	0	0	75	0	75	0	5							300	25,000	1598	
Nonsect ...	5	0	74	0	19	0	5	0	12	0	4	0	1	0			4	0			1599	
R. C.	0	11	0	130	0	20					0	5					4	0	3,000	15,000	1600	
Nonsect ...	4	1	66	0	38	0	16	0	19	0	16	0	15	0			4	0			1601	
Presb.	1	0	13	11	51	41			5	4	0	1	0	1	3		0		1,000	5,000	1602	
Nonsect ...	1	0	5	5	10	8	0	1	2	3	0	0	0	0							1603	
Nonsect ...	2	0	20	20	45	50	2	0	1	0	2	3	1	0	3		0		250	2,250	1604	
Nonsect ...	1	1	28	27	52	51	13	10	15	17	0	0					4	0	20	4,000	1605	
Meth.	1	1	35	40	20	30	35	40			0	0	0	0	4		0		200	5,000	1606	
Bapt.	1	0	15	14	30	26	3	1													1607	
Cong.	2	3	17	17	158	133	1	1			3	2	1	1	3	34		1,000		25,000	1608	
Presb.	2	1	12	15	74	151	3	1			1	5	1	0	5		0		800	3,000	1609	
Nonsect ...	2	0	10	15	76	80	5	6							3	0	0		300	10,000	1610	
Nonsect ...	3	1	80	40	60	55					13	2			3		0		300	900	1611	
Meth.	2	4	22	21	147	119			10	8					3		0		2,000	15,000	1612	
Nonsect ...	1	0	8	7	10	5	3	1			1	2	1	1	4		0		720	3,000	1613	
Presb.	1	0	14	8	66	62			7	7	7	3	7	3	3		0		30		1614	
Nonsect ...	2	1	23	27	48	53	5	4	7	3					4		0		120	3,000	1615	
Nonsect ...	1	1	25	14	40	41	5	7							4		0			700	1616	
Nonsect ...	3	0	39	35	126	95			11	24					5	4	0			5,000	1617	
Nonsect ...	3	1	34	80	0	0											4	0	500	6,000	1618	
Nonsect ...	1	2	20	40															50	6,500	1619	
Nonsect ...	1	1	42	50	60	50	10	8	7	5	2	0			4	0	0	200	1,000	1620		
Meth.	2	0	20	33	73	54	0	0	0	0	0	0	0	0	5		0		90	5,000	1621	
Nonsect ...	2	0	13	13	50	60													500		1622	
U. Breth. ...	2	0	22	11	69	60	1	0	5	4	2	3	2	2			4	0	350	5,000	1623	
Nonsect ...	2	0	36	29	19	10	10	7			4	3			5		0			4,000	1624	
Bapt.	8	2	89	52	5	4					4	4			3	64		5,000		37,500	1625	
Presb.	2	0	9	11	20	33					0	2			4	0		500		2,500	1626	
Nonsect ...	3	0	23	0	25	0	15	5	5	0	0	0	0	0	6	23		1,000		10,000	1627	
R. C.	0	5	0	70	0	80					0	5			4						1628	
M. E.	2	3	11	13	99	150	11	6			4	2	4	2	4	0		700		35,000	1629	

TABLE 44.—*Statistics of private high schools, endowed academies, seminaries, and*

State and post-office.	Name.	Principal.
1	2	3
TEXAS—continued.		
1630 Austin.....	Tillotson College.....	Marshall R. Gaines.....
1631 Belton.....	Belton Academy.....	C. H. Wedemeyer.....
1632 Brenham.....	Blinn Memorial College.....	John Plueneke, B. S.....
1633 ..do.....	Evangelical Lutheran College.....	Rev. E. Gerien.....
1634 Brownsville.....	Incarnate Word Academy*.....	Mother Stanislaus.....
1635 ..do.....	St. Joseph's College.....	Rev. Louis Pitoye, O. M. I.....
1636 Buffalogap.....	Buffalogap College*.....	J. D. Clay.....
1637 Cleburne.....	Cleburne Academy.....	K. A. Berry.....
1638 Corsicana.....	Miller's (Mrs.) Seminary for Ladies and Girls.....	Mrs. R. T. Miller.....
1639 Crockett.....	Mary Allen Seminary.....	John B. Smith, D. D.....
1640 Crowell.....	Crowell College*.....	H. A. Mayers.....
1641 Dallas.....	Central Academy.....	Waldemar Malcolmson.....
1642 Denison.....	Harshaw's Academy*.....	Geo. L. Harshaw.....
1643 Eddy.....	Literary and Scientific Institute.....	J. M. Bedichek.....
1644 Forney.....	The Lewis Academy.....	E. C. Lewis.....
1645 Forth Worth.....	St. Ignatius Academy.....	Sister Louise.....
1646 Galveston.....	St. Joseph's Convent.....	Sister Mary.....
1647 Glenrose.....	Glenrose Collegiate Institute.....	Rev. Andrew S. Carver.....
1648 Grapevine.....	Grapevine College.....	G. T. Bludworth.....
1649 Houston.....	Hargis (Misses) School.....	The Misses Hargis.....
1650 Jacksonville.....	Alexander Collegiate Institute.....	Edward Ralston Williams.....
1651 Jasper.....	Southeast Texas College.....	J. H. Synnott.....
1652 Laredo.....	Laredo Seminary.....	N. E. Holding.....
1653 ..do.....	Ursuline Academy.....	Mother St. Joseph.....
1654 McKinney.....	Hawthorne College.....	H. G. Reed.....
1655 Marshall.....	Bishop College.....	Arthur B. Chaffee, D. D.....
1656 ..do.....	Masonic Female Institute.....	W. C. Parham.....
1657 Midlothian.....	University Training School.....	Thos. E. Kennedy.....
1658 Moody.....	Central Texas Institute.....	S. J. Lewis.....
1659 Mount Syrian.....	Rose Dale Academy.....	J. W. Adamson.....
1660 Omen.....	Summer Hill School.....	N. Smylie, A. M.....
1661 Paris.....	Mary Connor Female College*.....	H. B. Abernethy.....
1662 Salado.....	Thomas Arnold High School.....	S. J. Jones, A. M., Ph. D.....
1663 San Antonio.....	Academy of Our Lady of the Lake.....	Mother M. Florence.....
1664 ..do.....	Magruder's Collegiate Institute.....	J. B. Magruder.....
1665 ..do.....	Peacock's School for Boys.....	Wesley Peacock.....
1666 ..do.....	St. Louis College.....	John Wolf.....
1667 ..do.....	St. Mary's College.....	Brother George Deck.....
1668 ..do.....	San Antonio Academy.....	W. B. Seeley, A. M., Ph. D.....
1669 ..do.....	Ursuline Academy.....	Mother M. Ursula.....
1670 ..do.....	West Texas Military Academy.....	John F. Howard.....
1671 San Marcos.....	Coronal Institute.....	John Edward Pritchett.....
1672 Seguin.....	St. Joseph's Academy.....	Sisters of the Incarnate Word.....
1673 Sherman.....	North Texas Female College.....	Mrs. Lucy Kidd Key.....
1674 ..do.....	Sherman Private School.....	J. H. Le Tiltier.....
1675 Stephenville.....	John Tarleton College.....	E. E. Bramlette.....
1676 Tehuacana.....	Westminster College.....	C. O. Stubbles, A. M.....
1677 Van Alstyne.....	Columbia College.....	W. A. Matthews.....
1678 Waco.....	The Douglas-Schuler School.....	S. A. Douglas.....
1679 Weatherford.....	Texas Female Seminary*.....	Miss Emma E. McClure.....
1680 ..do.....	Weatherford College*.....	David S. Switzer.....
1681 Whitewright.....	Grayson College*.....	J. F. Anderson.....
UTAH.		
1682 Ephraim.....	Snow Academy.....	Newton E. Noyes.....
1683 Logan.....	New Jersey Academy.....	Isaac Newton Smith.....
1684 Mount Pleasant.....	Wasatch Academy.....	Geo. H. Marshall, M. S.....
1685 Ogden.....	Weber Stake Academy*.....	L. F. Moench.....
1686 Payson.....	Iliff Academy.....	Miss Katharine M. Johnson, A. B.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary in-structors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.		Graduates in 1902.		College preparatory students in the class that graduated in 1902.											
							Classical course.	Scientific course.														
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Cong.	2	5	23	14	31	63	2	0			2	3			4	0	2,000	\$40,000	1630			
Nonsect.	4	1	80	40	0	0			15	5			4	0	4	72	600	5,000	1631			
M. E.	2	0	48	15	60	5	3	4			16	6	3	4	3	0	2,000	20,000	1632			
Ev. Luth.	2	0	47	24	10	9	10	5	28	15	12	6			4	24	250	15,000	1633			
R. C.	0	15	0	80	0	120	0	5	0	5	0	4	0	4	3	0			1634			
R. C.	4	0	40	0	20	0											1,000		1635			
Cum. Presb.	2	2	24	27	75	89	8	10	16	17	0	1			4	0	300	10,000	1636			
Nonsect.	1	2	34	28	3	2			1	0					4	0	350	3,000	1637			
Nonsect.	1	2	2	29	5	8	0	4	0	3	0	3	0	3	4	0	600	6,000	1638			
Presb.	0	1	0	10	0	216					0	3			4		500	50,000	1639			
Nonsect.	1	0	20	25	80	100			10	12	2	4			4	0		5,000	1640			
Nonsect.	2	1	28	1	0	5	6	1	0	0	1	0			4	0	3,000	5,000	1641			
Nonsect.	3	2	25	15	75	55			6	0	3	2				0	47		1642			
Nonsect.	1	0	20	10	40	40			4	3	0	0	0	0	4	0	300	3,000	1643			
Nonsect.	1	1	20	20	8	11	1	3	0	0	1	3	1	3	4	0	500	7,500	1644			
R. C.	0	5	0	50	100	165	0	15			0	8	0	5	4	0		80,000	1645			
R. C.	0	3	12	15	63	110									4	0			1646			
Presb.	1	1	19	19	15	16	6	6							4	0	1,000	5,000	1647			
Nonsect.	2	1	50	30	27	10	2	1	3	2	1	0	1	0	4	0	350	3,200	1648			
Nonsect.	0	4	0	12	0	20	0	6							4	0	1,000	21,000	1649			
M. E. So.	2	2	53	54	22	11	3	3							4	0			1650			
Nonsect.	2	2	61	65	95	135	10	14	8	7					3	0	687	14,000	1651			
Meth.	0	5	12	20	48	186	0	0	0	0	0	3	0	0	5	32	1,000	100,000	1652			
R. C.	0	1	0	21	30	79	0	0	0	0	0	0	0	0	4	0			1653			
Nonsect.	2	2	100	75	75	25					0	3			4	50	300	20,000	1654			
Bapt.	6	7	110	80	110	151	31	24	35	15					4	0	4,000	150,000	1655			
Nonsect.	1	2	0	31	0	30	0	31			0	1	0	1	4	0	200	30,000	1656			
Nonsect.	2	1	20	20	10	10	1	0	5	2	2	1	2	1	4	0			1657			
Nonsect.	2	0	18	25	44	41			1	0	1	2	1	0	4	0	160	4,500	1658			
Nonsect.	0	1	48	62	38	40	15	14	13	16	4	5	4	3	4	0	40	1,000	1659			
Nonsect.	2	1	80	40	85	65									3	0	200	5,000	1660			
Nonsect.	0	3	0	24	0	76									4	0	1,000	30,000	1661			
Nonsect.	2	1	51	25	0	0	2	1	6	2	7	4			4	0		20,000	1662			
R. C.	0	5	0	42	0	25					0	3	0	3	4	0	180	175,000	1663			
Nonsect.	1	0	14	0	20	0									4	0	500	8,000	1664			
Nonsect.	4	0	40	0	133	0	15	0	25	0	8	0	6	0	4	40	500	25,000	1665			
R. C.	15	0	100	0	0	0											1,200	200,400	1666			
R. C.	4	0	50	0	375	0	5	0	5	0	7	0	3	0	4	0	3,000	40,000	1667			
Nonsect.	4	0	48	2	27	2			0	0	6	0	6	0	4	0			1668			
R. C.	0	6	0	50	0	150					0	6					600		1669			
Epis.	9	0	142	0	39	0	3	0			22	0	14	0	4	142	370	50,000	1670			
M. E. So.	3	2	60	70	40	88					1	0			4	0	500	30,000	1671			
R. C.	0	6	40	35	21	18					1	1							1672			
Meth.	0	5	0	73	0	231					0	27					2,500	60,000	1673			
Nonsect.	2	0	30	0	3	0	5	0							4	0	300		1674			
Nonsect.	1	2	95	71	95	71			57	49					3	0	650	12,000	1675			
M. E.	3	1	47	25	78	57											250	4,400	1676			
Nonsect.	5	2	33	58	140	130	8	6	5	3	2	2			4	0	200	5,000	1677			
M. E. So.	3	4	16	33	31	49	14	23	2	9	0	2			4	0	1,200	7,500	1678			
Cum. Presb.	1	4	0	145	0	125	0	6			0	12	0	2	5	0	300	25,000	1679			
M. E. So.	3	2	85	40	22	11	15	5	32	19	2	1	2	1	3	0	1,500	30,000	1680			
Nonsect.	9	8	80	77	126	89	31	12	29	10	17	12	17	12	2	128	4,000	35,000	1681			
L. D. S.	6	0	81	46	37	43					3	2			3	0	350	20,000	1682			
Presb.	1	2	10	12	55	53	3	3	1	2	2	0	2	0	3	0	400	8,000	1683			
Presb.	1	3	23	30	40	60					1	6	1	4			1,000	10,000	1684			
L. D. S.	6	1	86	38	69	20	0	0	0	0	6	4	0	0	4	0	1,200	42,000	1685			
M. E.	0	1	1	3	10	8													1686			

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
UTAH—continued.		
1687 Provo	Brigham Young Academy*.....	George H. Brimhall.....
1688 Salt Lake City.....	All Hallow's College.....	Thomas J. Larken.....
1689 ..do.....	Gordon Academy*.....	Caroline Paine.....
1690 ..do.....	Latter-Day Saints' College.....	Joshua H. Paul.....
1691 ..do.....	Rowland Hall.....	Mrs. Clara Colburne.....
1692 ..do.....	St. Mary's Academy.....	Sister M. Lucretia.....
1693 ..do.....	Salt Lake Collegiate Institute.....	Robert J. Caskey.....
1694 Springville.....	Hungerford Academy.....	Haddington G. Brown.....
1695 Vernal.....	Uintah Stake Academy.....	Don B. Colton.....
VERMONT.		
1696 Bakersfield.....	Brigham Academy.....	Charles H. Morrill.....
1697 Burlington.....	St. Mary's Academy.....	Sisters of Mercy.....
1698 Derby.....	Derby Academy.....	G. A. Andrews.....
1699 Essex.....	Essex Classical Institute.....	Charles L. Orton.....
1700 Lyndon Center.....	Lyndon Institute.....	Fremont L. Pugsley.....
1701 McIndoe Falls.....	McIndoes Academy.....	Carlton D. Howe, A. B.....
1702 Manchester.....	Burr and Burton Seminary*.....	B. C. Rodgers, A. B.....
1703 Montpelier.....	Montpelier Seminary.....	Walter R. Davenport.....
1704 New Haven.....	Beeman Academy.....	Frederic H. Allen.....
1705 North Craftsbury.....	Craftsbury Academy.....	Arthur C. Cole.....
1706 Peacham.....	Caledonia County Grammar School.....	Charles H. Cambridge.....
1707 Poultney.....	Troy Conference Academy.....	Charles H. Dunton.....
1708 St. Albans.....	St. Mary's School.....	Sister Eugenia.....
1709 Saxtons River.....	Vermont Academy.....	Edward Ellery, Ph. D.....
1710 Thetford.....	Thetford Academy.....	Luman R. Bowditch.....
1711 Townshend.....	Leland and Gray Seminary.....	E. Edgecomb.....
1712 West Brattleboro.....	Brattleboro Academy.....	Frank E. Perkins.....
VIRGINIA.		
1713 Abingdon.....	Abingdon Academy.....	B. R. Smith.....
1714 Alexandria (212 North Washington street).....	Potomac Academy.....	John S. Blackburn.....
1715 Amelia.....	Otterburn Springs Female Institute.....	R. W. Cridlin, D. D.....
1716 Arvonla.....	Seven Islands School*.....	Philip B. Ambler.....
1717 Bedford City.....	Randolph-Macon Academy.....	E. Sumter Smith.....
1718 Berryville.....	Shenandoah University School.....	R. K. Meade.....
1719 Bethel Academy.....	Bethel Military Academy.....	T. W. Smith, E. S. Blackwell, M. J. Jenkins.....
1720 Blackstone.....	Blackstone Female Institute*.....	Rev. James Cannon, jr., A. M.....
1721 ..do.....	Hoge Memorial Military Academy.....	E. B. Fishburne, Ph. B., B. S.....
1722 Black Walnut.....	Cluster Springs Academy.....	Hampden Wilson.....
1723 Bon Air.....	Bon Air School.....	William Day Smith.....
1724 Bruington.....	Bruington Academy.....	Alexander Fleet.....
1725 Buena Vista.....	Southern Seminary.....	Rev. E. H. Rowe.....
1726 Charlottesville.....	Piedmont Institute.....	Miss Mary N. Meade.....
1727 ..do.....	University School.....	Horace W. Jones.....
1728 Churchland.....	Churchland Academy.....	Robert Edward Loving.....
1729 Claremont.....	The Temperance Industrial and Collegiate Institute.....	John J. Smallwood.....
1730 Clifton Forge.....	The Alleghany Institute.....	F. W. King and R. R. Powell.....
1731 ..do.....	Clifton Forge Seminary.....	Miss Dora L. Bryant.....
1732 Covesville.....	Cove Academy.....	Daniel Blain.....
1733 Danville.....	Danville Military Institute.....	I. H. Saunders.....
1734 ..do.....	Randolph-Macon Institute.....	William Holmes Davis.....
1735 Dayton.....	Shenandoah Collegiate Institute.....	E. W. Hoenshel.....
1736 Farnham.....	Farnham Academy.....	Robert Williamson.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
	Secondary instructors.	Second-ary students.		Ele-men-tary pupils, includ-ing all below second-ary grades.		Prepar-ing for college.		Gradu-ates in 1902.		College prepar-atory students in the class that gradu-ated in 1902.												
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.									
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
L. D. S.	27	10	440	299	135	34	...	...	131	33	7	5	7	5	4	0	5,432	\$100,000	1687	
R. C.	6	0	60	0	110	0	8	0	6	0	10	0	3	0	4	44	1,500	100,000	1688			
Cong.	1	3	10	19	0	0	1	1	...	...	1	3	1	3	4	0	2,000	75,000	1689	
L. D. S.	16	2	423	277	391	145	...	...	6	0	4	0	...	...	4	0	4,000	250,000	1690
Epis.	0	8	0	85	10	75	6	3	0	12	0	8	0	3	4	0	2,000	50,000	1691			
R. C.	0	0	0	25	0	195	...	...	...	...	0	1	0	1	4	...	600	125,000	1692
Presb.	12	5	24	53	4	12	7	6	6	4	3	6	3	4	4	0	400	75,000	1693			
Presb.	1	2	7	20	10	85	3	1	...	...	1	5	1	4	4	0	400	20,000	1694	
L. D. S.	2	1	28	37	27	23	3	5	4	0	4	5	...	...	2	0	160	1,500	1695	
Nonsect.	2	4	58	65	9	2	9	2	10	6	8	16	3	3	4	0	800	50,000	1696			
R. C.	0	8	0	35	220	215	...	...	...	...	0	5	...	...	4	...	1,500	...	1697
Nonsect.	1	2	22	30	13	14	0	1	6	0	8	5	4	0	4	20	1,000	8,000	1698			
Nonsect.	1	1	12	14	8	8	0	0	2	0	...	...	...	...	4	0	200	3,000	1699
Free Bapt.	3	4	17	43	0	0	1	2	2	2	1	9	0	2	4	0	1,259	28,000	1700			
Nonsect.	1	1	9	13	0	0	2	0	...	...	3	4	2	0	4	0	35	2,000	1701	
Nonsect.	2	2	28	32	0	0	8	6	1	0	3	6	3	1	4	0	1,000	30,000	1702			
M. E.	3	7	47	29	74	114	23	4	2	6	13	5	8	1	4	30	1,000	95,000	1703			
Nonsect.	1	1	10	21	26	70	0	0	2	2	0	3	...	...	4	70	...	...	1704
Nonsect.	1	3	24	34	2	2	...	...	11	4	4	9	3	3	4	4	2,300	...	1705	
Nonsect.	1	1	21	24	12	8	4	3	0	0	1	3	0	2	4	0	30	6,000	1706			
Nonsect.	5	5	55	62	36	11	20	7	14	3	11	12	11	3	4	0	2,800	75,000	1707			
R. C.	0	1	0	32	58	140	...	...	...	...	...	...	...	...	3	0	500	30,000	1708
Bapt.	3	6	63	49	7	1	10	5	20	10	10	7	9	6	4	70	4,000	112,000	1709			
Cong.	2	3	34	34	0	0	4	0	3	0	0	2	...	...	4	0	3,000	7,000	1710	
Bapt.	3	3	39	37	3	1	2	5	3	3	...	...	...	...	4	0	350	8,000	1711
Cong.	1	1	23	24	0	0	0	0	7	1	1	0	1	0	4	0	200	5,000	1712			
Nonsect.	2	0	35	0	23	0	10	0	4	0	...	...	...	...	0	0	600	5,000	1713
Nonsect.	2	0	17	0	4	0	...	...	...	...	...	...	...	...	5	0	...	...	1714
Bapt.	1	5	6	30	0	0	...	...	0	5	...	...	...	...	4	0	500	15,000	1715
Nonsect.	2	0	9	0	3	0	...	...	...	...	...	...	...	...	4	...	1,200	...	1716
Meth.	6	0	99	0	0	0	10	0	...	...	0	0	...	...	4	0	1,000	100,000	1717
Nonsect.	1	0	16	0	0	0	...	...	3	0	...	...	...	...	4	0	...	1,000	1718
Nonsect.	5	0	65	0	0	0	...	...	0	0	2	0	...	...	...	32	...	...	1719
Meth.	1	19	0	200	7	26	...	...	...	...	0	18	...	...	...	...	850	55,000	1720
Presb.	6	0	54	0	0	0	3	0	5	0	3	0	2	0	4	51	2,000	18,000	1721			
Presb.	3	0	41	0	0	0	15	0	10	0	5	0	5	0	4	0	1,000	15,000	1722			
Nonsect.	1	1	14	5	8	4	0	0	3	2	2	0	2	0	4	0	150	3,000	1723			
Nonsect.	1	0	5	2	4	1	3	2	...	...	...	...	...	...	4	0	600	2,500	1724
Meth.	4	8	0	35	5	63	...	...	...	...	0	1	...	...	...	...	...	75,000	1725
Epis.	0	2	0	30	0	17	...	...	...	...	0	6	0	4	4	...	...	...	1726
Nonsect.	2	0	29	0	0	0	19	0	...	...	...	...	...	...	...	0	...	...	1727
Bapt.	1	1	17	5	16	9	0	4	4	0	...	...	...	...	4	0	...	7,000	1728
Nonsect.	3	5	36	48	9	14	12	2	7	15	8	12	5	8	4	0	3,497	24,716	1729			
Nonsect.	0	2	16	16	28	34	...	...	...	...	0	...	...	...	...	0	...	4,000	1730
Nonsect.	0	5	4	40	20	22	0	2	0	2	0	3	...	...	4	...	500	4,000	1731	
Nonsect.	1	0	6	0	2	0	2	0	1	0	3	0	3	0	4	0	...	400	1732			
Nonsect.	6	0	89	0	0	0	38	0	11	0	11	0	0	0	4	87	...	20,000	1733			
Meth.	2	7	0	94	0	20	0	0	0	0	...	...	...	...	4	0	300	42,000	1734
U. Breth.	7	4	58	38	52	43	3	3	...	...	10	7	1	0	4	0	2,000	22,000	1735	
Nonsect.	1	0	11	9	2	3	3	2	0	0	...	...	...	...	4	0	...	500	1736

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
VIRGINIA—continued.		
1737 Floyd	Oxford Academy.....	Rev. John K. Harris
1738 Fort Defiance	Augusta Military Academy *.....	Charles S. Koller, A. M.
1739 Franklin	Franklin Female Seminary	John B. Brewer
1740 ..do	Franklin Male Academy.....	J. Henry Martin
1741 Friends Mission	Blue Ridge Academy.....	Eunice M. Darden
1742 Front Royal	Randolph-Macon Academy	Charles L. Melton, A. M.
1743 Gloucester	Gloucester Academy.....	John Tabb
1744 Gordonsville	Woodlawn Seminary.....	Edgar Stinson
1745 Hampton	Hampton College	Miss Bessie L. Fitchett
1746 Herndon	Herndon Seminary.....	Misses Castleman
1747 Hume	Cleveland High School*.....	James J. Marshall
1748 Keysville.....	Keysville Mission Industrial School.....	Wm. H. Hayes
1749 Locust Dale	Locust Dale Academy.....	W. W. Briggs
1750 Lodi	Liberty Hall Home School *.....	W. J. Edmondson
1751 Manassas	Manassas Institute *.....	Mrs. F. O. Metz and Miss Osburn
1752 Mendota.....	Hamilton High School *.....	Wm. C. Patton
1753 Mount Clinton	West Central Academy.....	I. S. Wampler
1754 Newport News	Hampton Roads Military Academy*.....	Col. E. W. H. Huffman
1755 Norfolk (138 Granby street).....	Leache-Wood Seminary	Miss Agnes Douglas West
1756 Norfolk	Norfolk Academy.....	John F. Blackwell
1757 Norfolk (341 Princess Anne avenue).....	Norfolk Mission College	Wm. McKirahan
1758 Norfolk	Phillips and West School for Girls.....	Misses Phillips and West
1759 Norfolk (174 Holt street)	St. Mary's Male Academy	Brother Ignatius
1760 Portsmouth (401 Cranford street).....	Portsmouth Academy	W. H. Stokes
1761 Portsmouth	St. Joseph's Academy.....	Sister Agnes
1762 Richmond	Academy of the Visitation	Sister Mary Justina Prevost ..
1763 Richmond (5 and 7 North Belvidere street).....	McGuire's University School	John P. McGuire
1764 Richmond	Nolley's School for Boys.....	G. M. Nolley
1765 Richmond (311 North Ninth street).....	St. Peter's Cathedral Boys' School.....	Brother Marcellus.....
1766 Ridgeway	Ridgeway Institute	Mary W. Roberts
1767 Rural Retreat	Hawkins Chapel Institute	O. C. Peterson
1768 Scottsburg	Scottsburg Normal College	Job Yeargin, B. S.
1769 South Boston	South Boston Female Institute	J. P. Sneed
1770 Staunton	Staunton Military Academy*.....	Wm. H. Kable
1771 ..do	Virginia Female Institute	Miss Maria Pendleton Duval ..
1772 Suffolk (63 Main street)	Nansemond Seminary*.....	Mrs. Lucy H. Quimby
1773 Suffolk	St. Paul's University Mission School*.....	Rev. T. E. Wise
1774 ..do	Suffolk College	Sally A. Finney
1775 Tazewell	Tazewell College.....	C. D. M. Showalter
1776 Warrenton	Fauquier Institute.....	Geo. G. Butler
1777 Waynesboro	Fishburne Military School.....	James A. Fishburne
1778 ..do	Valley Seminary.....	Mrs. J. B. Winston and H. M. Blain, M. A.
1779 West Point	The West Point Seminary	J. T. Bethel
1780 Winchester (112 South Market street).....	Fairfax College * (née Hall).....	G. C. Shepherd.....
1781 Winchester.....	Shenandoah Valley Academy*.....	J. B. Lovett
1782 Wytheville.....	Academy of the Visitation	Mother Borgia
WASHINGTON.		
1783 College Place.....	Walla Walla College.....	E. L. Stewart
1784 Goldendale.....	Klickitat Academy.....	Charles Trueblin
1785 North Yakima	Woodcock Academy.....	R. M. Edwards.....
1786 Olympia.....	Providence Academy.....	Sister Joseph Hercule

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.		Graduates in 1902.		College preparatory students in the class that graduated in 1902.											
	Male.	Female.											Male.	Female.	Male.	Female.	Male.	Female.				
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Presb.....	2	3	2	15	5	15	2	4	1	3					4	0	1,500	\$2,000	1737			
Nonsect.....	2	0	34	0	25	0	4	0	7	0	5	0	5	0	4	34		10,000	1738			
Nonsect.....	0	6	0	52	0	39	0	0	0	0	0	2	0	0			400		1739			
Nonsect.....	2	1	23	0	30	0	5	0	4	0					4	0	56	5,000	1740			
Friends.....	0	1	1	4	131	0											1,000	2,500	1741			
M. E. So.....	5	1	70	0	0	0									4	0	700	80,000	1742			
Nonsect.....	2	1	31	0	0	0	5	0	5	0	2	0			3	0		6,000	1743			
Nonsect.....	0	2	4	5	2	2									4	0		8,000	1744			
Nonsect.....	1	5	0	53	0	0	0	45			0	1							1745			
Epis.....	0	2	7	7	1	10											300	2,000	1746			
Epis.....	1	0	14	0	38	0	6	0	6	0	2	0	2	0	4	0	40	5,000	1747			
Bapt.....	1	2	10	40	5	20	5	20	1	5					4		200	2,500	1748			
Nonsect.....	5	0	65	0	3	0												20,000	1749			
Presb.....	1	1	20	15	15	10											256	2,500	1750			
Nonsect.....	1	3	7	10	26	32			3	5	0	4	0	3	4		1,000	4,000	1751			
Nonsect.....	1	0	10	12	10	12										3	0	450	3,000	1752		
Nonsect.....	5	1	38	50	35	38					2	2	2	0	4	0	250	5,000	1753			
Nonsect.....	2	0	22	0	38	30	4	0	18	0	2	3			4	22	480	15,000	1754			
Nonsect.....	0	8	0	50	0	44					0	4					820		1755			
Nonsect.....	4	6	70	0	70	0	20	0	20	0	6	0			4			75,000	1756			
U. Presb.....	2	11	28	66	196	369	4	8	0	0	5	4	2	1	3	0	700	70,000	1757			
Nonsect.....	1	5	0	40	0	35					0	4			5			7,000	1758			
R. C.....	1	0	17	0	177	0									3	0			1759			
Nonsect.....	1	0	25	5	65	5										0			1760			
R. C.....	0	8	0	17	33	103	0	17							3	0	500		1761			
R. C.....	0	3	0	10	0	10	0	2	0	2	0	3			4	0	5,000	50,000	1762			
Nonsect.....	5	0	111	0	82	0	30	0	20	0	15	0	12	0	4		1,200	20,000	1763			
Nonsect.....	3	0	50	0	26	0	20	0	5	0	4	0	4	0	2	0		5,000	1764			
R. C.....	1	0	25	0	162	0	5	0			6	0	2	0	2	0	520		1765			
Nonsect.....	0	1	10	6	30	29		1	0	0	0	0	0	0		0		900	1766			
Luth.....	1	0	8	6	3	16	2		0	0		0	0	0		0			1767			
Bapt.....	1	0	11	10	21	20	5	5	1	4	6	2							1768			
Nonsect.....	1	1	4	5	5	10	0	2	0	3	0	0	0	0					1769			
Nonsect.....	5	0	25	0	15	0	15	0	10	0	1	0	1	0	25		600	20,000	1770			
Epis.....	0	12	0	100	0	25					0	3			4	0	1,200	75,000	1771			
Epis.....	0	3	0	19	3	4	0	2			0	6	0	1	4	0	300		1772			
Univ.....	1	1	30	24	80	86	1	1	1	1	2	0			4	0	3,000	2,000	1773			
Meth.....	0	7	0	32	0	0					0	3			4	0			1774			
Nonsect.....	4	3	33	35	16	17	16	18	17	17	3	1	3	1		0	400	10,000	1775			
Nonsect.....	0	2	0	26	4	20					0	1			4	0	300	10,000	1776			
Nonsect.....	4	0	49	0	0	0									4	45	500	15,000	1777			
Nonsect.....	2	5	0	59	0	25	0	1	0	1	0	3	0	1	4	0	500	8,000	1778			
Nonsect.....	2	2	14	12	12	16	10	10	8	9	0	14	0	8	3	0	200	120,000	1779			
Presb.....	2	4	0	20	3	9	0	5			0	5	0	3	3	0	1,450	16,000	1780			
Nonsect.....	6	0	70	0	10	0					3	0	3	0	4	0	500	25,000	1781			
R. C.....	0	2	0	7	0	27											500	40,000	1782			
7th D. Adv.	6	3	50	46	60	65													1783			
Nonsect.....	2	1	67	51	35	10	10	5	7	5	7	3	5	1	4	0	300	10,000	1784			
Cong.....	1	2	7	13	11	13	1	0	0	4	0	1	0	1	4	0	200	12,000	1785			
R. C.....	0	1	0	14	39	72					0	5			3			20,000	1786			

TABLE 44.—Statistics of private high schools, endowed academies, seminaries, and

State and post-office.	Name.	Principal.
1	2	3
WASHINGTON—continued.		
1787 Parkland.....	Pacific Lutheran University.....	N. J. Hong.....
1788 Seattle.....	Academy of the Holy Names.....	Sister M. Hyacintha.....
1789 ..do.....	Seattle Seminary.....	Clark W. Shay.....
1790 Snohomish.....	Puget Sound Academy.....	George C. Snow.....
1791 South Park.....	College of our Lady of Lourdes.....	Brother Theodulus.....
1792 Spokane.....	Academy of the Holy Names.....	Sister Mary Alodia.....
1793 ..do.....	Brunot Hall.....	Julia P. Bailey.....
1794 Tacoma.....	Annie Wright Seminary.....	Miss Mary Alice Port, A. B.....
1795 Vancouver.....	Providence Academy.....	Sister M. Melaine.....
1796 Waitsburg.....	Waitsburg Academy*.....	J. A. Keener.....
1797 Walla Walla.....	De La Salle Institute.....	Brother Vantasian.....
WEST VIRGINIA.		
1798 Alderson.....	Alleghany Collegiate Institute.....	W. S. Anderson.....
1799 Beckley.....	The Beckley Seminary.....	B. H. White.....
1800 Buckhannon.....	West Virginia Conference Seminary*.....	John Wier.....
1801 Burnsville.....	Burnsville Academy*.....	G. F. Queen.....
1802 Charles Town.....	Powhatan College.....	S. P. Hutton.....
1803 ..do.....	Stephenson Female Seminary.....	C. N. Campbell, D. D.....
1804 Clarksburg.....	Broadus Institute.....	Samuel Ellis Swartz.....
1805 Elizabeth.....	Elizabeth Seminary.....	A. S. Lee.....
1806 Fayetteville.....	Fayetteville Academy.....	H. C. Robertson.....
1807 Parkersburg.....	Academy of the Visitation.....	Sister M. Xavier Reilly.....
1808 Romney.....	Potomac Academy.....	J. E. Hodgson.....
1809 Salem.....	Salem College.....	T. L. Gardiner, A. M., D. D.....
1810 Wayne.....	Oak View Academy.....	T. B. McClure.....
1811 Wheeling.....	Linsly Institute.....	Baine C. Dent.....
1812 ..do.....	Mount de Chantal.....	Sister Mary Xavier.....
WISCONSIN.		
1813 Ashland.....	North Wisconsin Academy.....	M. J. Fenengo.....
1814 Beaver Dam.....	Wayland Academy.....	Edwin P. Brown.....
1815 Delafield.....	St. John's Military Academy.....	Sidney T. Smythe, president.....
1816 Evansville.....	Evansville Seminary.....	A. H. Stilwell, A. M.....
1817 Fond du Lac.....	Grafton Hall.....	B. T. Rogers.....
1818 Galesville.....	Gale College.....	L. M. Gimmestad, B. A.....
1819 Hillside.....	Hillside Home School.....	Misses Jones.....
1820 Kenosha.....	Kemper Hall.....	Sister Margaret Clare.....
1821 Madison.....	Sacred Heart Academy.....	Mother Reginald.....
1822 ..do.....	Wisconsin Academy.....	Miss Charlotte E. Richmond.....
1823 Milwaukee.....	German-English Academy.....	Emil Dapprich.....
1824 ..do.....	Milwaukee Academy.....	Julius Howard Pratt, Ph. D.....
1825 ..do.....	St. John's Cathedral School (Girls).....	Sister Bernardine.....
1826 Mount Calvary.....	St. Lawrence College.....	Antonine Wilmer.....
1827 Prairie du Chien.....	St. Mary's Academy.....	Sister M. Seraphia.....
1828 Racine.....	Grammar School of Racine College,*.....	Rev. Henry D. Robinson.....
1829 ..do.....	St. Catharine's Academy.....	Mother M. Cecilia.....
1830 Rochester.....	Rochester Academy.....	James F. Eaton.....
1831 Scandinavia.....	Scandinavia Academy.....	E. C. Nelson.....
1832 Sinsinawa.....	St. Clara College*.....	.....
1833 Water Town.....	Sacred Heart College.....	Rev. John J. O'Rourke, C. S. C.....
1834 Waukesha.....	Carroll College.....	Walter L. Rankin, Ph. D.....
WYOMING.		
1835 Cheyenne.....	Convent of the Holy Child Jesus..	Mother Mary Stanislaus.....

* Statistics of 1900-1901.

other private secondary schools for the scholastic year 1901-2—Continued.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1902.		College preparatory students in the class that graduated in 1902.									
							Classical course.		Scientific course.													
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	19	20	21	22		
Luth	3	2	58	15	30	15	5	0	5	0	6	6	2	0			3	0	700	\$87,000	1787	
R. C	0	6	0	40	0	239					0	3					4		540		1788	
Free Meth.	2	1	23	16	50	46	6	2	2	1	2	2	2	1			4	0	500	15,000	1789	
Cong	3	2	35	20	8	30					3	1	1	0			4	0	1,100	28,000	1790	
R. C	4	0	35	0	40	0					4	0					2	30	1,200	25,000	1791	
R. C	0	3	0	57	12	172					0	5					4	0	350		1792	
Epis	0	5	0	29	0	20											4		150	20,000	1793	
Epis	0	8	0	64	2	55	0	3	0	2	0	6	0	3			4	0	2,000		1794	
R. C	0	1	0	20	40	180					0	3					4		300		1795	
U. Presb	2	3	34	23	9	20	2	2	4	1	3	2	1	1			4	0	300	16,000	1796	
R. C	1	0	24	0	119	0					4	0	2	0			3		500	10,000	1797	
Meth	2	4	27	22	15	16	10	6			2	1	1	0			4	0	300	1,200	1798	
Nonsect	2	1	50	35	159	113						2	2	2					1,000	7,000	1799	
M. E	2	2	258	180	30	20					18	12	3	2					4,000	100,000	1800	
Nonsect	1	1	16	18	28	25					0	0						0	100	3,500	1801	
Nonsect	0	1	0	50	0	50	0	10			0	4						0	1,200	70,000	1802	
Presb	0	4	0	17	0	16					0	2					4	0	600	10,000	1803	
Bapt.	3	6	25	58	47	78	6	0			2	15	1	0			3	0	800	120,000	1804	
Nonsect	3	0	30	36	20	15	5	5													1805	
Nonsect	2	1	21	23	51	76											4	0	156	5,500	1806	
R. C	0	4	0	20	0	50					0	2									1807	
Presb	3	0	27	20	47	0	0	0	9	6							4	0	5,000		1808	
Nonsect	2	2	60	40	25	20					3	1						0	3,500		1809	
Nonsect	1	1	35	36	10	14	7	4	3	6	6	4	3	2			3	0	500	20,000	1810	
Nonsect	3	0	40	0	71	0	1	0	30	0	8	0	8	0			4	40			1811	
R. C	0	12	0	60	0	50					0	13	0	3					6,000		1812	
Cong	2	2	21	22	22	37	5	2	16	20	6	4	5	2			4	0	3,000	35,000	1813	
Bapt.	6	7	43	46	0	0	9	6	9	6	7	3	7	3			5	0	2,000	80,000	1814	
Epis	1	1	125	0	10	0	7	0	25	0	24	0	14	0			4	125	5,000	150,000	1815	
Free Meth.	8	4	27	34	33	41	8	7	6	6	1	2	1	0			4	0	565	25,000	1816	
Epis	4	9	0	72	0	18	0	6			0	3	0	1			4	0	2,000	100,000	1817	
Luth	3	0	10	6	24	9	2	0			0	1					4	0	3,000	25,000	1818	
Nonsect	1	1	15	18	4	0	1	3	3	9	0	1	0	1			4	0	2,500	40,000	1819	
P. E	5	12	0	92	0	29	0	15			0	9	0	2			5	92	2,800		1820	
R. C	0	8	0	45	0	36	0	1	0	2	0	3	0	3			4	0	465		1821	
Nonsect	0	4	34	29	14	9					7	5	7	2			2	4	0	465		1822
Nonsect	4	1	10	9	71	62	5	4	5	5	10	9					3	0	1,850	80,462	1823	
Nonsect	6	0	55	0	46	0	16	0	20	0	8	0	8	0			4	0	1,200	35,000	1824	
R. C	0	2	0	35	0	370	0	15			0	5	0	2			6	0	2,372		1825	
R. C	13	0	128	0	0	0	121	0			9	0	3	0			5	0	2,850	65,000	1826	
R. C	0	5	0	40	0	40					0	9					4	0	738	75,000	1827	
Epis	6	0	51	0	40	0	25	0	15	0	3	0	3	0			4	51	11,000	250,000	1828	
R. C	0	5	0	41	0	170					0	6					4		3,375		1829	
Cong	1	4	16	32	10	4	3	5	0	5	6	12	1	5	3		4		600	5,000	1830	
Luth	1	1	19	15	36	9	4	3			10	9	3	0			4	0	600	25,000	1831	
R. C	0	18	0	150	0	90					0	13					5	0			1832	
R. C	4	0	40	0	60	0					5	0	5	0				40	3,800		1833	
Presb	6	3	74	45	1	6	0	0	0	0	8	10	6	1			3	0	1,000	72,000	1834	
R. C	0	4	8	29	52	147					0	8					4		500	60,000	1835	

CHAPTER XL.

MANUAL AND INDUSTRIAL TRAINING.

References to recent Reports of the United States Commissioner of Education, in which this subject has been treated or statistics published: Annual Report for 1888-89, pages 411-428, 1362-1367; 1889-1890, pages 1148, 1209-1212, 1351-1356; 1891-92, page 1197; 1892-93, pages 186, 188, 560-575; 1893-94, pages 877-949, 2092-2169; 1894-95, page 2170; 1895-96, pages 989-992, 1001-1152, 1321-1329, 1510-1521 (column 8); 1896-97, pages 193-197, 699-703, 2211-2222 (column 8), 2279-2294; 1897-98, pages 141, 194, 723, 2370-2382 (column 8), 2419-2440; 1898-99, pages 26, 83, 179-189, 208-209, 853-863, 1355-1361, 1442, 1448, 1525-1536 (column 8), 2139-2162; 1899-1900, pages 329, 875, 1811-1821 (column 8), 2437-2467, 2505; 1900-1901, pages 216, 217, 1510, 1961, 2231-2268, 2342, 2372.

The number of schools devoted chiefly to manual and industrial training reporting to this Office for the scholastic year ending June, 1902, was 163, an increase of 10 schools over the preceding year. The number of different pupils in these schools receiving manual or industrial training was 49,269. The expenditures of these schools (not including the Indian schools) for the pay of teachers, for materials, for new tools and repairs, and for incidentals amounted to \$1,118,406, an increase of \$295,342 over the preceding year. These items are given in detail, by States, in Tables 3 to 5 of this chapter.

Included in the list of manual training schools are 39 schools for the industrial training of Indian children. The 163 schools had 1,559 teachers of manual training—941 men and 618 women. The number of boys receiving training was 29,183 and the number of girls 20,086.

Table 6 gives in detail the statistics of the 124 manual and industrial training schools other than the Indian schools.

The statistics of the 39 Indian schools are given in Table 7.

The branches of manual training, or the trades taught, and the number of pupils in each branch, so far as reported for the individual schools mentioned in Tables 6 and 7, are shown in Table 8.

It has been found impracticable to ascertain each year the number of pupils receiving manual or industrial training in schools not chiefly devoted to such training. Statistics of this character were collected in 1893-94 and printed in the Report of this Bureau for that year, pages 2093-2169.

A reference to chapter 43 of the present volume will show that most of the schools for the negroes offer manual and industrial training. Statistics of manual training in reform schools are given in chapter 44, and similar statistics for schools for the defective classes in chapter 45.

Table 1 shows the number of cities of 8,000 inhabitants and over in whose public schools manual training has been given since 1890. In that year it was given in 37 cities; in 1894, in 95 cities; in 1896, in 121 cities; in 1898, in 146 cities; in 1900, in 169 cities, and in 1902, in 270 cities. Table 2 gives a list of the 270 cities in whose public schools manual training (other than drawing) was given in 1901-2, and indicates the grades in each city system in which such instruction was given.

TABLE 1.—*Number of cities of 8,000 population and over in each State in which manual training was given in the years indicated.*

State or Territory.	1890.	1894.	1896.	1898.	1900.	1901.	1902.
United States.....	37	95	121	146	169	232	270
North Atlantic Division.....	23	52	72	80	94	112	125
South Atlantic Division.....	3	3	6	5	10	16	22
South Central Division.....	1	2	2	5	3	12	12
North Central Division.....	10	30	31	45	48	73	89
Western Division.....	.....	8	10	11	14	19	22
North Atlantic Division:							
Maine.....	.....	2	1	4	3	4	4
New Hampshire.....	1	1	3	2	3	3	2
Vermont.....	.....	.....	.....	.....	.....	1	1
Massachusetts.....	6	17	22	33	38	43	46
Rhode Island.....	.....	2	7	3	3	3	3
Connecticut.....	1	3	6	7	7	8	9
New York.....	6	10	18	16	16	19	22
New Jersey.....	4	12	8	10	18	20	22
Pennsylvania.....	5	5	7	5	6	11	16
South Atlantic Division:							
Delaware.....	1	1	1	1	1	1	1
Maryland.....	1	1	1	1	1	2	5
District of Columbia.....	1	1	.....	1	2	2	2
Virginia.....	.....	.....	2	1	2	3	4
West Virginia.....	.....	.....	2	1	1	.....	2
North Carolina.....	.....	.....	.....	.....	.....	2	2
South Carolina.....	.....	.....	.....	.....	.....	1	2
Georgia.....	.....	.....	.....	.....	3	4	5
Florida.....	.....	.....	.....	.....	.....	1	1
South Central Division:							
Kentucky.....	.....	2	2	3	1	2	2
Tennessee.....	1	.....	.....	.....	.....	2	2
Alabama.....	.....	.....	.....	.....	.....	2	2
Mississippi.....	.....	.....	.....	.....	.....	.....	1
Louisiana.....	.....	.....	.....	1	.....	4	1
Texas.....	.....	.....	.....	1	2	1	2
Arkansas.....	.....	.....	.....	.....	.....	1	1
Oklahoma.....	.....	.....	.....	.....	.....	.....	1
Indian Territory.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:							
Ohio.....	2	3	7	11	6	5	9
Indiana.....	.....	1	2	2	4	6	6
Illinois.....	2	7	5	9	7	12	19
Michigan.....	2	2	4	3	8	11	13
Wisconsin.....	2	5	4	8	9	13	6
Minnesota.....	1	4	5	5	3	6	16
Iowa.....	.....	4	3	4	3	5	4
Missouri.....	.....	2	.....	2	5	9	10
North Dakota.....	.....	.....	.....	.....	1	.....	.....
South Dakota.....	.....	.....	.....	.....	1	1	1
Nebraska.....	1	2	1	1	1	2	2
Kansas.....	.....	.....	.....	.....	1	3	3
Western Division:							
Montana.....	.....	.....	.....	.....	.....	1	1
Wyoming.....	.....	.....	.....	.....	.....	.....	.....
Colorado.....	.....	2	3	3	5	6	6
New Mexico.....	.....	.....	.....	.....	1	.....	.....
Arizona.....	.....	.....	.....	.....	.....	.....	.....
Utah.....	.....	.....	.....	.....	.....	1	2
Nevada.....	.....	.....	.....	.....	.....	.....	.....
Idaho.....	.....	.....	.....	.....	.....	1	1
Washington.....	.....	2	1	1	1	1	1
Oregon.....	.....	.....	.....	.....	.....	.....	.....
California.....	.....	4	6	7	7	9	11

TABLE 2.—*Cities in which manual training (other than drawing) was given in the public schools in 1901-2.*

Cities.	Grades in which manual training was given.	Cities.	Grades in which manual training was given.
ALABAMA.		ILLINOIS—continued.	
Birmingham.....	All.	Chicago.....	5, 6, 7, and 8, and in English high and manual training school.
Huntsville.....	1, 2, 3, 4, 5, and 6.	Dixon.....	8.
ARKANSAS.		Evanston, District 1.....	6, 7, and 8.
Fort Smith.....	High school.	Galesburg.....	High school.
CALIFORNIA.		Harvey.....	6, 7, and 8.
Alameda.....	6, 7, and 8.	La Salle.....	High school.
Fresno.....	8, 9, and 10.	Moline.....	7, 8, and first two years of high school.
Los Angeles.....	1, 2, 3, 4, 5, 6, 7, and 8.	Monmouth.....	1, 2, 3, 4, 5, 6, 7, and 8.
Oakland.....	High school.	Peoria.....	8, 9, 10, 11, and 12.
Pasadena.....	1, 2, 3, and 4.	Quincy.....	Grammar grades.
Redlands.....	3, 4, 5, 6, 7, and 8.	Rockford.....	7, 8, 9, and 10.
San Bernardino.....	1, 2, 3, 4, 5, and 6.	Rock Island.....	7 and 8 grades. Also high school.
San Diego.....	4, 5, 6, 7, and 8.	Springfield.....	7, 8, 9, and 10.
San Francisco.....	7 and 8. Also high school.	Sterling.....	7 and 8.
Santa Barbara.....	1 to 8.	Urbana.....	Do.
Stockton.....	9 and 10, high school.	INDIANA.	
COLORADO.		Bluffton.....	All.
Cripple Creek.....	1, 2, 3, and 4.	Fort Wayne.....	1, 2, and 3.
Denver:		Indianapolis.....	4, 5, 6, 7, and 8, high school (manual training).
District No. 1.....	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12.	La Porte.....	Primary.
District No. 7.....	Do.	Marion.....	Do.
District No. 17.....	4, 5, 6, 7, 8, 9, 10, 11, and 12.	Richmond.....	All.
Pueblo:		IOWA.	
District No. 1.....	5, 6, and 7.	Davenport.....	9 and high school.
District No. 20.....	All above the third grade. Also high school.	Des Moines (West).....	7, 8, and high school.
CONNECTICUT.		Iowa City.....	5, 6, 7, 8, 9, 10, 11, and 12.
Bridgeport.....	AH.	Mason City.....	7, 8, 9, 10, 11, and 12.
Bristol.....	5, 6, 7, and 8.	KANSAS.	
Hartford.....	7 and high school.	Emporia.....	1, 2, 3, 4, 5, 6, 7, and 8.
Manchester (South).....	5, 6, 7, 8, and 9.	Kansas City.....	High school.
Naugatuck.....	6, 7, 8, 9, 10, and 11.	Pittsburg.....	1, 2, 3, 4, 5, 6, high school.
New Britain.....	All.	KENTUCKY.	
New Haven.....	4, 5, 6, and 7.	Frankfort.....	High school.
New London.....	7 and 8.	Louisville.....	Do.
Stamford.....	7, 8, 9, and high school.	LOUISIANA.	
DELAWARE.		Shreveport.....	7, 8, 9, and 10.
Wilmington.....	5 and 6 grammar. Also high school.	MAINE.	
DISTRICT OF COLUMBIA.		Bath.....	6, 7, 8, 9, and 3 years in high school.
Seventh to eighth divisions.....	3 through high school.	Lewiston.....	6, 7, 8, 9, and 1 year in high school.
Ninth to eleventh divisions.....	7 and 8.	Portland.....	7, 8, 9, and 10.
FLORIDA.		Westbrook.....	7, 8, and 9.
Tampa.....	2, 3, 5, and 8.	MARYLAND.	
GEORGIA.		Annapolis.....	4, 5, 6, 7, 8, 9, and 10.
Athens.....	Grammar grades.	Baltimore.....	Primary and high school.
Atlanta.....	All.	Cambridge.....	6, 7, 8, 9, and 10.
Brunswick.....	1, 2, and 3.	Cumberland.....	7, 8, 9, and 10.
Columbus.....	1, 2, 3, 4, 5, 6, 7, and 8.	Salisbury.....	1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.
Waycross.....	1 and 2 (primary).	MASSACHUSETTS.	
IDAHO.		Amherst.....	6, 7, 8, and 9.
Boise.....	All.	Arlington.....	7, 8, 9, and 10.
ILLINOIS.		Attleboro.....	1, 2, 3, 4, 5, 6, 7, and 8.
Aurora, East Side.....	6, 7, 8, and high school.	Barnstable.....	8 and 9.
Bloomington.....	7 and 8.	Boston.....	6, 7, 8, 9, 10, and 11.
Cairo.....	1 high school.	Bridgewater.....	7, 8, and 9.
Champaign.....	8 and first year in high school.	Brockton.....	High school.
		Brookline.....	All.
		Cambridge.....	Grammar and high school.

TABLE 2.—*Cities in which manual training (other than drawing) was given in the public schools in 1901-2—Continued.*

Cities.	Grades in which manual training was given.	Cities.	Grades in which manual training was given.
MASSACHUSETTS—continued.		MISSOURI—continued.	
Concord	6, 7, 8, 9, and 10.	Kansas City	5, 6, and 7.
Dedham	4, 5, 6, 7, 8, 9, 10, 11, 12, and 13.	Kirksville	High school.
Easton	7.	Moberly	3, 4, 5, 6, 7, 8, and 9.
Everett	5, 6, 7, and 8.	St. Louis	7 and 8.
Fall River	High school.	Sedalia	High school.
Fitchburg	9, 10, 11, and 12.	Warrensburg	Primary.
Frammingham	Normal practice school.		
Gardner	High school.	MONTANA.	
Greenfield	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12.	Helena	4, 5, and 6.
Haverhill	5, 6, 7, 8, 9, 10, 11, 12, and 13.		
Holyoke	High school.	NEBRASKA.	
Lawrence	Do.	Beatrice	7, 8, and 9.
Lowell	10, 11, 12, and 13.	Omaha	9 and 10.
Lynn	8, grammar, and high school.		
Malden	9, grammar and high school.	NEW HAMPSHIRE.	
Medford	6, 7, 8, and 9.	Concord	5, 6, 7, 8, 9, and high school.
Milton	All.	Manchester	8 and 9.
Natick	6, 7, 8, 9, 10, 11, 12, and 13.		
New Bedford	7, 8, 9, and sloyd.	NEW JERSEY.	
Newton	6, 7, 8. Sloyd 7 and 8.	Asbury Park	1, 2, 3, 4, 5, 6, 7, and 8.
North Adams	8 and 9 grammar.	Atlantic City	5, 6, 7, 8, 9, and 10.
Northampton	5, 6, and 7.	Bayonne City	4 and 5.
Plymouth	5, 6, 7, 8, and 9.	Camden	All.
Quincy	5, 6, 7, and 8.	Dover	Primary.
Reading	7 and 8.	East Orange	5, 6, 7, 8, and high school.
Salem	Grammar.	Elizabeth	High school.
Somerville	High school.	Englewood	1, 2, 3, 4, 5, 6, and 7.
South Bridge	Primary.	Hoboken	6, 7, and 8.
Springfield	6, 7, 8, 9, grammar and high school.	Long Branch	5, 6, 7, and 8.
Wakefield	7, 8, and 9.	Montclair	All grades, high school.
Waltham	5, 6, 7, 8, 9, 10, 11, 12, and 13.	Newark	All.
Watertown	1, 2, 3, 4, 5, 6, 7, and 8.	North Plainfield	5, 6, 7, 8, 9, 10, 11, and 12.
Wellesley	All.	Orange	All.
Westfield	5, 6, 7, 8, and 9.	Passaic	3, 4, 5, 6, 7, and 8.
Williamstown	1, 2, 3, 4, 5, 6, 7, 8, and 9.	Patterson	7 and 8.
Winchester	4, 5, 6, 7, and 8.	Red Bank	6, 7, 8, 9, and 10.
Worcester	9.	South Orange	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12.
		Summit	5 and first year of high school.
MICHIGAN.		Union	From third year through high school.
Ann Arbor	3, 4, 5, 6, 7, 8, and 9.	Vineland	All.
Battle Creek	5, 6, 7, and 8.	West Orange	1, 2, 3, 4, 5, 6, 7, and 8.
Calumet	5, 6, 7, 8, and high school.		
Detroit	4, 5, 6, 7, and 8.	NEW YORK.	
Flint	7 and 8.	Albany	High school.
Grand Rapids	5, 6, 7, and 8.	Batavia	Primary.
Ishpeming	5, 6, 7, 8, and high school.	Binghamton	9, 10, 11, and 12.
Kalamazoo	5, 6, 7, 8, 9, 10, 11, and 12.	Dunkirk	High school.
Menominee	5, 6, 7, 8, 9, 10, 11, and 12.	Geneva	3, 4, 5, 6, and one grammar school.
Muskegon	All.	Herkimer	Primary.
Saginaw (East)	5, 6, 7, and 8.	Hudson	3, 4, and 5.
Traverse City	1, 2, 3, 4, 5.	Ithaca	6, 7, and 8.
Ypsilanti	1, 2, 3, 4, 5, 6, 7, and 8.	Jamestown	All.
		Malone	5, 6, 7, and 8.
MINNESOTA.		Middletown	3 and 4.
Duluth	High school.	Newburg	8, 9, 10, and 11.
Mankato	Do.	New Rochelle	Primary.
Minneapolis	Do.	New York City	5 and 7. All.
St. Cloud	5, 6, and 7.	Niagara Falls	5, 6, and 7.
St. Paul	High school.	Port Chester	1, 2, 3, 4, 5, 6, and 7.
Stillwater	9.	Rochester	All other than high school.
		Syracuse	7 and 8.
MISSISSIPPI.		Utica	5, 6, 7, 8, and 9.
Greenville	All (white school).	Whitehall	High school.
		White Plains	4, 5, 6, 7, and 8.
MISSOURI.		Yonkers	5, 6, 7, and high school.
Carthage	7, 8, and high school.		
Columbia	3 and high school.	NORTH CAROLINA.	
Hannibal	1, 2, 3, and 8.	Asheville	1, 2, 3, 4, 5, 6, and 7.
Joplin	High school.	Durham	6, 7, 8, 9, and 10.

TABLE 2.—*Cities in which manual training (other than drawing) was given in the public schools in 1901-2—Continued.*

Cities.	Grades in which manual training was given.	Cities.	Grades in which manual training was given.
OHIO.		SOUTH DAKOTA.	
Akron	5, 6, 7, 8, 9, 10, and 11.	Sioux Falls	All.
Cleveland	All.	TENNESSEE.	
Dayton	7 and 8.	Jackson	1, 2, 3, 4, 5, and 6.
Elyria	5, 6, and 7.	Nashville	7, 8, and 9.
Galion	5, 6, 7, and 8.	TEXAS.	
Glenville	1, 2, and 3.	Austin	8, 9, 10, and 11.
Norwood	5, 6, 7, and 8.	San Antonio	3, 4, 5, and 6.
Toledo	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12.	UTAH.	
Youngstown	High school.	Logan	All.
OKLAHOMA.		Salt Lake City	7 and 8.
Guthrie	High school.	VERMONT.	
PENNSYLVANIA.		St. Johnsbury	6 and 7.
Allegheny	10 and 11, grammar.	VIRGINIA.	
Beaver Falls	All.	Lynchburg	Grammar.
Bradford	Grammar.	Norfolk	3.
Conshohocken	All above primary.	Petersburg	High school.
Harrisburg	High school.	Staunton	7, 8, 9, and 10.
Homestead	From sixth year through high school.	WASHINGTON.	
Johnstown	Grammar and high school.	Seattle	High school.
Meadville	5, 6, and 7.	WISCONSIN.	
Norristown	7, through high school.	Appleton	High school and eighth grade.
Philadelphia	In two manual training schools. Sewing in all girls classes, third up, and cooking in sixth year.	Chippewa Falls	4, 5, 6, and 7.
Pittsburg	Grammar.	Eau Claire	1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.
St. Marys	All.	Fon du Lac	1, 2, 3 of high school.
Shenandoah	High school.	Green Bay	High schools.
Titusville	3, 4, 5, 6, and 7.	Janesville	9, 10, 11, and 12.
West Chester	High school.	Marinette	7, 8, and high school.
Wilkesbarre	Do.	Menominee	All.
RHODE ISLAND.		Merrill	Do.
Newport	6, 7, 8, 9, 10, 11, 12, and 13.	Milwaukee	5, 6, 7, 8, and high school.
Providence	High school.	Neenah	7, 8, and 9, cooking; 5 and 6, sewing.
Woonsocket	7, 8, and 9.	Portage	High school.
SOUTH CAROLINA.		Racine	4, 5, 6, 7, and 8.
Columbia	Primary.	Sheboygan	Primary.
Sumter	3 and 4.	Superior	6, 7, 8, and high school.
		Washburn	6, 7, 8, 9, 10, 11, and 12.

TABLE 3.—*Number of instructors and students, by sex, in manual and industrial training schools, 1901-2.*

State or Territory.	Literary instruction.						Manual, industrial, or technical training.					
	Instructors.		Elementary pupils.		Secondary students.		Instructors.		Elementary pupils.		Secondary students.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	492	707	9,861	7,492	12,876	8,899	941	618	9,470	8,729	19,713	11,557
North Atlantic Division ..	219	256	2,456	1,852	5,866	4,370	422	226	2,707	3,274	12,082	7,495
South Atlantic Division ..	33	75	984	926	585	326	55	66	807	784	761	595
South Central Division ..	30	55	838	650	646	524	41	22	687	515	467	165
North Central Division ..	167	233	3,487	2,561	4,586	2,951	306	184	3,135	2,445	5,227	2,343
Western Division	43	88	2,096	1,503	1,193	728	117	120	2,134	1,711	1,176	759
North Atlantic Division:												
Maine							1		56			
New Hampshire												
Vermont												
Massachusetts	28	30	18	20	1,140	432	46	39	122	391	2,374	807
Rhode Island	11	13	34	82	226	122	32	18	431	537	603	294
Connecticut	19	16	90	0	508	299	37	9	70	0	569	800
New York	37	85	464	1,387	852	1,487	196	121	346	1,686	4,367	3,166
New Jersey	14	5	19	16	131	69	21	6	59	16	341	76
Pennsylvania	110	107	1,831	347	3,009	1,961	89	33	1,623	644	3,828	2,352
South Atlantic Division:												
Delaware							1	0	0	0	40	0
Maryland	19	11	235	120	357	36	15	2	138	96	442	80
District of Columbia ..	1	6	80	58	0	32	5	19	0	60	50	80
Virginia	4	14	77	51	100	84	9	10	87	79	81	91
West Virginia												
North Carolina	2	22	294	230	80	94	12	17	241	94	30	126
South Carolina	1	4	92	112	9	6	6	4	101	118		
Georgia	6	14	206	349	39	68	7	11	240	287	118	158
Florida	0	4	0	6	0	6	0	3	0	50	0	60
South Central Division:												
Kentucky	14	4	55	59	298	19	10	1	15	30	317	54
Tennessee	0	8	20	30	35	65						
Alabama	4	7	105	164			3	3	101	160		
Mississippi												
Louisiana	8	6	118	23	90	60	5	3	101	23	90	60
Texas	2	17	0	40	223	380	2	3	0	40	60	51
Arkansas												
Oklahoma	2	13	540	334			21	12	470	262		
Indian Territory												
North Central Division:												
Ohio	13	41	285	254	711	369	109	16	418	421	1,511	441
Indiana	16	32	334	247	601	593	17	13			503	474
Illinois	66	36	1,008	514	1,586	376	53	20	947	462	1,357	272
Michigan	0	5	146	143			11	10	266	121	222	242
Wisconsin	1	8	190	153	14	48	14	28	109	303	72	127
Minnesota	6	19	63	76	387	151	4	1	63	76	387	151
Iowa	8	13			250	400	2	0			125	0
Missouri	8	7			978	953	19	11			991	575
North Dakota	4	11	256	255	59	61	12	16	242	240	59	61
South Dakota	3	19	469	416			12	22	358	321		
Nebraska	2	12	286	203			13	17	282	201		
Kansas	40	30	450	300			40	30	450	300		
Western Division:												
Montana	2	8	182	165	93	91	14	14	112	98	93	91
Wyoming												
Colorado	8	14	257	115	302	266	19	21	234	115	262	253
New Mexico	3	14	385	302	10	8	15	19	395	310		
Arizona	7	22	857	555			24	19	654	467	51	38
Utah	1	1	21	26								
Nevada	0	4	67	60	63	34	7	6	93	75		
Idaho	0	3	65	75			3	5	75	65		
Washington	0	1	32	8			1	3	32	8		
Oregon												
California	22	21	230	197	725	329	34	33	539	573	770	377

TABLE 4.—Summary of statistics of manual and industrial training schools, 1901–2.

State or Territory.	Total number institutions.	Literary instruction.			Manual, industrial, or technical training.		
		Total number instructors.	Total number elementary pupils.	Total number secondary students.	Total number instructors.	Total number elementary pupils.	Total number secondary students.
United States.....	163	1,199	17,353	21,775	1,559	18,199	31,070
North Atlantic Division.....	55	475	4,308	10,236	648	5,981	19,577
South Atlantic Division.....	21	108	1,910	911	121	1,591	1,356
South Central Division.....	15	85	1,488	1,170	63	1,202	632
North Central Division.....	45	400	6,048	7,587	490	5,580	7,570
Western Division.....	27	181	3,599	1,921	237	3,845	1,935
North Atlantic Division:							
Maine.....	1				1	56	
New Hampshire.....							
Vermont.....							
Massachusetts.....	9	58	38	1,572	85	513	3,181
Rhode Island.....	5	24	116	348	50	968	897
Connecticut.....	5	35	90	807	46	70	1,369
New York.....	21	122	1,851	2,339	317	2,032	7,533
New Jersey.....	3	19	35	200	27	75	417
Pennsylvania.....	11	217	2,178	4,970	122	2,267	6,180
South Atlantic Division:							
Delaware.....	1				1		40
Maryland.....	5	30	355	393	17	234	522
District of Columbia.....	2	7	138	32	24	60	130
Virginia.....	2	18	128	184	19	166	172
West Virginia.....							
North Carolina.....	6	24	524	174	29	335	156
South Carolina.....	1	5	204	15	10	219	
Georgia.....	3	20	555	107	18	527	276
Florida.....	1	4	6	6	3	50	60
South Central Division:							
Kentucky.....	3	18	114	317	11	45	371
Tennessee.....	1	8	50	100			
Alabama.....	2	11	269		6	261	
Mississippi.....							
Louisiana.....	3	14	141	150	8	124	150
Texas.....	2	19	40	603	5	49	111
Arkansas.....							
Oklahoma.....	4	15	874		33	732	
Indian Territory.....							
North Central Division:							
Ohio.....	6	54	539	1,080	125	839	1,952
Indiana.....	2	48	581	1,194	30		977
Illinois.....	10	102	1,522	1,962	73	1,409	1,629
Michigan.....	2	5	289		21	389	464
Wisconsin.....	6	9	343	62	42	412	199
Minnesota.....	2	25	139	538	5	139	538
Iowa.....	1	21		650	2		125
Missouri.....	3	15		1,931	30		1,566
North Dakota.....	4	15	511	120	28	482	120
South Dakota.....	5	22	885		34	679	
Nebraska.....	3	14	489		30	483	
Kansas.....	1	70	750		70	750	
Western Division:							
Montana.....	2	10	347	184	28	210	184
Wyoming.....							
Colorado.....	4	22	372	568	40	349	515
New Mexico.....	3	17	687	18	34	705	
Arizona.....	5	29	1,412		43	1,121	89
Utah.....	1	2					
Nevada.....	1	4	127	97	13	168	
Idaho.....	1	3	140		8	140	
Washington.....	1	1	40		4	40	
Oregon.....							
California.....	9	43	427	1,054	67	1,112	1,147

TABLE 5.—*Value of plant and expenditures for manual and industrial training.*

State or Territory.	Cost of plant.	Expenditures for 1901-2.				
		For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
United States	\$5,384,626	\$690,719	\$140,473	\$69,159	\$218,055	\$1,118,406
North Atlantic Division.....	2,180,573	342,912	57,273	15,024	53,074	468,283
South Atlantic Division.....	400,977	30,015	8,712	5,559	8,680	52,966
South Central Division.....	115,797	17,789	10,750	3,020	1,080	32,639
North Central Division.....	2,554,539	237,093	47,706	40,331	152,464	477,594
Western Division	132,740	62,910	16,032	5,225	2,757	86,924
North Atlantic Division:						
Maine.....		270	200			470
New Hampshire.....						
Vermont.....						
Massachusetts.....	499,000	44,075	13,169	2,096	2,966	62,306
Rhode Island.....		40,000	1,679	120	7,415	49,214
Connecticut.....	162,050	24,645	153	92	50	24,940
New York.....	841,499	79,071	23,900	7,694	28,040	138,705
New Jersey.....	75,000	9,591	166	992	98	10,847
Pennsylvania.....	603,024	145,260	18,066	4,030	14,505	181,801
South Atlantic Division:						
Delaware.....	100	200	50	0	10	260
Maryland.....	81,000	12,500	750	3,050	150	16,450
District of Columbia.....	150,000		5,772	79	50	5,901
Virginia.....	101,627	7,440	1,315	1,950	585	11,290
West Virginia.....						
North Carolina.....	65,750	7,600	75	130	7,510	15,315
South Carolina.....						
Georgia.....	2,500	2,275	750	350	375	3,750
Florida.....						
South Central Division:						
Kentucky.....	72,500	6,700	1,175	1,075	50	9,000
Tennessee.....						
Alabama.....	21,650	4,696	8,453	15	20	13,184
Mississippi.....						
Louisiana.....	14,000	4,400	950	1,590	375	7,315
Texas.....	7,647	1,993	172	340	635	3,140
Arkansas.....						
Oklahoma.....						
Indian Territory.....						
North Central Division:						
Ohio.....	1,205,206	66,401	18,186	22,710	142,065	249,362
Indiana.....	250,000	11,235	2,100	1,590	1,250	16,175
Illinois.....	551,600	64,180	17,397	5,000	3,095	89,672
Michigan.....	309,133	10,689	942	9,458	5,084	26,173
Wisconsin.....	1,100	300			325	625
Minnesota.....	10,000	21,938	1,000	250		23,188
Iowa.....	3,500	2,770	500	125	25	3,420
Missouri.....	214,000	57,080	7,581	1,198	620	66,479
North Dakota.....	10,000	2,500				2,500
South Dakota.....						
Nebraska.....						
Kansas.....						
Western Division:						
Montana.....						
Wyoming.....						
Colorado.....	17,590	11,525	705	25	27	12,282
New Mexico.....						
Arizona.....						
Utah.....						
Nevada.....						
Idaho.....						
Washington.....	150	3,185	100		30	3,315
Oregon.....						
California.....	115,000	48,200	15,227	5,200	2,700	71,327

TABLE 6.—Statistics of manual and industrial

Location.		Name of institution.	President or director.
1	2	3	
ALABAMA.			
1	Calhoun	Calhoun Colored School	C. R. Thorn, Rev. Pitt Dillingham.
2	Camphill	The Southern Industrial Institute	Lyman Ward
CALIFORNIA.			
3	Oakland	Polytechnic High School	Philip M. Fisher
4	San Francisco	California School of Mechanical Arts	George A. Merrill
5	do	Cogswell Polytechnic College	Barton Cruikshank
6	do	Mechanics' Institute*	Frederick J. Teggart
7	do	Polytechnic High School	W. N. Bush
8	do	Wilmerding School of Industrial Arts	George A. Merrill
9	Santa Barbara	The Anna S. C. Blake Manual Training School.	Ednah A. Rich
COLORADO.			
10	Denver	State Home for Dependent and Neglected Children.	Dora E. Reynolds
11	do	Manual Training High School	Charles A. Bradley
CONNECTICUT.			
12	Bridgeport	Trade School and Institute (Y. M. C. A.)	Dr. I. De Ver Warner
13	Hartford	Hillyer Institute (Y. M. C. A.)	George A. Gregg
14	New Haven	Boardman Manual Training High School	Charles L. Kirschner
15	Waterbury	Waterbury Industrial School	Mrs. A. S. Chase
16	do	The Young Women's Friendly League	Miss Anna L. Ward
DELAWARE.			
17	Wilmington	Cooperative Draughting Schools	A. Edward Rhodes
DISTRICT OF COLUMBIA.			
18	Washington	Industrial Home School	C. W. Skinner
19	do	St. Rose's Industrial School	Sister Clara
FLORIDA.			
20	Ocala	Emerson Memorial Home School	C. M. Buckbee
GEORGIA.			
21	Athens	Knox Institute and Industrial School	L. S. Clark
22	Fort Valley	Fort Valley High and Industrial School*	J. W. Davidson
23	Macon	Central City College	Wm. E. Holmes
ILLINOIS.			
24	Chicago	Chicago English High and Manual Training School.	A. R. Robinson
25	do	Chicago Manual Training School	Henry H. Beefield
26	do	Chicago Sloyd School	Anna Muray
27	do	Jewish Training School	Henry L. Frank
28	do	Lewis Institute	Geo. N. Carman
29	Des Plaines	St. Mary's Training School	Brother Paulian
30	Evanston	Manual Training School	H. H. Kingsley
31	Glenwood	Illinois Manual Training School Farm	E. B. Butler
32	Peoria	Bradley Polytechnic Institute	E. O. Sisson
33	Springfield	Manual Training School	E. Jerrey
INDIANA.			
34	Indianapolis	Manual Training High School	C. E. Emmerrich
35	Knightstown	Indiana Soldiers and Sailors Orphans' Home.	A. H. Graham
IOWA.			
36	Des Moines	West Des Moines High and Industrial School.	A. C. Newell

* Statistics of 1900-1901.

MANUAL AND INDUSTRIAL TRAINING.

1969

training schools in the United States in 1901-2.

Literary instruction.									Manual, industrial, or technical training.								
Instructors.			Elementary pupils.			Secondary students.			Instructors.			Elementary pupils.			Secondary students.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4	7	11	105	164	269							3	3	6	101	160	261
3	4	7				110	130	240				7	8	15			
3	3	6				284	88	372				6	6	12			
4	2	6				3	36	39				2	2	4			
1	1	2	50	0	50							2	2	4			
2	2	4	10			195	75	270				2	2	4			
	1	2	3			133	0	133				3	3	6	365	385	750
1	1	2	50	14	64	40	13	53				1	1	2	27	14	41
6	7	13				262	253	515				5	5	10			
5	0	5	90	0	90	6	0	6				3	0	3	70	0	70
6	2	8				196	0	196				10	0	10			
	9	15				396	231	627				4	5	9			
												0	0	0			
4	5	9					68	68				4	4	8			
												1	0	1			
1	2	3	80	30	110							5	3	8			
	4	4	0	28	28	0	32	32				16	16	32	0	60	60
	4	4	0	6	6	0	6	6				3	3	6	50	50	
2	4	6	117	149	266	17	35	52				2	4	6	75	87	162
												2	3	5			
4	10	14	89	200	289	22	32	54				3	4	7	165	200	365
17	0	17				676	0	676				8	0	8			
7	0	7	13	0	13	257	0	257				5	0	5	13	0	1

TABLE 6.—*Statistics of manual and industrial training*

Location.	Name of institution.	President or director.
1	2	3
KENTUCKY.		
37 Canespring.....	Eckstein Norton University.....	Rev. C. H. Parrish.....
38 Frankfort.....	Manual Training School.....	H. H. Roberts.....
39 Louisville.....	Manual Training High School.....	H. G. Brownell.....
LOUISIANA.		
40 Baldwin.....	Gilbert Academy and Industrial College..	Pierre Landry.....
41 New Orleans.....	Home Institute.....	Miss S. B. Wright.....
42 Lafayette.....	Southwestern Louisiana Industrial Insti- tute.	Edwin L. Stephens.....
MAINE.		
43 Bath.....	Bath Iron Works Shipbuilding Class.....	Frederick Shaw.....
MARYLAND.		
44 Arbutus.....	Baltimore Manual Labor School.....	G. W. Lürman.....
45 Baltimore.....	Baltimore Polytechnic Institute.....	Wm. R. King.....
46 do.....	Samuel Ready School.....	Miss Helen J. Rowe.....
47 McDonogh.....	McDonogh School.....	S. T. Moreland.....
48 Port Deposit.....	The Jacob Tome Institute.....	Abram W. Harriss, LL. D.....
MASSACHUSETTS.		
49 Boston.....	Friendford Industrial School.....	John R. Hague.....
50 Boston (17 Allen street).	Hebrew Industrial School.....	Mrs. J. H. Heet.....
51 Boston.....	Mechanic Arts High School.....	Charles W. Parmenter.....
52 Boston (39 North Ben- net street).	North Bennet Industrial School.....	Mrs. Pauline A. Shaw.....
53 Cambridge.....	Manual Training School.....	Charles H. Morse.....
54 Lowell.....	Lowell Textile School.....	Wm. W. Crosby.....
55 Roxbury.....	South End Industrial School.....	Miss Louise Howe.....
56 Springfield.....	High School of Mechanic Arts.....	Charles F. Warner.....
57 Worcester.....	Oread Institute of Domestic Science.....	Henry D. Perky.....
MICHIGAN.		
58 Muskegon.....	Hackley Manual Training School.....	David McKenzie.....
MINNESOTA.		
59 St. Paul.....	Mechanic Arts High School.....	George Weitbrecht.....
MISSOURI.		
60 Kansas City.....	Manual Training High School.....	Gilbert B. Morrison.....
61 St. Louis.....	Manual Training School of Washington University.	C. M. Woodward.....
62 do.....	St. Louis School of Fine Arts.....	Halsey C. Ives.....
NEW JERSEY.		
63 Bordentown.....	Manual Training and Industrial School...	James M. Gregory.....
64 Newark.....	Newark Technical School.....	Charles A. Colton.....
65 Woodbine.....	Baron de Hirsch Agricultural and Indus- trial School.	H. L. Sabsovich, A. M.....
NEW YORK.		
66 Binghamton.....	Barlow School of Industrial Arts.....	Vinton S. Paessler.....
67 Bronxville.....	Society of Martha.....	Rev. Mother Elizabeth.....
68 Brooklyn (217 Ster- ling place).	Home for Destitute Children.....	Mrs. Wm. H. Lyon.....
69 Brooklyn.....	Industrial School Association, B. E. D.....	Benj. W. Wilson.....
70 do.....	Manual Training High School.....	Charles D. Larkins.....
71 do.....	Pratt Institute.....	Charles M. Pratt.....
72 Cornwall.....	Cornwall High School.....	Samuel Briggs.....
73 New York (222 East 64th street).	Baron de Hirsch Trade School.....	J. Ernest G. Yalden.....
74 New York.....	Boys Club—McAlpin Trade School*.....	Ernest D. Hass.....
75 New York (109 West 54th street).	Ethical Culture Schools.....	Frank A. Manny.....

* Statistics of 1900-1901.

schools in the United States in 1901-2—Continued.

Literary instruction.									Manual, industrial, or technical training.								
Instructors.			Elementary pupils.			Secondary students.			Instructors.			Elementary pupils.			Secondary students.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
3	4	7	25	30	55	18	19	37	3	1	4	15	30	45	7	25	32
1	0	1	30	29	59				1	0	1				30	29	59
10	0	10				280	0	280	6	0	6				280	0	280
3	2	5	16	23	39				2	1	3	16	23	39			
1	0	1	102	0	102				2	0	2	85	0	85			
4	4	8				90	60	150	1	2	3				90	60	150
									1	0	1	56	0	56			
2	0	2	25	0	25	40	0	40	2	0	2	18	0	18	22	0	22
9	0	9				277	0	277	7	0	7				277	0	277
7	7	14	0	24	24	0	36	36							0	25	25
7	0	7	110	0	110	40	0	40	4	0	4	20	0	20	40	0	40
1	4	5	100	96	196				2	2	4	100	96	196	103	55	158
3	6	9				125	425	550	3	9	12	98	240	338			
									0	12	12					425	425
9	3	12				576	0	576	12	0	12				576	0	576
									3	16	19				948	372	1,320
8	2	10				275	0	275	6	0	6				275	0	275
2	1	3				50	7	57	18	1	19				461	10	471
2	16	18	18	20	38							24	110	134			
4	2	6				114	0	114	4	0	4				114	0	114
										1	1		41	41			
0	0	0	0	0	0	0	0	0	5	5	10	150	11	161	222	242	464
5	16	21				387	151	538	4	1	5				387	151	538
1	5	6				705	953	1,658	5	6	11				545	398	943
7	2	9				273	0	273	6	0	6				273	0	273
									8	5	13				173	177	350
4	5	9	19	16	35	36	54	90	3	6	9	19	16	35	36	54	90
10	0	10				95	15	110	13	0	13	40	0	40	210	22	232
									5	0	5				95	0	95
	1	1							1	1	2				126	172	298
0	6	6	149	83	232		15	15		4	4					15	15
									1	3	4	21	32	53			
14	7	21	150	115	265	390	545	935	6	4	10				390	545	935
8	6	14				117	145	262	55	62	117				1,169	1,752	2,921
1	2	3				15	30	45									
									7	0	7				156	0	156
2	11	13	116	104	220	20	16	36	15	12	27				210	0	210
									1	4	5	116	104	220	7	12	19

TABLE 6.—*Statistics of manual and industrial training*

Location.	Name of institution.	President or director.
1	2	3
NEW YORK—cont'd.		
76 New York (16-24 West 44th street).	General Society of Mechanics and Tradesmen of the City of New York.	Prof. Louis Rouillion.....
77 New York (36 Stuyvesant street).	Hebrew Technical Institute	Edgar S. Barney, C. E.....
78 New York (1260 First avenue).	New York Trade School	R. Fulton Cutting.....
79 New York (159 West 23d street).	Original School of Industrial Art for Women.	No report.....
80 New York (239 East Houston street).	Public Evening School, No. 13.....	Mary L. Gordon.....
81 New York (505 East 16th street).	St. George's Evening Trade School	Arthur A. Hamerschlag....
82 New York (222 Bowery).	Technical School for Carriage Draftsmen and Mechanics.	Franklin Murphy
83 New York (125 St. Marks place).	Wilson Industrial School for Girls.	Mrs. H. H. G. Sharpless
84 Rochester	Industrial School of Rochester*.....	Mrs. J. W. Osthout
85 Rochester (38 South Washington street).	Rochester Athenæum Mechanics' Institute.	Lewis P. Ross
86 University Heights....	Webbs Academy and Home for Ship-builders.	Stevenson Taylor.....
NORTH CAROLINA.		
87 Blowing Rock.....	Skyland Institute.....	Ellen R. Dorsett.....
88 Concord.....	The Laura Sunderland Memorial School..	Miss Melissa Montgomery..
89 Farm School.....	Asheville Farm School	Rev. G. S. Baskerville....
90 Hot Springs.....	Dorland Institute.....	Miss Julia E. Phillips....
91 North Wilkesboro....	Academical and Industrial Institute	E. M. Gilliard.....
NORTH DAKOTA.		
92 Ellendale	State Manual Training School.....	W. E. Hicks.....
OHIO.		
93 Cincinnati	Ohio Mechanics Institute.....	John L. Shearer
94 ..do.....	The Technical School of Cincinnati	C. W. Marx
95 Cleveland	Jewish Orphan Asylum.....	Dr. S. Wolfenstein
96 ..do.....	Working Home for Young Women (Y. W. C. A.).	Mrs. D. P. Eells.....
97 Toledo.....	The Polytechnic School of the Toledo University.*	Virgil G. Curtis.....
98 Xenia	Ohio Soldiers and Sailors Orphans' Home (public).	Chas. L. Young
PENNSYLVANIA.		
99 Allegheny.....	Avery College Trade School	Joseph D. Mahoney
100 Philadelphia	Central Manual Training School	Wm. L. Sayre
101 ..do.....	Drexel Institute	James MacAlister
102 ..do.....	Friends Select School.....	J. H. Bartlett.....
103 ..do.....	Girard College	Adam H. Fetterolf, LL. D..
104 ..do.....	Northeast Manual Training School.....	A. J. Morrison
105 ..do.....	Pennsylvania Museum and School of Industrial Art.	Leslie W. Miller
106 ..do.....	Spring Garden Institute*.....	Addison B. Burk
107 Pittsburgh	School of Design for Women.....	.....
108 Williamson School...	Williamson Free School of Mechanical Trades.	John M. Shrigley
RHODE ISLAND.		
109 Newport.....	Miss Sayer's School	Miss M. A. Sayer.....
110 ..do.....	Townsend Industrial School	Geo. H. Bryant.....
111 Providence.....	Manual Training High School	Geo. F. Weston.....
112 ..do.....	Rhode Island School of Design.....	Eleazer B. Hamer.....
113 ..do.....	St. Francis Xavier's Academy.....	Sisters of Mercy
SOUTH CAROLINA.		
114 Aiken	Schofield Normal and Industrial School...	Martha Schofield.....

* Statistics of 1900-1901

schools in the United States in 1901-2—Continued.

Literary instruction.									Manual, industrial, or technical training.								
Instructors.			Elementary pupils.			Secondary students.			Instructors.			Elementary pupils.			Secondary students.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
									14	0	14				650	0	650
4	0	4				211	0	211	7	0	7				211	0	211
									28	0	28				666	0	666
	35	35		900	900		725	725		3	3		130	130			
									7	0	7	84	0	84	220	0	220
									1	0	1				30	0	30
0	2	2		145	145												
									2		2		145	145			
5	1	6	49	40	89	64	11	75	0	4	4	0	75	75	707	670	1,377
3	0	3				35	0	35	2	0	2				35	0	35
0	3	3	26	53	79		4	4									
	4	4		64	64					2						64	64
1	4	5	140	0	140				4	5	9	140	0	140			
0	6	6	30	25	55	80	90	170	2	4	6	3	6	9	30	62	92
1	1	2	15	23	38				1	1	2	15	23	38			
2	3	5	23	29	52	59	61	120	1	2	3	23	29	52	59	61	120
	1	4				136	0	136	26	0	26	133	0	133	912	0	912
3	11	19	285	215	500				3	0	3	7	285	215	136	0	136
0	2	2		39	39				4	3	7		206	206			
									5		5						
									9	8	17				227	280	507
2	27	29				575	369	944	67	0	67				236	161	397
2	2	4				20	88	108	2	6	8				24	90	114
14	0	14				630	0	630	7	0	7				650	0	650
52	37	89				1,444	1,723	3,167							1,444	1,723	3,167
6	13	19	54	72	126	64	150	214	2	2	4	54	72	126	64	150	214
13	39	52	1,371		1,371				10	0	10	655	0	655	215	0	215
15	0	15				618	0	618	7	0	7				618	0	618
									28	6	34				600	329	929
									12	1	13	508	252	760			
									1	4	5		95	95		60	60
5	0	5				233	0	233	6	0	6				233	0	233
1	3	4	6	20	26				3	4	7	431	537	968	27	0	27
4	1	5				226	51	277	11	4	15				226	51	277
									18	10	28				350	243	593
6	9	15	28	62	90		71	71									
1	4	5	92	112	204	9	6	15	6	4	10	101	118	219			114

TABLE 6.—*Statistics of manual and industrial training*

	Location.	Name of institution.	President or director.
	1	2	3
	TENNESSEE.		
115	Graysville	Southern Training School	Ellis Tenney
	TEXAS.		
116	Austin	Allan Manual Training School	N. S. Hunsdon
117	Castroville	Industrial School for Little Girls	Sister M. Ange
	VIRGINIA.		
118	Dinwiddie	John A. Dix Industrial School	A. W. Harris
119	Miller School	Miller Manual Labor School	C. E. Vawter
	WASHINGTON.		
120	Seattle	Industrial School	Roger S. Greene
	WISCONSIN.		
121	Wausau	Marathon County School of Agriculture and Domestic Economy.	R. B. Johns
122	Menominee	The Stout Manual Training School *	Judson E. Hoyt
123	Milwaukee	Milwaukee Cooking School	Mary Lamson Clarke
124	.....do	St. Rose's Orphan Society *	Rev. F. K. Katzer
	Total for the above 124 schools		

* Statistics of 1900-1901.

schools in the United States in 1901-2—Continued.

Literary instruction.									Manual, industrial, or technical training.								
Instructors.			Elementary pupils.			Secondary students.			Instructors.			Elementary pupils.			Secondary students.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
0	8	8	20	30	50	35	65	100	.....	.....	.....	.....	.....	.....	.....	.....	115
2	10	12	.....	.....	.....	223	350	573	2	0	2	.....	.....	.....	60	21	81
.....	7	7	.....	40	40	.....	30	30	.....	3	3	.....	40	40	.....	30	30
1	3	4	10	7	17	17	28	45	4	3	7	9	35	44	9	95	44
3	11	14	67	44	111	83	56	139	5	7	12	78	44	122	72	54	128
.....	1	1	32	8	40	.....	.....	.....	1	3	4	32	8	40	.....	.....	120
1	1	2	.....	.....	.....	14	48	62	1	1	2	.....	.....	.....	14	48	62
.....	.....	.....	.....	.....	.....	.....	.....	.....	6	4	10	.....	.....	.....	58	79	137
.....	.....	.....	.....	.....	.....	.....	.....	.....	2	2	4	.....	56	56	.....	.....	122
.....	.....	.....	.....	.....	.....	.....	.....	.....	6	6	12	.....	120	120	.....	.....	123
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	120	120	.....	.....	124
424	524	948	5,031	3,820	8,851	12,710	8,766	21,476	723	386	1,109	5,204	5,477	10,681	19,713	11,357	31,070

TABLE 6.—Statistics of manual and industrial training schools in the United States in 1901-2—Continued.

Location.	Name of institution.	Cost of plant.	Expenditures for industrial training during 1901-2.				
			For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	22	23	24	25	26	27
ALABAMA.							
Calhoun.....	Calhoun Colored School	\$1,650	\$696	\$453	\$15	\$20	\$1,184
Campbell.....	The Southern Industrial Institute	20,000	4,000	8,000	.....	.....	12,000
CALIFORNIA.							
Oakland.....	Polytechnic High School	50,000	3,700	400	100	600	4,800
San Francisco.....	California School of Mechanical Arts.....	30,000	10,000	4,602	2,000	.....	16,602
Do.....	Cogswell Polytechnic College.....	.....	5,000	2,325	1,000	.....	8,325
Do.....	Mechanics' Institute*.....	.....	.....	.....	.....	.....	.....
Do.....	Polytechnic High School	12,000	18,000	400	1,500	.....	19,900
Do.....	Wilmerding School of Industrial Arts.....	19,000	9,600	7,500	600	.....	17,700
Santa Barbara.....	The Anna S. C. Blake Manual Training School.....	4,000	1,900	.....	.....	2,100	4,000
COLORADO.							
Denver.....	State Home for Dependent and Neglected Children.....	225	50	5	.....	2	57
Do.....	Manual Training High School	17,365	11,475	700	25	25	12,225
CONNECTICUT.							
Bridgeport	Trade School and Institute (Y. M. C. A.).....	500	225	0	0	50	275
Hartford	Hillyer Institute (Y. M. C. A.).....	1,550	1,420	153	92	.....	1,665
New Haven	Boardman Manual Training High School.....	130,000	21,500	.....	.....	.....	21,500
Waterbury	Waterbury Industrial School	25,000	.....	.....	.....	.....	25,000
Do.....	The Young Women's Friendly League.....	5,000	1,500	.....	.....	.....	1,500
DELAWARE.							
Wilmington	Cooperative Draughting Schools	100	200	50	0	10	260
DISTRICT OF COLUMBIA.							
Washington	Industrial Home School.....	150,000	.....	.....	.....	.....	.....
Do.....	St. Rose's Industrial School .....	.....	.....	5,772	79	50	5,901
FLORIDA.							
Ocala.....	Emerson Memorial Home School .....	.....	.....	.....	.....	.....	.....
GEORGIA.							
Athens.....	Knox Institute and Industrial School.....	.....	.....	.....	.....	.....	.....
Fort Valley.....	Fort Valley High and Industrial School*.....	.....	1,125	600	250	75	2,050
Macon.....	Central City College.....	2,500	1,150	150	100	300	1,700
ILLINOIS.							
Chicago	Chicago English High and Manual Training School.....	50,000	12,000	3,000	2,000	2,000	19,000
Do.....	Chicago Manual Training School	115,000	9,000	793	350	330	10,473
Do.....	Chicago Sloyd School .....	.....	1,280	500	.....	.....	1,780
Do.....	Jewish Training School	72,000	13,650	300	.....	.....	13,950
Do.....	Lewis Institute.....	150,000	12,000	1,000	1,000	200	14,200
Des Plaines.....	St. Mary's Training School.....	75,000	0	9,500	1,050	490	11,040
Evanston.....	Manual Training School	13,000	2,700	400	.....	.....	3,100
Glenwood	Illinois Manual Training School	50,000	3,600	500	100	50	4,250
Peoria.....	Bradley Polytechnic Institute.....	25,600	9,800	1,004	300	.....	11,104
Springfield.....	Manual Training School	1,000	150	400	200	25	775

* Statistics of 1900-1901.

TABLE 6.—Statistics of manual and industrial training schools in the United States in 1901-2—Continued.

Location.	Name of institution.	Cost of plant.	Expenditures for industrial training during 1901-2.				
			For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	22	23	24	25	26	27
INDIANA.							
Indianapolis	Manual Training High School	\$250,000	\$10,700	\$1,850	\$1,100	\$1,200	\$14,850
Knightstown	Indiana Soldiers and Sailors Orphan's Home.	.....	535	250	490	50	1,325
IOWA.							
Des Moines	West Des Moines High and Industrial School.	3,500	2,770	500	125	25	3,420
KENTUCKY.							
Canespring	Eckstein Norton University	2,500	400	75	75	50	600
Frankfort	Manual Training School .....	.....	.....	.....	.....	.....	.....
Louisville	Manual Training High School	70,000	6,300	1,100	1,000	.....	8,400
LOUISIANA.							
Baldwin	Gilbert Academy and Industrial College.	6,500	1,200	200	90	25	1,515
Lafayette	Southwestern Louisiana Industrial Institute.	7,500	3,200	750	1,500	350	5,800
MAINE.							
Bath	Bath Iron Works Shipbuilding Class .....	.....	270	200	.....	.....	470
MARYLAND.							
Arbutus	Baltimore Manual Labor School	40,000	1,200	400	200	50	1,850
Baltimore	Baltimore Polytechnic Institute	26,000	6,000	.....	.....	.....	6,000
McDonogh	McDonogh School	9,000	1,050	200	850	100	2,200
Port Deposit	The Jacob Tome Institute	6,000	4,250	150	2,000	.....	6,400
MASSACHUSETTS.							
Boston	Friendford Industrial School	800	830	50	25	20	925
Boston (17 Allen street)	Hebrew Industrial School	1,200	3,000	800	175	200	4,175
Boston	Mechanic Arts High School	38,000	14,500	10,200	200	100	25,000
Boston (39 North Bennet street)	North Bennet Industrial School .....	.....	17,555	736	1,203	.....	19,494
Cambridge	Manual Training School	125,000	.....	.....	.....	.....	.....
Lowell	Lowell Textile School	300,000	.....	.....	.....	.....	.....
Roxbury	South End Industrial School	21,000	2,440	750	25	1,650	4,863
Springfield	High School of Mechanic Arts	13,000	5,750	633	470	990	7,849
MICHIGAN.							
Muskegon	Hackley Manual Training School	309,133	10,689	942	9,458	5,084	26,173
MINNESOTA.							
St. Paul	Mechanic Arts High School	10,000	21,938	1,000	250	.....	23,188
MISSOURI.							
Kansas City	Manual Training High School	188,000	50,180	6,731	844	120	57,875
St. Louis	Manual Training School of Washington University.	26,000	6,900	850	354	500	8,604
NEW JERSEY.							
Bordentown	Manual Training and Industrial School .....	.....	1,106	40	167	98	1,411
Newark	Newark Technical School	75,000	8,485	126	825	.....	9,436
NEW YORK.							
Binghamton	Barlow School of Industrial Arts	9,118	2,100	119	7	40	2,266
Bronxville	Society of Martha .....	.....	1,200	.....	.....	.....	1,200
Brooklyn (217 Sterling place)	Home for Destitute Children	130	922	203	7	4	1,136

TABLE 6.—Statistics of manual and industrial training schools in the United States in 1901-2—Continued.

Location.	Name of institution.	Cost of plant.	Expenditures for industrial training during 1901-2.				
			For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	22	23	24	25	26	27
NEW YORK—continued.							
Brooklyn	Industrial School Association, B. E. D.		\$200				\$200
New York (222 East 64th street).	Baron de Hirsch Trade School		9,949	\$6,540	\$473	\$3,926	20,888
New York	Boys Club—McAlpin Trade School*		400	300	800		1,500
New York (109 West 54th street)	Ethical Culture Schools		5,000	435			5,435
New York (16-24 West 44th street)	General Society of Mechanics and Tradesmen of the City of New York.	\$500,000	4,565	1,760	700		7,025
New York (36 Stuyvesant street).	Hebrew Technical Institute	18,837	13,508	1,755	1,222	7,422	23,907
New York (505 East 16th street).	St. George's Evening Trade School.	6,000	3,300	1,200	400	100	5,000
New York (222 Bowery).	Technical School for Carriage Draftsmen and Mechanics.	2,500	1,800	200	75	50	2,130
New York (125 St. Mark's place).	Wilson Industrial School for Girls..	264	720	128	10	4	862
Rochester	Industrial School of Rochester*....	1,050					
Rochester (38 South Washington street).	Rochester Athenæum Mechanics' Institute.	300,000	28,407	10,760	4,000	16,494	59,661
University Heights	Webbs Academy and Home for Shipbuilders.	3,600	7,000	500			7,500
NORTH CAROLINA.							
Blowing Rock....	Skyland Institute		650				650
Concord	The Laura Sunderland Memorial School.		500	25	20	10	555
Farm School	Asheville Farm School	40,000	5,300			7,500	12,800
Hot Springs	Dorland Institute	25,000	900		75		975
North Wilkesboro.	Academical and Industrial Institute.	750	250	50	35		335
NORTH DAKOTA.							
Ellendale	State Manual Training School	10,000	2,500				2,500
OHIO.							
Cincinnati	Ohio Mechanics Institute	150,000	15,000		4,000		19,000
Do.	The Technical School of Cincinnati.	35,000	6,500	250	550	60	7,360
Cleveland	Jewish Orphan Asylum	15,000	2,600	200	60	40	2,900
Do.	Working Home for Young Women (Y. W. C. A.).	5,206	3,070	2,135			5,205
Toledo	The Polytechnic School of the Toledo University.*		19,231	3,601	6,100	1,965	30,897
Xenia	Ohio Soldiers and Sailors Orphans' Home (public.)	1,000,000	20,000	12,000	12,000	140,000	184,000
PENNSYLVANIA.							
Allegheny	Avery College Trade School	45,024	6,500	4,000	1,500	600	12,600
Philadelphia	Central Manual Training School....	25,000	12,000	4,000	1,000	500	17,500
Do.	Drexel Institute	200,000					
Do.	Friends Select School		1,700				1,700
Do.	Girard College	100,000	13,090			3,000	16,090
Do.	Northeast Manual Training School.	70,000	48,000	4,000	330	405	52,735
Do.	Pennsylvania Museum and School of Industrial Art.	100,000	41,000		1,200	10,000	52,200
Do.	Spring Garden Institute*		8,360	1,430			9,790
Pittsburg	School of Design for Women		3,000				3,000
Williamson School.	Williamson Free School of Mechanical Trades.	63,000	11,610	4,576			16,186
RHODE ISLAND.							
Newport	Miss Sayer's School						
Do.	Townsend Industrial School						

* Statistics of 1900-1901.

TABLE 6.—*Statistics of manual and industrial training schools in the United States in 1901-2—Continued.*

Location.	Name of institution.	Cost of plant.	Expenditures for industrial training during 1901-2.				
			For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	22	23	24	25	26	27
RHODE ISLAND—continued.							
Providence	Manual Training High School		\$27,800	\$1,679	\$120	\$72	\$29,671
Do.....	Rhode Island School of Design.....		12,200			7,343	19,543
Do.....	St. Francis Xavier's Academy.....						
SOUTH CAROLINA.							
Aiken	Scofield Normal and Industrial School.....						
TENNESSEE.							
Graysville	Southern Training School.....						
TEXAS.							
Austin.....	Allan Manual Training School	\$7,647	1,993	172	340	635	3,140
Castroville	Industrial School for Little Girls...						
VIRGINIA.							
Dinwiddie.....	John A. Dix Industrial School	1,627	1,280	315	600	85	2,280
Miller School.....	Miller Manual Labor School	100,000	6,160	1,000	1,350	500	9,010
WASHINGTON.							
Seattle.....	Industrial School	150	3,185	100		30	3,315
WISCONSIN.							
Wausau	Marathon County School of Agriculture and Domestic Economy.....					325	325
Menominee	The Stout Manual Training School*						
Milwaukee	Milwaukee Cooking School	1,100					
Do.....	St. Rose's Orphan Society*.....		300				300
Total for the above 124 schools.....		5,884,626	690,719	140,473	69,159	218,055	1,118,406

* Statistics of 1900-1901.

TABLE 7.—*Industrial schools for Indian children, 1901-2—Continued.*

Location.	Name of institution.	President or director.	Literary instruction.						Manual, industrial, or technical training.											
			Instructors.		Elementary pupils.		Secondary students.		Instructors.		Elementary pupils.		Secondary students.							
			Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
WISCONSIN.																				
	Tomah	L. M. Compton .....	.....	5	5	131	101	232	.....	.....	.....	5	10	15	50	75	125	.....	.....	.....
	Wittenberg	Axel Jacobson .....	.....	2	2	59	52	111	.....	.....	.....	2	5	7	59	52	111	.....	.....	.....
	Total for the above 39 industrial schools for Indian children.	.....	68	183	251	4,830	3,672	8,502	166	133	299	218	232	450	4,266	3,252	7,518	.....	.....	.....

TABLE 8.—Statistics of manual and industrial training—Branches taught.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Total.
			Male.	Female.	
1	2	3	4	5	6
Calhoun Colored School, Calhoun, Ala.	In industrial training.....	1	101	160	261
	Sloyd or knife work.....	1	22	.....	22
	Sewing.....	1	.....	90	90
	Cooking.....	1	.....	41	41
	Laundrying.....	2	.....	46	46
	Farm or garden work.....	2	71	75	146
California School of Mechanical Arts, San Francisco, Cal.	Carpentry.....	1	68	.....	68
	In industrial training.....	1	284	88	372
	Free-hand drawing.....	1	190	70	260
	Mechanical drawing.....	1	260	70	330
	Clay modeling.....	1	.....	10	10
	Wood turning.....	1	160	.....	160
	Sewing.....	1	.....	40	40
	Dressmaking.....	1	.....	25	25
	Millinery.....	1	.....	25	25
	Cooking.....	1	.....	18	18
	Pattern making.....	1	170	.....	170
	Forging.....	1	120	.....	120
	Molding (metal).....	1	120	.....	120
	Vise work.....	1	70	.....	70
	Applied electricity.....	1	25	.....	25
	Machine-shop work.....	1	70	.....	70
	Work in physical laboratory.....	1	160	50	210
	Work in chemical laboratory.....	1	95	35	130
Cogswell Polytechnic College San Francisco, Cal.	In manual training.....	1	48	84	132
	Free-hand drawing.....	1	4	84	88
	Mechanical drawing.....	2	48	64	112
	Clay modeling.....	1	1	20	21
	Wood turning.....	1	30	.....	30
	Carving.....	1	.....	8	8
	Art needle work.....	1	.....	9	9
	Sewing.....	1	.....	60	60
	Dressmaking.....	1	.....	20	20
	Millinery.....	1	.....	9	9
	Cooking.....	1	.....	76	76
	Carpentry.....	1	40	.....	40
	Pattern making.....	1	6	.....	6
	Forging.....	1	15	.....	15
	Molding (metal).....	1	8	.....	8
	Vise work.....	1	15	.....	15
	Machine-shop work.....	1	15	.....	15
	Work in physical laboratory.....	1	44	69	113
	Work in chemical laboratory.....	1	44	69	113
Polytechnic High School, San Francisco, Cal.	Applied electricity.....	1	4	.....	4
	Civil engineering.....	1	5	.....	5
	In industrial training.....	1	195	75	270
	Free-hand drawing.....	2	173	77	250
	Mechanical drawing.....	1	180	.....	180
	Clay modeling.....	2	.....	50	50
	Wood turning.....	1	102	.....	102
	Carving.....	2	26	30	56
	Carpentry.....	1	102	.....	102
	Pattern making.....	1	30	.....	30
	Forging.....	1	102	.....	102
	Vise work.....	1	65	.....	65
	Machine-shop work.....	1	65	.....	65
	Work in physical laboratory.....	1	122	47	169
	Work in chemical laboratory.....	1	60	29	89
Polytechnic High School, Oakland, Cal.	In industrial training.....	1	110	130	240
	Free-hand drawing.....	1	40	20	60
	Mechanical drawing.....	1	40	1	41
	Paper cutting and folding.....	1	20	1	21
	Wood turning.....	1	30	.....	30
	Carving.....	1	60	5	65
	Sewing.....	1	.....	50	50
	Dressmaking.....	1	.....	40	40
	Cooking.....	1	.....	50	50
	Carpentry.....	1	60	.....	60
	Pattern making.....	1	15	.....	15
	Molding (metal).....	1	10	.....	10
Wilmerding School of Industrial Arts, San Francisco, Cal.	Work in physical laboratory.....	1	50	20	70
	Applied electricity.....	1	10	5	15
	In industrial training.....	1	133	.....	133
	Free-hand drawing.....	1	133	.....	133
	Clay modeling.....	1	45	.....	45

TABLE 8.—*Statistics of manual and industrial training—Branches taught—Continued.*

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.		Total.
			Male.	Fe- male.	
1	2	3	4	5	6
Wilmerding School of Industrial Arts, San Francisco, Cal.—Cont'd.	Wood turning	1	30	.....	30
	Carving	1	15	.....	15
	Bricklaying	1	25	.....	25
	Carpentry	1	18	.....	18
	Forging	1	10	.....	10
	Sheet-metal work	1	12	.....	12
	Plumbing	1	12	.....	12
	Work in physical laboratory	1	100	.....	100
	Work in chemical laboratory	1	33	.....	33
	Applied electricity	1	20	.....	20
The Anna S. C. Blake Manual Train- ing School, Santa Barbara, Cal.	In industrial training .....	.....	365	385	750
	Sloyd	2	200	4	204
	Sewing	1	.....	250	250
	Cooking	1	.....	60	60
	In industrial training .....	.....	27	14	41
State Home for Dependent and Neglected Children, Denver, Colo.	Sloyd or knife work	1	27	.....	27
	Cooking	1	14	.....	14
	In industrial training .....	.....	262	253	515
Manual Training High School, Den- ver, Colo.	Free-hand drawing	2	262	253	515
	Mechanical drawing	2	262	253	515
	Clay modeling	2	107	121	228
	Wood turning	2	107	.....	107
	Carving	3	107	199	306
	Sewing	2	.....	222	222
	Millinery	1	.....	26	26
	Cooking	1	.....	42	42
	Joinery	2	107	.....	107
	Pattern making	1	68	.....	68
	Forging	1	68	.....	68
	Sheet-metal work	1	68	.....	68
	Molding (metal)	1	68	.....	68
	Machine-shop work	1	44	.....	44
Trade School and Institute, Y. M. C. A., Bridgeport, Conn.	In industrial training .....	.....	97	.....	97
	Free-hand drawing	1	16	.....	16
	Mechanical drawing	2	86	.....	86
Hillyer Institute of the Y. M. C. A., Hartford, Conn.	In industrial training .....	.....	120	.....	120
	Free-hand drawing	1	17	.....	17
	Mechanical drawing	3	43	.....	43
	Carpentry	1	20	.....	20
	Forging	1	1	.....	1
	Plumbing	1	18	.....	18
	Applied electricity	1	22	.....	22
	Architectural drawing	1	18	.....	18
	Jewelry engraving	1	7	.....	7
	In industrial training .....	.....	396	231	627
	Free-hand drawing	2	356	231	587
Boardman Manual Training High School, New Haven, Conn.	Mechanical drawing	1	346	2	348
	Wood turning	1	165	.....	165
	Carving	1	.....	131	131
	Sewing	1	.....	100	100
	Dressmaking	1	.....	50	50
	Millinery	1	.....	50	50
	Cooking	1	.....	150	150
	Pattern making	1	165	.....	165
	Forging	1	130	.....	130
	Visc work	1	100	.....	100
	Machine-shop work	1	100	.....	100
	Work in physical laboratory	1	37	36	73
	Work in chemical laboratory	1	45	50	95
	Applied electricity	1	20	.....	20
	Basket weaving	1	.....	100	100
	Venetian ironwork	1	.....	100	100
	Pyrography	1	.....	40	40
	In industrial training .....	.....	200	.....	200
	Sewing	20	.....	200	200
	Cooking	2	.....	60	60
The Young Woman's Friendly League, Waterbury, Conn.	In industrial training .....	.....	.....	369	369
	Art needlework	1	0	14	14
	Sewing	1	0	25	25
	Dressmaking	1	0	58	58
	Millinery	1	0	5	5
	Cooking .....	.....	.....	.....	.....
Cooperative Draughting Schools, Wilmington, Del.	Laundering	2	0	267	267
	In industrial training .....	.....	40	.....	40
	Mechanical drawing	1	40	.....	40

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Total.
			Male.	Female.	
1	2	3	4	5	6
Industrial Home School, Washington, D. C.	In industrial training		50	20	70
	Free-hand drawing		50	20	70
	Clay modeling	1	15	10	25
	Paper cutting and folding	1	15	10	25
	Wood turning	1	10		10
	Art needlework	1		15	15
	Sewing	1		10	10
	Dressmaking	1		10	10
	Cooking	1		6	6
	Laundering	1	8		8
	Farm or garden work	2	20		20
	Carpentry	1	10		10
	Flora culture	1	8		8
St. Rose's Industrial School, Washington, D. C.	In industrial training			60	60
	Art needlework	5		25	25
	Sewing	5		50	50
	Dressmaking	5		50	50
	Cooking	1		4	4
	Laundering	1		5	5
	In industrial training			60	60
Emerson Memorial Home and School, Ocala, Fla.	Free-hand drawing	2		50	50
	Art needlework	3		60	60
	Sewing	3		60	60
	Dressmaking	2		20	20
	Cooking	1		30	30
	Laundering			30	30
	In industrial training		93	120	213
Knox Institute and Industrial School, Athens, Ga.	Free-hand drawing	2	57	74	131
	Clay modeling	1		60	60
	Sloyd or knife work	1	12		12
	Art needlework	1		13	13
	Sewing	2		87	87
	Printing	2	4	10	14
	Carpentry	1	34		34
	In industrial training		165	200	365
	Art needlework	1		8	8
	Sewing	3		120	120
Central City College, Macon, Ga.	Dressmaking	1		16	16
	Cooking	1		175	175
	Laundering	1		89	89
	Farm or garden work	2	25		25
	Printing	2	14		14
	Carpentry	1	30		30
	In industrial training		676		676
	Free-hand drawing	1	676		676
	Mechanical drawing	3	676		676
	Wood turning	1	350		350
Chicago English High and Manual Training School, Chicago, Ill.	Carpentry	3	350		350
	Pattern making	1	300		300
	Forging	1	200		200
	Molding (metal)	1	230		230
	Machine-shop work	2	130		130
	Work in physical laboratory	1	200		200
	Work in chemical laboratory	1	130		130
	In industrial training	5	270		270
	Free-hand drawing	1	270		270
	Mechanical drawing	1	270		270
	Wood turning	1	129		129
	Carpentry	1	129		129
	Pattern making	1	129		129
	Forging	1	68		68
	Molding (metal)	1	68		68
Chicago Manual Training School, Chicago, Ill.	Vise work	1	58		58
	Machine-shop work	1	58		58
	Work in physical laboratory	1	68		68
	Work in chemical laboratory	1	58		58
	In industrial training			21	21
	Mechanical drawing			11	11
	Sloyd or knife work			14	14
Chicago Sloyd School, Chicago, Ill.	Carving			21	21
	Art needlework			1	1
	Sewing			9	9
	In industrial training		219	262	481
	do		200	100	300
Jewish Training School, Chicago, Ill.	Free-hand drawing	2	150	50	200

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of in-structors.	Number of pupils.		Total.
			Male.	Fe-male.	
1	2	3	4	5	6
Lewis Institute, Chicago, Ill.—Continued.	Mechanical drawing	3	300	—	300
	Clay modeling	1	10	—	10
	Wood turning	2	150	—	150
	Sewing	2	—	75	75
	Cooking	2	—	100	100
	Carpentry	2	150	—	150
	Pattern making	1	75	—	75
	Forging	1	100	—	100
	Molding (metal)	1	100	—	100
	Vise work	2	150	—	150
	Machine-shop work	2	150	—	150
	Work in physical laboratory	3	150	50	200
	Work in chemical laboratory	3	125	75	200
	Applied electricity	2	100	—	100
	Mechanical engineering	5	300	—	300
	Electrical engineering	5	300	—	300
St. Mary's Training School, Des-plaines, Ill.	In industrial training	—	230	—	230
	Sewing	1	15	—	15
	Cooking	2	10	—	10
	Laundering	1	8	—	8
	Farm and garden work	3	122	—	122
	Carpentry	1	12	—	12
	Landscape work	1	25	—	25
	Floriculture	1	12	—	12
	Dairying	1	8	—	8
	Poultry raising	1	6	—	6
	Cattle raising	2	12	—	12
	In industrial training	—	200	200	400
	Cooking	—	—	200	200
	Carpentry	—	200	—	200
	In industrial training	—	285	—	285
	Free-hand drawing	1	24	—	24
Illinois Manual Training School Farm, Glenwood, Ill.	Mechanical drawing	1	24	—	24
	Wood turning	1	50	—	50
	Cooking	1	5	—	5
	Laundering	2	10	—	10
	Farm or garden work	1	15	—	15
	Printing	1	5	—	5
	Carpentry	1	50	—	50
	Forging	1	24	—	24
	Vise work	1	24	—	24
	Machine-shop work	1	20	—	20
	Steam fitting	1	5	—	5
	Mechanical engineering	1	5	—	5
	Electrical engineering	1	5	—	5
	In industrial training	—	148	155	303
	Free-hand drawing	3	144	—	144
	Mechanical drawing	3	124	—	124
Bradley Polytechnic Institute, Peoria, Ill.	Wood turning	2	81	—	81
	Sewing	3	—	87	87
	Dressmaking	1	—	12	12
	Cooking	2	3	43	46
	Carpentry	1	19	—	19
	Pattern making	1	17	—	17
	Sheet-metal work	1	27	—	27
	Vise work	1	43	—	43
	Machine-shop work	1	12	—	12
	Work in physical laboratory	2	51	—	51
	Work in chemical laboratory	1	42	—	42
	Applied electricity	1	10	—	10
	Wood joinery	1	68	—	68
	Cabinetmaking	1	5	—	5
	In industrial training	—	76	—	76
	Mechanical drawing	1	24	—	24
Springfield Manual Training School, Springfield, Ill.	Wood turning	1	64	—	64
	Carpentry	1	76	—	76
	In industrial training	—	503	474	977
	Free-hand drawing	4	272	200	472
	Mechanical drawing	2	215	1	216
	Wood turning	2	73	—	73
Manual Training High School, In-dianapolis, Ind.	Sewing	3	—	186	186
	Cooking	1	—	87	87
	Carpentry	2	154	—	154
	Pattern making	2	76	—	76
	Forging	1	90	—	90
	Machine-shop work	1	—	—	—

TABLE 8.—*Statistics of manual and industrial training—Branches taught—Continued.*

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.		Total.
			Male.	Fe- male.	
1	2	3	4	5	6
Manual Training High School, In- dianapolis, Ind.—Continued.	Molding (metal)	1	76	.....	76
	Machine-shop work	1	28	.....	28
Indiana Soldiers' and Sailors' Or- phans' Home, Knightstown, Ind.	Work in physical laboratory	2	41	13	54
	Work in chemical laboratory	1	47	8	55
	In industrial training .....	.....	334	247	581
	Free-hand drawing	1	334	247	581
	Clay modeling	1	91	61	152
	Paper cutting and folding	1	60	38	98
	Sloyd or knife work	1	91	61	152
	Sewing	2	.....	101	101
	Tailoring	1	3	10	13
	Cooking	1	.....	16	16
	Laundrying	1	6	6	12
	Farm or garden work	2	22	.....	22
	Printing	1	39	.....	39
	Carpentry	1	20	.....	20
	Steam fitting	1	13	.....	13
	House and sign painting	1	13	.....	13
	Shoemaking	1	10	.....	10
	Floriculture	1	17	.....	17
	Dairying	1	8	.....	8
West Des Moines High and Indus- trial School, Des Moines, Iowa.	In industrial training .....	.....	288	30	318
	Mechanical drawing	2	63	5	68
	Sloyd or knife work	3	288	30	318
	Wood turning	1	25	.....	25
	Carving	1	26	1	27
	Carpentry	1	46	12	58
	Pattern making	1	6	.....	6
	Work in physical laboratory	1	14	20	34
	Work in chemical laboratory	1	20	8	28
Eckstein Norton University, Cane- spring, Ky.	In industrial training .....	.....	15	30	45
	Sewing	1	.....	32	32
	Dressmaking	1	.....	5	5
	Cooking	1	.....	12	12
	Laundrying	1	.....	17	17
	Printing	1	4	1	5
	Carpentry	1	5	.....	5
Frankfort Public Schools, Frank- fort, Ky.	In industrial training .....	.....	30	29	59
	Free-hand drawing	1	5	29	34
	Wood turning	1	30	.....	30
	Hand weaving	1	.....	20	20
Manual Training High School, Louisville, Ky.	In industrial training .....	.....	280	.....	280
	Free-hand drawing	1	130	.....	130
	Mechanical drawing	3	220	.....	220
	Wood turning	3	110	.....	110
	Carpentry	3	130	.....	130
	Pattern making	1	70	.....	70
	Forging	1	80	.....	80
	Molding (metal)	1	80	.....	80
	Vise work	1	70	.....	70
	Machine-shop work	1	70	.....	70
	Work in physical laboratory	1	110	.....	110
	Work in chemical laboratory	1	70	.....	70
Gilbert Academy and Industrial College, Baldwin, La.	In industrial training	1	16	23	39
	Mechanical drawing	1	2	.....	2
	Sewing	1	.....	21	21
	Dressmaking	1	.....	5	5
	Laundrying	1	.....	6	6
	Farm or garden work	1	15	.....	15
	Carpentry	1	2	.....	2
Home Institute, New Orleans, La...	Work in physical laboratory	1	1	8	9
	Work in chemical laboratory	1	1	8	9
	In industrial training .....	.....	102	.....	102
	Free-hand drawing	1	102	.....	102
	Mechanical drawing	1	85	.....	85
Southwestern Industrial Institute, Lafayette, La.	In industrial training .....	.....	90	60	150
	Free-hand drawing	1	90	60	150
	Mechanical drawing	1	90	.....	90
	Wood turning	1	90	.....	90
	Sewing	1	.....	60	60
	Dressmaking	1	.....	20	20
	Cooking	1	.....	9	9
	Carpentry	1	45	.....	45
	Work in physical laboratory	1	15	10	25
	Work in chemical laboratory	1	15	10	25

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.		Total.
			Male.	Fe- male.	
1	2	3	4	5	6
Bath Iron Works Shipbuilding School, Bath, Me.	In industrial training	1	56	.....	56
	Steel shipbuilding	1	56	.....	56
Baltimore Manual Labor School, Arbutus, Md.	In industrial training	1	40	.....	40
	Farm or garden work	2	40	.....	40
	Carpentry	1	10	.....	10
Baltimore Polytechnic Institute, Baltimore, Md.	In industrial training	1	277	.....	277
	Free-hand sketching	1	14	.....	14
	Mechanical drawing	2	277	.....	277
	Wood turning	1	107	.....	107
	Carving	1	156	.....	156
	Carpentry	2	156	.....	156
	Pattern making	1	107	.....	107
	Forging	1	107	.....	107
	Sheet-metal work	2	156	.....	156
	Vise work	1	107	.....	107
	Machine-shop work	1	44	.....	44
	Work in physical laboratory	3	277	.....	277
	Work in chemical laboratory	2	44	.....	44
	Applied electricity	1	14	.....	14
	Mechanical engineering	1	14	.....	14
	Electrical engineering	1	14	.....	14
Samuel Ready School, Baltimore, Md.	In industrial training	.....	.....	60	60
	Clay modeling	.....	.....	12	12
	Paper cutting and folding	.....	.....	12	12
	Art needlework	.....	.....	36	36
	Sewing	.....	.....	60	60
	Dressmaking	.....	.....	14	14
	Cooking	.....	.....	27	27
McDonogh School, McDonogh, Md..	In industrial training	2	130	.....	130
	Free-hand drawing	1	130	.....	130
	Wood turning	1	42	.....	42
	Carving	1	20	.....	20
	Farm or garden work	3	70	.....	70
	Printing	2	22	.....	22
	Carpentry	1	20	.....	20
	Pattern making	1	22	.....	22
	Molding (metal)	1	22	.....	22
	Vise work	1	9	.....	9
	Machine-shop work	1	18	.....	18
	Work in physical laboratory	1	9	.....	9
The Jacob Tome Institute, Port Deposit, Md.	In industrial training	.....	203	151	354
	Free-hand drawing	1	136	117	253
	Mechanical drawing	1	25	.....	25
	Sloyd or knife work	.....	98	50	148
	Wood turning	2	42	.....	42
	Sewing	2	.....	116	116
	Cooking	1	.....	56	56
	Laundering	.....	.....	10	10
	Forging	1	10	.....	10
	Vise work	1	5	.....	5
	Machine-shop work	1	5	.....	5
The Friendford Industrial School, Boston, Mass.	In industrial training	.....	98	240	338
	Free-hand drawing	5	40	.....	40
	Paper cutting and folding	2	10	10	20
	Sloyd or knife work	1	10	.....	10
	Carving	1	15	.....	15
	Sewing	15	.....	130	130
	Millinery	1	.....	10	10
	Cooking	1	.....	30	30
	Carpentry	1	15	.....	15
	Chair caning	1	8	.....	8
	Housekeeping	1	.....	40	40
Hebrew Industrial School, Boston, Mass.	In industrial training	.....	425	.....	425
	Art needlework	2	25	.....	25
	Sewing	6	200	.....	200
	Dressmaking	2	50	.....	50
	Millinery	1	25	.....	25
	Cooking	1	25	.....	25
Mechanic Arts High School, Boston, Mass.	In industrial training	.....	576	.....	576
	Free-hand drawing	4	576	.....	576
	Mechanical drawing	4	576	.....	576
	Wood turning	2	167	.....	167
	Carving	3	264	.....	264
	Carpentry	3	264	.....	264
	Pattern making	2	167	.....	167

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Total.
			Male.	Female.	
1	2	3	4	5	6
Mechanic Arts High School, Boston, Mass.—Continued.	Forging	1	167	.....	167
	Vise work	2	143	.....	143
	Machine-shop work	2	143	.....	143
	Work in physical laboratory	1	108	.....	108
	Work in chemical laboratory	1	97	.....	97
North Bennet Industrial School, Boston, Mass.	In industrial training .....	.....	948	372	1,320
	Clay modeling	6	328	.....	328
	Sloyd or knife work	1	212	.....	212
	Art needlework	2	.....	85	85
	Sewing	1	.....	188	188
	Dressmaking	1	.....	22	22
	Millinery	1	.....	26	26
	Cooking	2	.....	28	40
	Laundry .....	.....	.....	93	93
	Printing	1	230	.....	230
	In industrial training .....	.....	275	.....	275
	Free-hand drawing	1	275	.....	275
	Mechanical drawing	1	275	.....	275
Ringe Manual Training School, Cambridge, Mass.	Wood turning	1	67	.....	67
	Carpentry	1	117	.....	117
	Pattern making	1	67	.....	67
	Forging	1	67	.....	67
	Vise work	1	43	.....	43
	Machine-shop work	1	47	.....	47
	Work in physical laboratory	1	90	.....	90
	Work in chemical laboratory	1	20	.....	20
	In industrial training .....	.....	461	7	468
	Free-hand drawing	4	70	10	80
	Mechanical drawing	3	80	.....	80
	Work in physical laboratory	2	70	.....	70
	Work in chemical laboratory	4	150	2	152
Lowell Textile School, Lowell, Mass.	Applied electricity	1	25	.....	25
	Hand weaving	2	80	2	82
	Power weaving	2	100	.....	100
	Dyeing	2	50	.....	50
	Carding and spinning	4	300	.....	300
	Designing of fabrics	4	300	.....	300
	Mechanical engineering	2	300	.....	300
	Electrical engineering	1	15	.....	15
	In industrial training .....	.....	24	110	134
	Free-hand drawing	1	6	20	26
	Mechanical drawing	1	12	.....	12
	Sewing	16	.....	110	110
	Dressmaking	3	.....	40	40
South End Industrial School, Roxbury, Mass.	Millinery	1	.....	12	12
	Cooking	1	8	.....	16
	Laundry	1	.....	6	6
	Farm or garden work	1	8	.....	8
	Printing	2	4	10	14
	Carpentry	1	24	.....	24
	Cane seating	1	14	.....	14
	Shoe making	1	24	.....	24
	Basket weaving	1	10	.....	10
	Housekeeping	1	.....	36	36
	In industrial training .....	.....	114	.....	114
	Free-hand drawing	2	76	.....	76
	Mechanical drawing	1	114	.....	114
Mechanic Arts High School, Springfield, Mass.	Wood turning	2	45	.....	45
	Pattern making	1	26	.....	26
	Forging	1	26	.....	26
	Vise work	1	45	.....	45
	Machine-shop work	2	88	.....	88
	Work in physical laboratory	2	84	.....	84
	Work in chemical laboratory	1	13	.....	13
	Applied electricity	1	3	.....	3
	In industrial training .....	.....	.....	41	41
	Sewing	1	.....	41	41
	Cooking	1	.....	41	41
	Laundry	1	.....	41	41
	Work in physical laboratory	1	.....	41	41
Oread Institute of Domestic Science, Worcester, Mass.	Work in chemical laboratory	1	.....	41	41
	In industrial training .....	.....	372	258	625
	Free-hand drawing	1	.....	184	184
	Mechanical drawing	1	149	.....	149
	Sloyd or knife work	1	150	.....	150
Hackley Manual Training School, Muskegon, Mich.	.....	.....	.....	.....	.....

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of in-structors.	Number of pupils.		Total.
			Male.	Fe-male.	
1	2	3	4	5	6
Hackley Manual Training School, Muskegon, Mich.—Continued.	Wood turning	1	51	.....	51
	Sewing	1	.....	102	102
	Dressmaking	1	.....	72	72
	Millinery	1	.....	13	13
	Cooking	1	.....	150	150
	Laundry work	1	.....	54	54
	Pattern making	1	51	.....	51
	Forging	1	34	.....	34
	Molding (metal)	1	34	.....	34
	Machine-shop work	1	21	.....	21
	In industrial training .....	.....	387	151	538
	Free-hand drawing	1	116	157	273
	Mechanical drawing	2	365	.....	365
	Clay modeling	1	96	246	342
Mechanic Arts High School, St. Paul, Minn.	Wood turning	1	140	.....	140
	Carving .....	.....	.....	26	26
	Pattern making	1	50	.....	50
	Forging	1	67	.....	67
	Molding (metal)	1	50	.....	50
	Vise work	1	68	.....	68
	Machine-shop work	1	48	.....	48
	Work in physical laboratory	1	87	29	116
	Work in chemical laboratory	1	53	15	68
	Applied electricity	1	13	.....	13
	Civil engineering	1	39	1	40
	Electrical engineering .....	.....	13	.....	13
	In industrial training .....	.....	545	398	943
	Free-hand drawing	4	42	506	546
Manual Training High School, Kansas City, Mo.	Mechanical drawing	2	519	11	530
	Wood turning	1	160	.....	160
	Sewing	4	.....	544	544
	Dressmaking	4	.....	544	544
	Cooking	2	27	198	225
	Joinery	2	249	2	251
	Pattern making	1	160	.....	160
	Forging	1	68	.....	68
	Vise work	1	40	.....	40
	Machine-shop work	1	40	.....	40
	Work in physical laboratory	1	79	34	113
	Work in chemical laboratory	1	70	58	128
	Applied electricity	1	32	.....	32
	In industrial training .....	.....	173	177	350
St. Louis School of Fine Arts, St. Louis, Mo.	Free-hand drawing	4	151	172	323
	Mechanical drawing	1	22	5	27
	Clay modeling	1	5	12	17
	Fresco painting	3	5	.....	5
	Designing of fabrics	1	5	20	25
	Ceramic decoration	1	.....	12	12
	In industrial training .....	.....	273	.....	273
	Free-hand drawing	3	273	.....	273
	Mechanical drawing	3	273	.....	273
	Wood turning	3	105	.....	105
	Carving	3	105	.....	105
	Carpentry	3	105	.....	105
	Pattern making	1	94	.....	94
	Forging	1	94	.....	94
Manual Training School of Wash- ington University, St. Louis, Mo.	Sheet-metal work	1	49	.....	49
	Vise work	1	49	.....	49
	Machine-shop work	1	49	.....	49
	Work in physical laboratory	1	49	.....	49
	Work in chemical laboratory	1	94	.....	94
	Botanical laboratory	1	105	.....	105
	Zoological laboratory	1	105	.....	105
	In industrial training .....	.....	55	70	125
	Free-hand drawing	1	36	54	90
	Mechanical drawing	1	23	.....	23
	Clay modeling	1	19	16	35
	Paper cutting and folding	1	19	16	35
	Sewing	2	.....	70	70
	Dressmaking	1	.....	9	9
Manual Training and Industrial School, Bordentown, N. J.	Cooking	1	.....	19	19
	Laundry	1	.....	20	20
	Farm or garden work	1	.....	15	15
	Carpentry	1	23	.....	23
	.....	1	.....	.....	.....

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Total.
			Male.	Female.	
1	2	3	4	5	6
Newark Technical School, Newark, N. J.	In industrial training	1	250	22	272
	Free-hand drawing	2	60	2	62
	Mechanical drawing	1	38	.....	38
	Plumbing	1	2	.....	2
	Work in chemical laboratory	1	25	.....	25
	Applied electricity	1	12	.....	12
	Architectural drawing	1	9	.....	9
Baron de Hirsch Agricultural and Industrial School, Woodbine, N. J.	In industrial training	1	95	15	110
	Free-hand drawing	1	95	15	110
	Mechanical drawing	1	26	.....	26
	Farm or garden work	5	95	15	110
	Carpentry	1	25	.....	25
	Work in chemical laboratory	1	4	.....	4
Barlow School of Industrial Arts, Binghamton, N. Y.	In industrial training	1	126	172	298
	Wood turning	1	68	.....	68
	Cooking	1	.....	207	207
	Carpentry	1	107	.....	107
Society of St. Martha, Bronxville, N. Y.	In industrial training	1	.....	15	15
	Sewing	1	.....	15	15
	Dressmaking	1	.....	15	15
	Laundering	1	.....	15	15
	Cooking	1	.....	10	10
	Farm or garden work	5	.....	5	5
Home for defective Children, Brooklyn, N. Y.	In industrial training	1	21	32	53
	Free-hand drawing	1	20	15	35
	Clay modeling	1	14	4	18
	Paper cutting and folding	1	26	17	43
	Sewing	1	.....	32	32
	Cooking	1	.....	32	32
	Kitchen gardening	1	.....	32	32
Industrial School Association, B. E. D., Brooklyn, N. Y.	In industrial training	1	30	70	100
	Free-hand drawing	1	30	25	55
	Paper cutting and folding	1	30	20	50
	Sewing	1	7	70	77
	Laundering	1	.....	4	4
	Farm or garden work	1	10	.....	10
Manual Training High School, Brooklyn, N. Y.	In industrial training	1	360	545	435
	Free-hand drawing	2	260	410	670
	Mechanical drawing	4	245	388	633
	Wood turning	1	78	.....	78
	Carving	1	.....	48	48
	Art needlework	1	.....	62	62
	Sewing	3	.....	390	390
	Dressmaking	3	.....	240	240
	Millinery	3	.....	180	180
	Forging	1	82	.....	82
	Sheet-metal work	1	28	.....	28
	Work in physical laboratory	4	140	372	582
	Work in chemical laboratory	5	140	74	144
Pratt Institute, Brooklyn, N. Y.	In industrial training	1	455	2,100	3,555
	Fine arts	1	423	504	927
	Domestic art	1	1	756	757
	Domestic science	1	2	268	270
	Science and technology	1	610	1	611
	Kindergarten	1	27	139	166
	Library	1	2	36	38
	Gymnasium	1	278	251	524
Baron de Hirsch Trade School, New York, N. Y.	In industrial training	1	156	.....	156
	Carpentry	1	15	.....	15
	Machine-shop work	1	36	.....	36
	Plumbing	1	37	.....	37
	House and sign painting	1	19	.....	19
	Applied electricity	1	49	.....	49
Ethical Culture School, New York, N. Y.	In industrial training	2	123	116	239
	Free-hand drawing	2	123	116	239
	Mechanical drawing	1	13	.....	13
	Clay modeling	2	123	116	239
	Paper cutting and folding	2	15	.....	15
	Wood turning	1	4	.....	4
	Sewing	1	31	51	82
	Dressmaking	1	.....	22	22
	Cooking	1	24	45	69
	Venetian ironwork	1	24	.....	24
	Basketry	1	18	75	93
	Elementary woodwork	1	46	40	86

TABLE 8.—*Statistics of manual and industrial training—Branches taught—Continued.*

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Total.
			Male.	Female.	
1	2	3	4	5	6
General Society of Mechanics and Tradesmen, New York, N. Y.	In industrial training	3	650	.....	650
	Free-hand drawing	3	120	.....	120
	Mechanical drawing	5	190	.....	190
	Clay modeling	2	64	.....	64
	Architectural drawing	5	190	.....	190
Hebrew Technical Institute, New York, N. Y.	Physics	1	38	.....	38
	In industrial training	1	211	.....	211
	Free-hand drawing	1	179	.....	179
	Mechanical drawing	1	211	.....	211
	Wood turning	1	110	.....	110
	Carving	1	69	.....	69
	Carpentry	3	165	.....	165
	Pattern making	1	46	.....	46
	Forging	1	46	.....	46
	Molding (metal)	1	46	.....	46
	Vise work	1	110	.....	110
	Machine-shop work	1	110	.....	110
	Work in physical laboratory	2	211	.....	211
	Applied electricity	1	110	.....	110
New York Trade School, New York, N. Y.	Steam engineering	1	46	.....	46
	In industrial training .....	.....	666	.....	666
	Mechanical drawing	1	14	.....	14
	Bricklaying	1	50	.....	50
	Printing	2	16	.....	16
	Carpentry	2	25	.....	25
	Pattern making	1	10	.....	10
	Forging	1	16	.....	16
	Sheet-metal work	3	47	.....	47
	Steam fitting	1	36	.....	36
	Plumbing	5	263	.....	263
	Fresco painting	2	33	.....	33
	House and sign painting	3	48	.....	48
	Applied electricity	5	100	.....	100
Public Evening School No. 13, New York, N. Y.	Plastering	1	8	.....	8
	In industrial training .....	.....	130	.....	130
	Sewing	1	.....	.....	.....
	Millinery	1	.....	.....	.....
St. George's Evening Trade School, New York, N. Y.	Cooking	1	.....	.....	.....
	In industrial training .....	.....	304	.....	304
	Free-hand drawing	1	24	.....	24
	Mechanical drawing	1	60	.....	60
	Paper cutting and folding	2	60	.....	60
	Printing	1	43	.....	43
	Carpentry	1	60	.....	60
	Sheet-metal work	1	28	.....	28
	Plumbing	1	48	.....	48
	Wood burning (pyrography)	1	18	.....	18
Technical School for Carriage Draftsmen and Mechanics, New York, N. Y.	In industrial training	1	30	.....	30
	Free-hand drawing	1	30	.....	30
	Mechanical drawing	1	30	.....	30
Wilson Industrial School for Girls, New York, N. Y.	In industrial training .....	.....	145	.....	145
	Sewing	1	95	.....	95
	Cooking	1	50	.....	50
Industrial School, Rochester, N. Y.	In industrial training .....	.....	36	.....	36
	Sloyd or knife work .....	.....	36	.....	36
	Carpentry .....	.....	36	.....	36
	Carving .....	.....	36	.....	36

Rochester Athenæum and Mechanics' Institute, Rochester, N. Y.	In industrial training .....	.....	832	1,870	2,702
	Free-hand drawing	6	149	98	247
	Mechanical drawing	7	332	11	343
	Clay modeling	2	7	18	25
	Paper cutting and folding	1	2	3	5
	Sloyd or bench work	3	112	38	150
	Wood turning	1	56	1	57
	Sewing	6	.....	591	591
	Dressmaking	7	.....	308	308
	Millinery	1	.....	129	129
	Cooking	9	1	1,186	1,186
	Laundering	1	.....	13	13
	Carpentry	1	14	.....	14
	Pattern making	1	28	.....	28
	Forging	1	42	.....	42
	Molding (metal)	1	28	.....	28
	Vise work	1	36	.....	36
	Machine-shop work	1	36	.....	36

TABLE 8.—*Statistics of manual and industrial training—Branches taught—Continued.*

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.		Total.
			Male.	Fe- male.	
1	2	3	4	5	6
Rochester Athenæum and Mechan- ics' Institute, Rochester, N. Y.— Continued.	Work in physical laboratory	1	59	.....	59
	Work in chemical laboratory	2	48	32	80
	Electricity	1	57	.....	57
	Mechanical engineering	1	59	.....	59
	Designing	2	16	28	44
	Basketry	1	1	64	65
	Architectural drawing	2	46	.....	46
Webb's Academy and Home for Shipbuilders, University Heights, N. Y.	Machine design	1	10	.....	10
	In industrial training .....	.....	35	.....	35
	Mechanical drawing	2	35	.....	35
	Carpentry	2	35	.....	35
Skyland Institute, Blowing Rock, N. C.	In industrial training .....	.....	.....	57	57
	Free-hand drawing	1	.....	57	57
	Sewing	1	.....	29	29
	Cooking	1	.....	27	27
	Laundering	1	.....	27	27
	In industrial training .....	.....	.....	64	64
Laura Sunderland Memorial, Con- cord, N. C.	Art needlework .....	.....	.....	20	20
	Dressmaking .....	.....	.....	40	40
	Cooking .....	.....	.....	50	50
	Laundering .....	.....	.....	60	60
	In industrial training .....	.....	140	.....	140
	Cooking	1	12	.....	12
The Asheville Farm School, Farm School, N. C.	Laundering	1	12	.....	12
	Farm or garden work	3	100	.....	100
	Carpentry	1	12	.....	12
	In industrial training .....	.....	30	100	130
	Sewing	1	.....	100	100
	Dressmaking .....	.....	.....	2	2
Dorland Institute, Hot Springs, N. C.	Cooking .....	.....	.....	60	60
	Laundering .....	.....	.....	60	60
	Farm or garden work	1	30	.....	30
	Carpentry	1	3	.....	3
	In industrial training .....	.....	15	23	38
	Free-hand drawing	2	15	23	38
	Art needlework	1	.....	23	23
	Sewing	1	.....	23	23
	Dressmaking	1	.....	23	23
	Millinery	1	.....	23	23
	Cooking	1	.....	23	23
	Laundering	1	.....	23	23
Academical and Industrial Institute, North Wilkesboro, N. C.	Farm or garden work	1	15	.....	15
	Carpentry	1	3	.....	3
	In industrial training .....	.....	77	90	167
Industrial School and School for Manual Training, Ellendale, N. Dak.	.....do.....	.....	1,045	.....	1,045
	Free-hand drawing	4	250	.....	250
	Mechanical drawing	6	350	.....	350
	Clay modeling	2	15	.....	15
	Wood turning	1	30	.....	30
	Carpentry	1	75	.....	75
	Pattern making	1	25	.....	25
	Work in physical laboratory	1	25	.....	25
	Work in chemical laboratory	1	50	.....	50
	Applied electricity	1	38	.....	38
	Architectural design	4	100	.....	100
	In industrial training .....	.....	136	.....	136
	Free-hand drawing	1	136	.....	136
	Mechanical drawing	1	136	.....	136
Technical School of Cincinnati, Ohio	Wood turning	1	48	.....	48
	Carpentry	1	62	.....	62
	Forging	1	31	.....	31
	Machine-shop work	1	10	.....	10
	Work in physical laboratory	1	27	.....	27
	Work in chemical laboratory	1	52	.....	52
	In industrial training .....	.....	285	215	500
	Free-hand drawing	8	254	190	444
	Mechanical drawing	2	32	4	36
	Clay modeling	1	8	6	14
	Paper cutting and folding	3	82	54	136
	Wood turning	1	12	.....	12
	Carving	1	12	.....	12
	Sewing	3	.....	190	190
Cleveland Jewish Orphan Asylum, Cleveland, Ohio.	Art needlework	1	.....	42	42

TABLE 8.—*Statistics of manual and industrial training—Branches taught—Continued.*

Name of institution.	Branches of instruction.	Number of in-structors.	Number of pupils.		Total.
			Male.	Fe-male.	
1	2	3	4	5	6
Cleveland Jewish Orphan Asylum, Cleveland, Ohio—Continued.	Cooking	1	.....	19	19
	Laundry work	1	.....	19	19
	Printing	1	6	.....	6
	Carpentry	1	20	.....	20
	Forging	1	4	.....	4
	Vise work	1	4	.....	4
	Applied electricity	1	3	.....	3
	Housekeeping	2	.....	60	60
Young Woman's Christian Association, Cleveland, Ohio.	In industrial training .....	.....	.....	206	206
	Sewing	2	.....	206	206
	Dressmaking	1	.....	184	184
	Millinery	1	.....	117	117
	Cooking	1	.....	73	73
Ohio Soldiers' and Sailors' Orphans' Home, Xenia, Ohio.	In industrial training .....	.....	236	161	397
	Sewing	7	.....	83	83
	Cooking	8	8	104	112
	Carpentry	2	11	.....	11
	Forging	1	6	.....	6
	Electrical engineering	1	9	.....	9
	Farm or garden work	1	9	.....	9
	Florist	1	12	.....	12
	Painting	1	6	.....	6
	Mechanical engineering	4	20	.....	20
	Printing	1	14	.....	14
	Shoemaking	1	14	.....	14
	In industrial training .....	.....	24	90	114
	Dressmaking	4	.....	90	90
	Millinery	2	.....	35	35
Avery College Trade School, Allegheny, Pa.	Cooking	1	.....	15	15
	Bricklaying	1	14	.....	14
	Carpentry	1	18	.....	18
	In industrial training .....	.....	630	.....	630
	Free-hand drawing	2	630	.....	630
Central Manual Training School, Philadelphia, Pa.	Mechanical drawing	2	630	.....	630
	Clay modeling	1	200	.....	200
	Wood turning	1	200	.....	200
	Carving	1	200	.....	200
	Carpentry	1	330	.....	330
	Pattern making	1	200	.....	200
	Forging	1	200	.....	200
	Sheet metal work	1	330	.....	330
	Molding (metal)	1	330	.....	330
	Vise work	1	330	.....	330
	Machine-shop work	1	100	.....	100
	Work in physical laboratory	1	100	.....	100
	Work in chemical laboratory	1	100	.....	100
	Applied electricity	1	100	.....	100
	Civil engineering	1	100	.....	100
	Mechanical engineering	1	100	.....	100
	Electrical engineering	1	100	.....	100
	Surveying	1	100	.....	100
	In industrial training .....	.....	.....	95	95
	Free-hand drawing .....	.....	.....	95	95
	Designing of fabrics .....	.....	.....	60	60
Friends' Select School, Philadelphia, Pa.	In industrial training .....	.....	85	110	195
	Free-hand drawing	1	55	110	165
	Mechanical drawing	2	85	96	181
	Sloyd or knife work	1	56	68	124
	Hand weaving	1	15	12	27
	Venetian iron	1	6	.....	6
Girard College, Philadelphia, Pa....	In industrial training .....	.....	870	.....	870
	Mechanical drawing	1	550	.....	550
	Sloyd or knife work	1	320	.....	320
	Wood turning	1	550	.....	550
	Carpentry	1	550	.....	550
	Pattern making	1	550	.....	550
	Forging	1	550	.....	550
	Vise work	1	550	.....	550
	Machine-shop work	1	550	.....	550
	Plumbing	1	550	.....	550
Northeast Manual Training School, Philadelphia, Pa.	Applied electricity	1	550	.....	550
	In industrial training .....	.....	618	.....	618
	Free-hand drawing	2	617	.....	617
	Mechanical drawing	2	617	.....	617
	Clay modeling	2	202	.....	202

TABLE S.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Total.
			Male.	Female.	
1	2	3	4	5	6
Northeast Manual Training School, Philadelphia, Pa.—Continued.	Wood turning	3	318	.....	318
	Carving	3	202	.....	202
	Carpentry	2	318	.....	318
	Pattern making	1	202	.....	202
	Forging	1	520	.....	520
	Sheet-metal work	2	318	.....	318
	Molding (metal)	2	318	.....	318
	Vise work	2	318	.....	318
	Machine-shop work	1	97	.....	97
	Work in physical laboratory	1	202	.....	202
	Work in chemical laboratory	1	97	.....	97
	Applied electricity	1	97	.....	97
	Electrical engineering	1	97	.....	97
	In industrial training .....	.....	600	329	929
Pennsylvania Museum and School of Industrial Art, Philadelphia, Pa.	Free-hand drawing	19	606	300	906
	Mechanical drawing	2	150	50	200
	Clay modeling	2	100	50	150
	Carving	1	25	25	50
	Carpentry	1	25	25	50
	Work in chemical laboratory	2	150	.....	150
	Hand weaving	1	150	.....	150
	Power weaving	2	100	.....	100
	Dyeing	2	150	.....	150
	Carding and spinning	4	150	.....	150
	Designing of fabrics	5	150	50	200
	In industrial training .....	.....	233	.....	233
	Mechanical drawing	2	233	.....	233
	Wood turning	1	32	.....	32
Williamson Free School of Mechanical Trades, Williamson School, Pa.	Bricklaying	1	41	.....	41
	Carpentry	1	49	.....	49
	Pattern making	1	32	.....	32
	Forging	1	70	.....	70
	Vise work	1	70	.....	70
	Machine-shop work	1	70	.....	70
	Steam fitting	1	29	.....	29
	Applied electricity	1	29	.....	29
	In industrial training .....	.....	5	16	21
	Free-hand drawing	1	5	16	21
	Clay modeling	1	5	16	21
	In industrial training .....	.....	458	537	995
	Free-hand drawing	1	27	25	52
	Mechanical drawing	1	26	.....	26
Townsend Industrial School, Newport, R. I.	Sloyd or knife work	2	431	.....	431
	Wood turning	1	8	.....	8
	Sewing	2	.....	532	532
	Dressmaking	1	.....	101	101
	Cooking	2	.....	503	503
	Pattern making	1	8	.....	8
	Forging	1	7	.....	7
	Sheet metal work	1	6	.....	6
	Molding (metal)	1	8	.....	8
	Vise work	1	6	.....	6
	Machine-shop work	1	6	.....	6
	Steam fitting	1	6	.....	6
	In industrial training .....	.....	226	51	277
	Free-hand drawing	1	226	51	277
Manual Training High School, Providence, R. I.	Mechanical drawing	1	226	51	277
	Clay modeling	1	46	24	70
	Wood turning	1	42	.....	42
	Carving	1	46	24	70
	Sewing	1	.....	30	30
	Dressmaking	1	.....	7	7
	Millinery	1	.....	44	44
	Cooking	1	.....	24	24
	Carpentry	1	88	.....	88
	Pattern making	1	42	.....	42
	Forging	1	108	.....	108
	Sheet-metal work	1	20	.....	20
	Molding (metal)	1	42	.....	42
	Vise work	1	42	.....	42
	Machine-shop work	1	30	.....	30
	Work in physical laboratory	1	196	24	220
	Work in chemical laboratory	1	99	31	130
	Applied electricity	1	30	.....	30
	Mechanical engineering	1	30	.....	30

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Total.
			Male.	Female.	
1	2	3	4	5	6
Manual Training High School, Providence, R. I.—Continued.	Civil engineering	1	10	.....	10
	Electrical engineering	1	30	.....	30
	Steam engineering	1	30	.....	30
	Botanical laboratory	1	20	.....	20
	Domestic science	1	.....	51	51
Rhode Island School of Design, Providence, R. I.	In industrial training .....	.....	350	243	593
	Free-hand drawing .....	.....	112	90	202
	Mechanical drawing .....	.....	100	31	131
	Clay modeling .....	.....	.....	25	25
	Decorative design .....	.....	40	22	62
Schofield Normal and Industrial School, Aiken, S. C.	Children's class in drawing .....	.....	50	90	140
	Teachers' class in drawing .....	.....	30	46	76
	In industrial training .....	.....	101	118	219
	Art needlework .....	.....	.....	8	8
	Sewing	1	.....	118	118
	Millinery	1	.....	48	48
	Cooking	1	.....	25	25
	Farm or garden work	1	10	.....	10
	Printing	1	6	1	7
	Carpentry	1	9	.....	9
	Shoemaking	1	13	.....	13
	Harnessmaking	1	8	.....	8
	Cane seating	1	1	2	3
	Blacksmithing	1	1	.....	4
	In industrial training .....	.....	5	25	30
Southern Training School, Graysville, Tenn.	Sewing	1	.....	8	8
	Dressmaking	1	.....	5	5
	Cooking	1	.....	12	12
	Farm or garden work	1	.....	5	5
	In industrial training .....	.....	60	21	81
Allan Manual Training School, Austin, Tex.	Mechanical drawing	2	60	21	81
	Wood turning	1	4	.....	4
	Carving	1	39	21	60
	Carpentry	1	39	21	60
	Pattern making	1	10	.....	10
	Forging	1	10	.....	10
	Molding (metal)	1	10	.....	10
	Vise work	1	7	.....	7
	Machine-shop work	1	7	.....	7
	In industrial training .....	.....	.....	49	40
Industrial School for Little Girls, Castroville, Tex.	Art needlework	2	.....	20	20
	Sewing	3	.....	40	40
	Dressmaking	1	.....	10	10
	Cooking	2	.....	20	20
	Laundry	2	.....	10	10
	In industrial training .....	.....	9	35	44
	Art needlework	1	.....	35	35
	Sewing	1	.....	35	35
	Dressmaking	1	.....	7	7
	Cooking	1	.....	15	15
John A. Dix Industrial School, Dinwiddie, Va.	Laundry	1	.....	35	35
	Farm or garden work	2	14	.....	14
	Carpentry	2	12	.....	12
	Pattern making	1	.....	7	7
	Forging	1	5	.....	5
	Hand weaving	1	.....	35	35
	Dyeing	1	.....	35	35
	Shoemaking	1	9	.....	9
	Brickmaking	1	6	.....	6
	In industrial training .....	.....	150	100	250
	Freehand drawing	1	78	100	178
	Mechanical drawing	1	50	.....	50
	Paper cutting and folding	1	.....	30	30
	Sloyd or knife work	1	.....	37	37
	Wood turning	1	37	.....	37
Miller Manual Labor School, Miller School, Va.	Carving	1	37	.....	37
	Art needlework	1	.....	44	44
	Sewing	2	.....	100	100
	Dressmaking	1	.....	23	23
	Pattern drafting	1	.....	32	32
	Cooking	1	.....	48	48
	Laundry	1	.....	16	16
	Farm or garden work	1	40	.....	40
	Printing	1	4	.....	4
	Carpentry	1	37	.....	37

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.		Total.
			Male.	Fe- male.	
1	2	3	4	5	6
Miller Manual Labor School, Miller School, Va.—Continued.	Pattern making.....	1	37	.....	37
	Forging.....	1	41	.....	41
	Molding (metal).....	1	41	.....	41
	Vise work.....	1	41	.....	41
	Machine-shop work.....	1	28	.....	28
	Work in physical laboratory.....	2	8	4	12
	Work in chemical laboratory.....	2	25	10	35
	Applied electricity.....	1	10	.....	10
	Hand weaving.....	1	.....	30	30
	Mechanical engineering.....	1	10	.....	10
St. Andrews School, Richmond, Va.. Boys and Girls Aid Society and In- dustrial School, Seattle, Wash.	In industrial training.....	.....	130	381	511
	.....do.....	.....	32	8	40
	Free-hand drawing.....	1	32	8	40
	Mechanical drawing.....	1	32	8	40
	Paper cutting and folding.....	1	32	8	40
	Sloyd or knife work.....	1	32	8	40
	Sewing.....	1	.....	8	8
	Dressmaking.....	1	.....	8	8
	Cooking.....	1	12	5	17
	Laundering.....	1	16	5	21
Marathon County School of Agri- culture and Domestic Economy, Wausau, Wis.	Carpentry.....	1	10	.....	10
	Hand weaving.....	1	32	8	40
	Housekeeping.....	1	32	8	40
	In industrial training.....	.....	14	48	62
	Free-hand drawing.....	1	14	.....	14
	Mechanical drawing.....	1	14	.....	14
	Art needlework.....	1	.....	48	48
	Sewing.....	1	.....	48	48
	Dressmaking.....	1	.....	48	48
	Millinery.....	1	.....	48	48
Milwaukee Cooking School, Mil- waukee, Wis.	Cooking.....	1	.....	48	48
	Laundering.....	1	.....	48	48
	Farm or garden work.....	1	14	.....	14
	Carpentry.....	1	14	.....	14
	Forging.....	1	14	.....	14
	Vise work.....	1	14	.....	14
	Machine-shop work.....	1	14	.....	14
	Work in physical laboratory.....	1	14	.....	14
	Work in chemical laboratory.....	1	14	.....	14
	In industrial training.....	.....	.....	56	56
Moqui Training School, Keams Canyon, Ariz.	Cooking.....	2	.....	56	56
	Laundering.....	.....	.....	4	4
	In industrial training.....	.....	105	70	175
	Sewing.....	1	.....	70	70
	Dressmaking.....	1	.....	30	30
	Cooking.....	1	10	.....	10
	Laundering.....	1	20	50	70
	Farm or garden work.....	1	105	70	175
	In industrial training.....	.....	127	79	206
	Free-hand drawing.....	1	127	79	206
Indian School, Mohave City, Ariz..	Clay modeling.....	1	32	30	62
	Paper cutting and folding.....	1	32	30	62
	Art needlework.....	1	.....	79	79
	Sewing.....	1	.....	79	79
	Dressmaking.....	1	.....	79	79
	Cooking.....	1	.....	79	79
	Laundering.....	1	12	79	91
	Farm or garden work.....	1	127	.....	127
	Bricklaying.....	1	12	.....	12
	Carpentry.....	1	23	.....	23
Phoenix Indian School, Phoenix, Ariz.	Forging.....	1	6	.....	6
	Vise work.....	1	6	.....	6
	Machine-shop work.....	1	6	.....	6
	Steam fitting.....	1	2	.....	2
	Plumbing.....	1	2	.....	2
	House and sign painting.....	1	12	.....	12
	In industrial training.....	.....	400	300	700
	Free-hand drawing.....	1	39	.....	39
	Mechanical drawing.....	1	39	.....	39
	Sloyd or knife work.....	1	39	.....	39
	Carving.....	1	15	.....	15
	Art needlework.....	1	.....	12	12
	Sewing.....	2	.....	80	80
	Dressmaking.....	2	.....	25	25
	Cooking.....	2	.....	63	63

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Total.
			Male.	Female.	
1	2	3	4	5	6
Phoenix Indian School, Phoenix, Ariz.—Continued.	Laundrying	1		36	36
	Farm or garden work	3	94		94
	Printing	1	10		10
	Carpentry	1	18		18
	Forging	1	14		14
	Vise work	1	14		14
	Steam fitting	1	17		17
	Plumbing	1	4		4
	House and sign painting	1	11		11
	Hand weaving	1		6	6
	Mechanical engineering	1	17		17
	Dairying	1	53		53
	In industrial training		73	56	129
	Free-hand drawing	1	50	40	90
Fort Yuma Training School, Yuma, Ariz.	Clay modeling	1	30	20	50
	Paper cutting and folding	1	30	20	50
	Sloyd or knife work	1	12	12	24
	Wood turning		3		3
	Carving	1	3		3
	Sewing	1		24	24
	Dressmaking	1		10	10
	Cooking	2	2	14	16
	Laundrying	1	3	15	18
	Farm or garden work	2	25	11	36
	Carpentry	1	4		4
	Steam fitting	1	1		1
	Plumbing	1	2		2
	House and sign painting	1	4		4
Greenville Indian Industrial School, Greenville, Cal.	Hand weaving	3		33	30
	In industrial training		24	38	62
	Clay modeling	1	15	20	35
	Paper cutting and folding				
	Sewing	1		38	38
	Carpentry	1	23		23
Sherman Institute, Riverside, Cal...	In industrial training		150	150	300
	Dressmaking	3		40	40
	Cooking	1	30		30
	Laundrying	1	10	10	20
	Farm or garden work	3	50		50
	Carpentry	1	10		10
	Mechanical engineering	1	10		10
	In industrial training		87	41	128
	Sewing	5	87	41	128
	Cooking	1		20	20
Fort Lewis Indian School, Breen, Colo.	Farm or garden work	2	87	41	128
	Carpentry	1	5		5
	Plumbing	1	4		4
	Hand weaving	3	50	20	70
	In industrial training		120	60	180
	Sewing	1		20	20
Grand Junction Industrial Indian School, Grand Junction, Colo.	Cooking	1	4	20	24
	Laundrying	1	4	20	24
	Farm or garden work	2	40		40
	Printing	1	4		4
	Carpentry	1	8		8
	House and sign painting	1	4		4
	In industrial training		75	65	140
	Sewing			40	40
	Dressmaking	1		15	15
	Cooking	2		20	20
Fort Lapwai Training School, Lapwai, Idaho.	Laundrying	1	15	40	55
	Carpentry	1	10		10
	In industrial training		450	300	750
	Free-hand drawing	6	450	300	750
	Mechanical drawing	1	250		250
	Paper cutting and folding	2	30	25	55
Haskell Institute, Lawrence, Kans..	Clay modeling	2	15	20	35
	Art needlework	1		200	200
	Sewing	2		300	300
	Dressmaking	2		40	40
	Millinery	1		10	10
	Cooking	2		300	300
	Laundrying	2		240	240
	Farm or garden work	3	180		180
	Bricklaying	1	10		10

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Total.
			Male.	Female.	
1	2	3	4	5	6
Haskell Institute, Lawrence, Kans.—Continued.	Printing.....	1	10	.....	10
	Carpentry.....	1	40	.....	40
	Forging.....	1	30	.....	30
	Steam fitting.....	1	20	.....	20
	Plumbing.....	1	30	.....	30
	Fresco painting.....	1	15	.....	15
Indian Industrial School, Mount Pleasant, Mich.	House and sign painting.....	1	20	.....	20
	In industrial training.....	.....	146	143	289
	Free-hand drawing.....	5	146	143	289
	Clay modeling.....	1	28	30	58
	Paper cutting and folding.....	1	64	57	121
	Electrical engineering.....	1	2	.....	2
Pipestone Indian Industrial School, Pipestone, Minn.	In industrial training.....	.....	63	76	139
	Free-hand drawing.....	3	63	76	139
	Clay modeling.....	1	19	18	37
	Paper cutting and folding.....	1	19	18	37
	Tailoring.....	1	12	.....	12
	Sewing.....	1	.....	58	58
Fort Peck Agency Boarding School, Poplar, Mont.	Cooking.....	1	.....	58	58
	Laundering.....	1	.....	58	58
	Farm or garden work.....	1	.....	44	44
	In industrial training.....	.....	112	98	210
	Free-hand drawing.....	4	112	98	210
	Clay modeling.....	4	112	98	210
Fort Shaw Industrial School, Sun River, Mont.	Paper cutting and folding.....	1	20	24	44
	Art needlework.....	1	.....	20	20
	Sewing.....	1	.....	98	98
	Dressmaking.....	1	.....	60	60
	Cooking.....	.....	2	70	72
	Laundering.....	2	112	98	210
Genoa Indian School, Genoa, Nebr.	Farm or garden work.....	4	112	.....	112
	Carpentry.....	1	12	.....	12
	Plumbing.....	1	12	.....	12
	Hand weaving.....	1	20	24	44
	In industrial training.....	.....	93	91	184
	In industrial training.....	.....	198	117	315
Omaha Boarding School, Omaha Agency, Nebr.	Free-hand drawing.....	7	198	117	315
	Paper cutting and folding.....	1	20	16	36
	Sloyd or knife work.....	1	100	.....	100
	Carving.....	1	45	.....	45
	Sewing.....	1	.....	117	117
	Cooking.....	2	.....	30	30
Santee Normal Training School, Santee, Nebr.	Laundering.....	1	.....	60	60
	Farm or garden work.....	1	50	.....	50
	Printing.....	.....	2	.....	2
	Carpentry.....	1	14	.....	14
	Forging.....	1	4	.....	4
	Vise work.....	1	4	.....	4
Omaha Boarding School, Omaha Agency, Nebr.	Steam fitting.....	1	14	.....	14
	Plumbing.....	1	14	.....	14
	House and sign painting.....	1	4	.....	4
	Mechanical engineering.....	1	14	.....	14
	Electrical engineering.....	1	14	.....	14
	Tailoring.....	1	26	.....	26
Omaha Boarding School, Omaha Agency, Nebr.	Harness making.....	1	18	.....	18
	Dairying.....	1	14	.....	14
	Baking.....	1	.....	8	8
	In industrial training.....	.....	38	40	78
	Sewing.....	1	.....	28	28
	Cooking.....	1	.....	38	38
Santee Normal Training School, Santee, Nebr.	Laundering.....	1	.....	38	38
	Farm or garden work.....	1	30	.....	30
	In industrial training.....	.....	46	44	90
	Free-hand drawing.....	2	42	36	78
	Clay modeling.....	2	42	36	78
	Paper cutting and folding.....	2	21	18	39
Santee Normal Training School, Santee, Nebr.	Sloyd or knife work.....	1	24	.....	24
	Wood turning.....	1	24	.....	24
	Sewing.....	3	.....	44	44
	Dressmaking.....	1	.....	26	26
	Cooking.....	1	.....	26	26
	Laundering.....	1	.....	26	26
Santee Normal Training School, Santee, Nebr.	Farm or garden work.....	1	46	.....	46
	Printing.....	1	21	.....	21

TABLE 8.—*Statistics of manual and industrial training—Branches taught—Continued.*

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.		Total.
			Male.	Fe- male.	
1	2	3	4	5	6
Santee Normal Training School, Santee, Nebr.—Continued.	Carpentry	1	24	.....	24
	Forging	1	5	.....	5
	Work in physical laboratory	2	8	4	12
	Work in chemical laboratory	2	8	4	12
Carson Indian School, Carson City, Nev.	In industrial training .....	.....	93	75	168
	Free-hand drawing	1	42	32	74
	Clay modeling	1	42	32	74
	Farm or garden work	1	20	.....	20
	Bricklaying	1	2	.....	2
	Printing .....	.....	4	.....	4
	Carpentry	1	14	.....	14
	Forging	1	12	.....	12
	Vise work	1	14	.....	14
	Steam fitting	1	3	.....	3
	Plumbing	1	3	.....	3
	House or sign painting	1	4	.....	4
Albuquerque Indian Training School, Albuquerque, N. Mex.	In industrial training .....	.....	180	120	300
	Sewing	2	.....	20	20
	Cooking	1	.....	20	20
	Laundering	1	.....	20	20
	Farm or garden work	1	20	.....	20
	Carpentry	1	22	.....	22
	Shoemaking	1	24	.....	24
	Tailoring	1	24	.....	24
	Baking	1	10	.....	10
	In industrial training .....	.....	.....	72	72
	Mechanical drawing .....	.....	.....	9	9
	Art needlework	1	.....	12	12
Boarding Industrial School for Mexican Girls, Santa Fe, N. Mex.	Sewing	1	.....	72	72
	Dressmaking	1	.....	40	40
	Cooking	1	.....	30	30
	Laundering	1	.....	60	60
	In industrial training .....	.....	215	120	335
	Sewing	2	.....	36	36
United States Indian Industrial School, Santa Fe, N. Mex.	Cooking	2	9	.....	9
	Laundering	2	11	17	28
	Farm or garden work	2	32	.....	32
	Carpentry	1	6	.....	6
	Blacksmithing	1	3	.....	3
	Steam fitting	1	3	.....	3
	Tailoring	1	18	.....	18
	Shoemaking	1	10	.....	10
	Baking	1	3	.....	3
	In industrial training .....	.....	83	65	148
	Clay modeling	1	13	12	25
	Paper cutting and folding	2	25	30	55
Eastern Cherokee Training School, Cherokee, N. C.	Art needlework	1	.....	10	10
	Sewing	1	.....	65	65
	Farm or garden work	1	83	.....	83
	Carpentry	1	6	.....	6
	In industrial training .....	.....	35	35	70
	Free-hand drawing	2	10	10	20
	Mechanical drawing	2	30	30	60
	Paper cutting and folding	1	10	10	20
	Sloyd or knife work	1	5	.....	5
	Wood turning	1	5	.....	5
	Art needlework	1	.....	5	5
	Sewing	1	15	30	45
Browning Boarding School, Elbo- woods, N. Dak.	Dressmaking	1	.....	15	15
	Cooking	1	2	15	17
	Laundering	1	20	20	40
	Farm or garden work	1	30	30	60
	Steam fitting	1	2	.....	2
	Plumbing	1	2	.....	2
	In industrial training .....	.....	9	11	20
	Sewing	1	.....	11	11
	Dressmaking	1	.....	5	5
	Cooking	1	.....	5	5
	Laundering	1	.....	5	5
	Farm or garden work	1	9	.....	9
Mission Home School, Fort Berthold, N. Dak.	In industrial training .....	.....	175	165	340
	Sewing	1	.....	75	75
	Dressmaking	1	.....	30	30
	.....do .....	.....	400	200	600
Indian Industrial School, Fort Tot- ten, N. Dak.	Sewing	1	.....	75	75
	Dressmaking	1	.....	30	30
Chilocco Agricultural School, Chi- locco, Okla.	.....do .....	.....	400	200	600
	Sewing	1	.....	75	75
	Dressmaking	1	.....	30	30

TABLE 8.—*Statistics of manual and industrial training—Branches taught—Continued.*

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Total
			Male.	Female.	
1	2	3	4	5	6
Chiloecco Agricultural School, Chiloecco, Okla.—Continued.	Cooking.....	1	75	75	75
	Laundrying.....	1	20	20	20
	Farm or garden work.....	3	250	250	250
	Bricklaying.....	1	10	10	10
	Printing.....	1	10	10	10
	Carpentry.....	1	30	30	30
	Forging.....	1	12	12	12
	Steam fitting.....	1	20	20	20
	House and sign painting.....	1	10	10	10
	Wagon making.....	1	8	8	8
	In industrial training.....	.....	69	50	110
	Clay modeling.....	2	40	30	70
Seger Indian School, Colony, Okla..	Paper cutting and folding.....	1	40	30	70
	Sewing.....	1	35	35	35
	Dressmaking.....	1	12	12	12
	Cooking.....	1	20	20	20
	Laundrying.....	1	20	20	20
	Bricklaying.....	1	15	15	15
	Carpentry.....	1	12	12	12
	Forging.....	1	2	2	2
	Plumbing.....	1	1	1	1
	Work in physical laboratory.....	1	60	50	110
	Work in chemical laboratory.....	1	30	20	50
	Baking.....	1	10	10	10
	Painting.....	1	2	2	2
	In industrial training.....	.....	10	12	22
	Free-hand drawing.....	1	10	12	22
Red Moon Boarding School, Hammon, Okla.	Paper cutting and folding.....	1	5	5	10
	Art needlework.....	1	6	6	6
	Sewing.....	1	18	18	18
	Dressmaking.....	1	3	3	3
	Cooking.....	1	10	10	10
	Laundrying.....	1	10	10	10
	Farm or garden work.....	1	12	12	12
	Stock raising.....	1	7	7	7
	In industrial training.....	.....	406	275	681
	Free-hand drawing.....	1	406	275	681
	Mechanical drawing.....	1	406	275	681
	Sloyd or knife work.....	1	110	110	110
Indian Industrial School, Carlisle, Pa.	Wood turning.....	1	110	110	110
	Carving.....	1	110	110	110
	Sewing.....	6	200	200	200
	Dressmaking.....	6	200	200	200
	Cooking.....	1	200	200	200
	Laundrying.....	6	10	10	10
	Farm or garden work.....	2	12	12	12
	Printing.....	2	25	5	30
	Carpentry.....	1	40	40	40
	Forging.....	1	30	30	30
	Sheet-metal work.....	1	12	12	12
	Steam fitting.....	1	6	6	6
	Plumbing.....	1	6	6	6
	Carriage painting.....	1	10	10	10
	House and sign painting.....	1	10	10	10
Indian Industrial School, Chamberlain, S. Dak.	Harness making.....	1	45	45	45
	Shoemaking.....	1	25	25	25
	Tailoring.....	1	35	35	35
	Baking.....	1	6	6	6
	Dairying.....	1	8	8	8
	In industrial training.....	.....	36	29	65
Riggs Institute, Flandreau, S. Dak..	do.....	.....	150	150	300
	Sewing.....	3	19	22	41
	Dressmaking.....	2	20	20	20
	Cooking.....	2	2	20	22
	Laundrying.....	2	12	12	12
	Farm or garden work.....	2	19	19	19
Oahe Industrial Boarding School, Oahe, S. Dak.	Steam fitting.....	1	10	10	10
	House and sign painting.....	1	12	12	12
	In industrial training.....	.....	9	17	26
	Free-hand drawing.....	1	9	17	26
	Clay modeling.....	1	9	17	26
	Paper cutting and folding.....	1	9	5	14
	Sewing.....	1	9	17	26
	Dressmaking.....	1	12	12	12

TABLE 8.—Statistics of manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of in- structors.	Number of pupils.		Total.
			Male.	Fe- male.	
1	2	3	4	5	6
Oahe Industrial Boarding School, Oahe, S. Dak.—Continued.	Cooking.....	1	.....	12	12
	Laundrying.....	1	4	12	16
	Farm or garden work.....	1	9	17	26
Indian Industrial School, Pierre, S. Dak.	In industrial training.....	.....	89	54	143
	Free-hand drawing.....	3	70	40	110
	Mechanical drawing.....	3	70	40	110
	Clay modeling.....	1	25	15	40
	Paper cutting and folding.....	1	50	30	80
	Sloyd or knife work.....	2	30	.....	30
	Wood turning.....	1	5	.....	5
	Art needlework.....	3	.....	20	20
	Sewing.....	3	.....	50	50
	Dressmaking.....	1	.....	25	25
	Cooking.....	1	.....	40	40
	Laundrying.....	1	.....	50	50
	Farm or garden work.....	1	85	.....	85
	Carpentry.....	1	20	.....	20
	Vise work.....	1	5	.....	5
	Plumbing.....	1	6	.....	6
	House and sign painting.....	1	10	.....	10
Oglala Boarding School, Pine Ridge, S. Dak.	Hand weaving.....	1	15	10	25
	In industrial training.....	.....	110	100	210
	Sewing.....	1	100	50	150
	Dressmaking.....	1	.....	100	100
	Cooking.....	1	.....	100	100
	Laundrying.....	1	.....	100	100
	Farm or garden work.....	2	110	.....	110
	Printing.....	1	4	.....	4
	Carpentry.....	1	4	.....	4
	Steam fitting.....	1	4	.....	4
Indian Industrial School, Tomah, Wis.	Electrical engineering.....	1	4	.....	4
	Dairying.....	1	14	.....	14
	Stock raising.....	2	110	.....	110
	In industrial training.....	.....	50	75	125
	Sewing.....	2	.....	75	75
	Dressmaking.....	1	.....	10	10
	Cooking.....	3	.....	75	75
Indian Industrial School, Witten- berg, Wis.	Farm or garden work.....	3	50	.....	50
	Carpentry.....	1	20	.....	20
	In industrial training.....	.....	59	52	111
	Free-hand drawing.....	1	30	25	55
	Paper cutting and folding.....	1	29	27	56
	Art needlework.....	1	.....	10	10
	Sewing.....	1	.....	35	35
	Dressmaking.....	1	.....	8	8
	Cooking and baking.....	2	.....	27	27
	Laundrying.....	1	.....	25	25
	Farm or garden work.....	2	59	.....	59
	Carpentry.....	1	12	.....	12

CHAPTER XLI.

COMMERCIAL AND BUSINESS SCHOOLS.

Reports received by this Bureau for the scholastic year ending June, 1903, show that 4,917 educational institutions of various grades had 240,697 students pursuing commercial or business studies. The 520 business schools and colleges reporting had 137,247 of these students, while 76,794 were found in 3,213 public high schools. The distribution of the students by sex among the five different classes of institutions is shown in the following summary:

Classes of institutions.	Number of schools.	Male.	Female.	Total.
Universities and colleges	177	7,085	2,122	9,207
Public and private normal schools.....	51	682	383	1,065
Private high schools and academies	956	10,094	6,290	16,384
Public high schools.....	3,213	35,762	41,032	76,794
Commercial and business schools.....	520	81,344	55,903	137,247
Total	4,917	134,967	105,730	240,697

The enrollment of students in business schools and in commercial courses of other institutions exhibits wide fluctuations from year to year. Such enrollment in public high schools reached the high-water mark in 1901, while the regular business schools recorded the greatest attendance in 1902.

The following table is a summary of the number of students in commercial studies reported each year from 1889-90 to 1901-2:

Students pursuing commercial studies.

Scholastic year.	In institutions not distinctly business schools.					In commercial and business schools.	Aggregate of students in commercial studies.
	Universities and colleges.	Normal schools.	Private high schools and academies.	Public high schools.	Total.		
1889-90.....					24,994	78,920	103,914
1890-91.....					36,564	81,898	118,462
1891-92.....					27,254	77,856	105,110
1892-93.....					30,892	99,654	130,546
1893-94.....	7,300	7,771	4,463	15,220	34,757	115,748	150,505
1894-95.....	4,577	5,293	8,819	25,589	44,228	96,135	140,363
1895-96.....	5,678	5,375	9,889	30,330	51,272	80,662	131,934
1896-97.....	5,056	6,297	11,574	33,075	56,002	77,746	133,748
1897-98.....	5,869	5,721	9,740	31,633	52,963	70,950	123,913
1898-99.....	6,463	6,126	10,609	38,134	61,332	70,186	131,518
1899-1900.....	7,953	6,657	15,649	68,890	99,149	91,549	190,698
1900-1901.....	8,610	7,099	16,281	84,412	116,402	110,031	226,433
1901-2.....	9,207	1,065	16,384	76,794	103,450	137,247	240,697

Table 1 shows the number of institutions of all grades in each State in which commercial and business studies were taught and the number of students in such studies. Table 2 gives this information concerning universities and colleges, public and private normal schools. Table 3 in the same manner relates to public and private high schools.

Tables 4, 5, and 6 summarize all the statistics collected from the 520 regular business and commercial schools in each State. The statistics of these schools will be found in detail in Table 11.

Tables 7 and 8 show the number of public high schools reporting regular business courses and the number of students in such courses in each State, and also the number of schools in which bookkeeping, commercial geography, and commercial law are taught, and the number of students in each of these branches. Tables 9 and 10 summarize like statistics of private high schools, academies, and seminaries.

TABLE 1.—*Number of institutions of all grades in which commercial and business studies were taught and number of students in such studies in 1901-2.*

State or Territory.	Schools.	Students.		
		Male.	Female.	Total.
United States	4,917	134,967	105,730	240,697
North Atlantic Division	1,559	41,350	37,239	78,589
South Atlantic Division	376	10,436	7,777	18,213
South Central Division	463	15,681	8,373	24,054
North Central Division	2,197	56,512	44,104	100,616
Western Division	322	10,988	8,237	19,225
North Atlantic Division:				
Maine	129	1,783	1,688	3,471
New Hampshire	56	671	515	1,186
Vermont	64	646	601	1,247
Massachusetts	240	6,739	7,932	14,672
Rhode Island	27	651	589	1,240
Connecticut	88	2,380	2,153	4,533
New York	448	13,380	10,502	23,882
New Jersey	117	3,542	3,036	6,578
Pennsylvania	390	11,558	10,222	21,780
South Atlantic Division:				
Delaware	13	640	497	1,137
Maryland	77	2,305	1,955	4,260
District of Columbia	13	1,093	1,329	2,422
Virginia	60	1,468	948	2,416
West Virginia	44	913	772	1,685
North Carolina	64	1,055	524	1,580
South Carolina	22	274	309	583
Georgia	56	2,192	1,201	3,393
Florida	27	495	242	737
South Central Division:				
Kentucky	78	2,297	1,350	3,647
Tennessee	118	2,746	1,918	4,664
Alabama	37	956	635	1,591
Mississippi	31	1,446	865	2,311
Louisiana	39	1,603	359	1,962
Texas	121	5,610	2,446	8,056
Arkansas	21	715	440	1,155
Oklahoma	14	283	347	630
Indian Territory	4	25	13	38
North Central Division:				
Ohio	301	7,084	6,092	13,176
Indiana	114	6,185	4,633	10,818
Illinois	313	10,268	7,745	18,016
Michigan	239	4,189	3,755	7,944
Wisconsin	148	4,263	2,997	7,260
Minnesota	97	4,455	2,393	6,848
Iowa	294	6,682	4,761	10,843
Missouri	136	5,662	3,923	9,585
North Dakota	10	542	276	818
South Dakota	59	823	695	1,523
Nebraska	232	4,352	4,053	8,405
Kansas	204	3,292	2,880	6,172
Western Division:				
Montana	15	587	532	1,119
Wyoming	10	103	113	216
Colorado	39	1,468	1,215	2,683
New Mexico	7	94	28	122
Arizona	5	66	58	124
Utah	17	1,153	441	1,594
Nevada	11	130	158	288
Idaho	8	150	136	286
Washington	57	1,778	1,106	2,884
Oregon	40	928	745	1,673
California	113	4,531	3,605	8,136

TABLE 2.—*Students in commercial and business courses in universities and colleges and public and private normal schools in 1901-2.*

State or Territory.	Universities and colleges.				Public and private normal schools.			
	Institutions.	Students.			Institutions.	Students.		
		Male.	Female.	Total.		Male.	Female.	Total.
United States	177	7,085	2,122	9,207	51	682	383	1,065
North Atlantic Division	21	1,011	146	1,157	8	24	14	38
South Atlantic Division	20	475	173	648	7	39	50	89
South Central Division	27	1,593	418	2,011	11	188	75	263
North Central Division	85	3,261	1,100	4,361	24	415	226	641
Western Division	24	745	285	1,030	1	16	18	34
North Atlantic Division:								
Maine								
New Hampshire								
Vermont	1	2	1	3				
Massachusetts	1	13		13				
Rhode Island	1	2	4	6				
Connecticut	1	2	2	4				
New York	7	381		381	3	9	2	11
New Jersey								
Pennsylvania	10	611	139	750	5	15	12	27
South Atlantic Division:								
Delaware								
Maryland	3	41	1	42				
District of Columbia	1	66	68	134				
Virginia	2	43	11	54	1	6	2	8
West Virginia	3	44	20	64	1	10	10	20
North Carolina	5	108	19	127	1		3	3
South Carolina							21	21
Georgia	2	52	12	64	2	19	10	29
Florida	4	121	42	163	1	4	4	8
South Central Division:								
Kentucky	2	330	76	406	2	106	40	146
Tennessee	10	446	137	583	4	39	19	58
Alabama	2	86		86	1	3	5	8
Mississippi					1	1		1
Louisiana	4	291	6	297				
Texas	5	387	171	558	1	26	6	32
Arkansas	3	29	20	49	1	12	3	15
Oklahoma	1	24	8	32	1	1	2	3
Indian Territory								
North Central Division:								
Ohio	14	484	311	795	5	132	72	204
Indiana	7	230	47	277	3	96	63	159
Illinois	12	521	136	657	4	38	25	63
Michigan	1	71	20	91	1	18	15	33
Wisconsin	3	87	58	145	1	2		2
Minnesota	4	234	24	258				
Iowa	10	328	91	419	8	54	14	68
Missouri	11	338	50	388	1	28	15	43
North Dakota	2	55	25	80				
South Dakota	5	179	78	257				
Nebraska	6	107	45	152	1	47	22	69
Kansas	10	627	215	842				
Western Division:								
Montana	1	39	24	63				
Wyoming	1	23	11	34				
Colorado	1	54	36	90	1	16	18	34
New Mexico	2	20	17	37				
Arizona	1	5	8	13				
Utah	2	164	54	218				
Nevada	1	23	31	54				
Idaho								
Washington	2	101	6	107				
Oregon	6	116	59	175				
California	7	200	39	239				

TABLE 3.—*Students in commercial and business courses in private high schools and academies and in public high schools in 1901-2.*

State or Territory.	Private high schools and academies.				Public high schools.			
	Schools.	Students.			Schools.	Students.		
		Male.	Female.	Total.		Male.	Female.	Total.
United States	956	10,094	6,290	16,384	3,213	35,762	41,032	76,794
North Atlantic Division	332	3,143	2,113	5,256	1,042	14,860	17,212	32,072
South Atlantic Division	138	1,321	869	2,190	145	1,382	1,922	3,304
South Central Division	164	2,039	937	2,976	214	1,603	1,726	3,329
North Central Division	221	2,557	1,716	4,273	1,646	16,296	13,371	34,667
Western Division	81	1,034	655	1,689	166	1,621	1,801	3,422
North Atlantic Division:								
Maine	27	193	164	357	94	603	690	1,293
New Hampshire	20	236	105	341	30	202	218	420
Vermont	15	135	126	261	45	336	320	656
Massachusetts	40	175	419	594	178	3,842	4,878	8,720
Rhode Island	7	173	69	242	18	333	349	682
Connecticut	25	183	172	355	44	443	580	1,023
New York	105	858	488	1,346	296	4,899	4,598	9,497
New Jersey	27	157	142	299	77	1,335	1,335	2,670
Pennsylvania	66	1,033	428	1,461	260	2,867	4,244	7,111
South Atlantic Division:								
Delaware					11	97	189	286
Maryland	27	292	125	417	40	401	608	1,009
District of Columbia	7	35	104	139	2	235	323	558
Virginia	34	220	99	319	16	220	272	492
West Virginia	12	214	195	409	23	134	198	332
North Carolina	47	428	155	583	7	61	82	143
South Carolina	9	54	68	122	7	44	18	62
Georgia	16	78	102	180	26	119	153	272
Florida	6		21	21	13	71	79	150
South Central Division:								
Kentucky	43	442	221	663	26	146	108	254
Tennessee	34	212	133	345	62	344	433	777
Alabama	15	129	105	234	14	127	134	261
Mississippi	14	303	59	362	11	120	303	423
Louisiana	15	286	88	374	16	304	106	410
Texas	37	522	258	780	64	390	498	888
Arkansas	1	91	41	132	12	90	50	140
Oklahoma	2	30	21	51	8	81	92	173
Indian Territory	3	24	11	35	1	1	2	3
North Central Division:								
Ohio	19	241	145	386	221	2,168	2,037	4,205
Indiana	18	153	122	275	67	911	1,005	1,916
Illinois	34	293	312	605	231	2,734	3,214	5,948
Michigan	13	184	120	304	205	2,138	2,216	4,354
Wisconsin	14	168	56	224	109	959	1,046	2,005
Minnesota	21	389	166	555	50	507	429	936
Iowa	27	438	269	707	231	2,217	2,506	4,723
Missouri	45	431	310	741	58	651	722	1,373
North Dakota					7	92	84	176
South Dakota	4	28	53	81	47	350	450	800
Nebraska	13	104	103	207	251	2,178	2,835	5,013
Kansas	13	128	60	188	169	1,391	1,827	3,218
Western Division:								
Montana	4	3	26	29	7	53	45	98
Wyoming					8	36	74	110
Colorado		18	53	73	25	225	258	483
New Mexico	2	50		50	3	24	11	35
Arizona	1		6	6	2	15	8	23
Utah	9	448	78	526	3	82	102	184
Nevada					10	107	127	234
Idaho			8	8	4	10	13	23
Washington	13	152	64	216	35	220	252	472
Oregon	10	94	134	228	20	133	174	307
California	35	269	284	553	49	716	737	1,453

TABLE 4.—*Instructors and students in commercial and business schools in the United States reporting in 1901-2.*

State or Territory.	Schools.	Instructors.			Students enrolled.			Students in day schools.		
		Male.	Fe-male.	Total.	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.
United States	520	1,996	1,092	3,088	81,344	55,903	137,247	62,966	46,141	109,107
North Atlantic Division ..	156	612	378	990	22,312	17,754	40,066	14,964	13,662	28,626
South Atlantic Division ..	46	172	111	283	7,219	4,763	11,982	5,572	3,880	9,452
South Central Division ..	47	215	80	295	10,258	5,217	15,475	8,991	4,782	13,773
North Central Division ..	221	819	399	1,218	33,983	22,691	56,674	27,414	19,502	46,916
Western Division	50	178	124	302	7,572	5,478	13,050	6,025	4,315	10,340
North Atlantic Division:										
Maine	8	25	18	43	987	834	1,821	913	798	1,706
New Hampshire	6	12	5	17	233	192	425	147	138	285
Vermont	3	5	5	10	173	154	327	129	106	235
Massachusetts	21	79	68	147	2,709	2,636	5,345	1,915	2,101	4,016
Rhode Island	1	7	2	9	143	167	310	143	167	310
Connecticut	18	42	42	84	1,752	1,399	3,151	1,224	1,066	2,290
New York	37	181	113	294	7,233	5,414	12,647	5,042	3,986	9,028
New Jersey	13	58	31	89	2,050	1,559	3,609	1,187	1,030	2,217
Pennsylvania	49	203	94	297	7,032	5,399	12,431	4,264	4,275	8,539
South Atlantic Division:										
Delaware	2	17	5	22	543	308	851	323	175	498
Maryland	7	33	15	48	1,571	1,221	2,792	884	740	1,624
District of Columbia ..	3	11	24	35	757	834	1,591	607	733	1,340
Virginia	7	33	17	50	979	564	1,543	821	531	1,352
West Virginia	5	20	8	28	511	349	860	433	318	751
North Carolina	4	8	6	14	459	265	724	326	194	520
South Carolina	5	12	9	21	176	202	378	132	194	326
Georgia	10	33	20	53	1,924	924	2,848	1,840	913	2,753
Florida	3	5	7	12	299	96	395	206	82	288
South Central Division:										
Kentucky	5	27	10	37	1,273	905	2,178	1,184	868	2,052
Tennessee	8	27	19	46	1,705	1,196	2,901	1,330	1,127	2,457
Alabama	5	15	9	24	611	391	1,002	542	364	906
Mississippi	5	38	5	43	1,022	503	1,525	1,016	508	1,519
Louisiana	4	12	8	20	722	159	881	492	133	625
Texas	14	76	17	93	4,285	1,513	5,798	3,910	1,374	5,284
Arkansas	4	13	8	21	498	326	819	403	251	654
Oklahoma	2	7	9	11	147	224	371	114	162	276
Indian Territory										
North Central Division:										
Ohio	42	117	64	181	4,059	3,527	7,586	3,029	3,092	6,121
Indiana	19	85	46	131	4,795	3,396	8,191	3,752	2,896	6,648
Illinois	32	142	70	212	6,682	4,061	10,743	5,034	3,279	8,313
Michigan	19	54	26	80	1,778	1,384	3,162	1,318	1,034	2,352
Wisconsin	21	77	32	109	3,047	1,837	4,884	2,345	1,607	3,952
Minnesota	22	74	27	101	2,925	1,774	4,699	2,362	1,536	3,898
Iowa	18	56	49	105	3,045	1,881	4,926	2,826	1,761	4,587
Missouri	21	126	35	161	4,214	2,826	7,040	3,575	2,435	6,010
North Dakota	1	4	1	5	105	65	170	90	60	150
South Dakota	3	7	7	14	271	114	385	252	106	358
Nebraska	11	33	19	52	1,916	1,048	2,964	1,816	998	2,809
Kansas	12	44	23	67	1,146	778	1,924	1,015	703	1,718
Western Division:										
Montana	3	15	9	24	492	437	929	300	290	590
Wyoming	1	1	1	2	44	28	72	23	27	50
Colorado	6	20	17	37	1,155	848	2,003	827	541	1,368
New Mexico										
Arizona	1	2	1	3	46	36	82	31	27	58
Utah	3	9	5	14	459	207	666	329	127	456
Nevada										
Idaho	3	7	3	10	140	115	255	125	106	231
Washington	7	29	12	41	1,305	884	2,189	1,052	741	1,793
Oregon	4	14	11	25	585	378	963	580	356	936
California	22	81	65	146	3,346	2,545	5,891	2,758	2,100	4,858

State or Territory	Students in even- ing schools not in any day school.			Graduates in com- mercial course.			Graduates in amanuensis course.			Aggregate daily attendance.		
	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.	Day.	Even- ing.	Total.
United States	17,980	9,612	27,597	12,103	5,181	17,284	6,696	12,353	19,049	43,061	12,101	55,162
North Atlantic Division.....	7,229	4,212	11,441	2,762	1,348	4,110	1,696	4,057	5,758	10,783	4,772	15,555
South Atlantic Division.....	1,680	850	2,530	992	262	1,254	887	1,260	2,147	3,174	772	3,946
South Central Division.....	1,262	440	1,702	2,710	956	3,666	1,174	1,288	2,462	6,028	1,239	7,267
North Central Division.....	6,271	2,947	9,218	4,569	1,876	6,445	2,488	4,850	7,338	18,442	4,247	22,689
Western Division	1,543	1,163	2,706	1,070	739	1,809	451	898	1,349	4,634	1,071	5,705
North Atlantic Division:												
Maine	78	37	115	118	84	202	21	106	127	296	50	346
New Hampshire	86	55	141	43	17	60	3	36	39	166	65	231
Vermont	48	44	92	21	7	28	4	25	29	130	45	175
Massachusetts	824	505	1,329	249	161	410	169	370	479	1,327	521	1,848
Rhode Island				25	32	57	7	62	69	180		180
Connecticut	509	352	861	130	89	219	140	307	447	801	1,288	1,089
New York	2,058	1,561	3,619	967	377	1,344	568	1,554	2,122	3,730	1,405	5,135
New Jersey	872	520	1,392	269	42	811	146	447	598	1,056	737	1,793
Pennsylvania	2,754	1,138	3,892	940	539	1,479	698	1,150	1,848	3,097	1,661	4,758
South Atlantic Division:												
Delaware	253	120	353	65	7	72	28	73	101	99	100	190
Maryland	720	448	1,168	271	80	351	248	558	606	668	402	1,070
District of Columbia	150	101	251	37	14	51	254	306	560	573		573
Virginia	162	29	191	151	16	167	85	145	230	368	65	433
West Virginia	78	31	109	160	40	200	79	138	217	366	73	439
North Carolina	128	76	204	104	65	169	55	79	134	124	43	167
South Carolina	44	8	52	63	17	80	49	102	142	80	21	51
Georgia	78	17	95	108	21	129	61	49	110	917	50	967
Florida	87	20	107	33	2	35	37	10	47	38	18	56
South Central Division:												
Kentucky	89	37	126	503	141	644	121	259	380	1,212	25	1,237
Tennessee	350	94	444	647	517	1,164	557	516	1,047	1,196	520	1,716
Alabama	69	27	96	41	9	50	20	27	47	369	32	401
Mississippi	6		6	34		34				590	9	599
Louisiana	230	26	256	72	5	77	27	39	66	421	143	564
Texas	375	139	514	1,326	253	1,579	419	342	761	1,792	314	2,106
Arkansas	90	75	165	53	11	64	28	19	47	268	125	393
Oklahoma	53	42	95	34	20	54	22	42	114	180	71	251
Indian Territory												
North Central Division:												
Ohio	957	508	1,455	731	411	1,142	451	861	1,312	2,758	816	3,569
Indiana	1,044	499	1,543	675	364	1,039	387	472	859	3,565	576	4,141
Illinois	1,623	667	2,290	889	317	1,206	261	898	1,159	3,758	870	4,628
Michigan	202	208	410	188	112	300	107	143	250	1,235	339	1,574
Wisconsin	700	282	982	279	59	338	173	241	414	1,063	340	1,403
Minnesota	564	237	801	440	160	600	290	595	885	1,242	290	1,532
Iowa	242	97	339	307	112	419	189	292	481	1,478	254	1,732
Missouri	674	356	1,030	655	196	851	409	874	1,283	1,577	564	2,141
North Dakota	15	5	20	4	3	7	3	5	8	75	8	83
South Dakota	19	8	27	33	15	48	15	20	35	30		30
Nebraska	100	55	155	217	74	291	114	280	394	949	70	1,019
Kansas	131	75	206	151	53	204	89	169	258	717	120	837
Western Division:												
Montana	205	147	352	26	25	51	19	30	49	487	157	644
Wyoming	21	1	22									
Colorado	328	307	635	44	24	68	32	66	92	210	95	305
New Mexico												
Arizona	15	9	24		1	1		1	1	39	11	50
Utah	130	80	210	53	15	68	27	45	72	240	110	350
Nevada												
Idaho	15	9	24	3	2	5	1	4	5	76	10	86
Washington	253	143	396	91	69	160	70	79	149	732	258	990
Oregon	5	22	27	233	80	313	55	131	186	461	8	472
California	571	445	1,016	620	523	1,143	247	548	795	2,386	422	2,808

TABLE 6.—*Students in certain courses of study in commercial and business schools reporting in 1901-2.*

State or Territory.	Commercial course.			Amanuensis course.			English course.			Telegraphy.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	51,502	21,451	72,953	24,200	34,534	58,734	17,468	12,618	30,086	3,237	990	4,227
North Atlantic Division ..	13,894	6,695	20,589	6,350	11,624	17,974	5,061	3,252	8,413	326	72	398
South Atlantic Division ..	4,246	1,657	5,903	2,814	3,342	6,156	1,381	1,023	2,404	275	40	315
South Central Division ..	7,187	2,219	9,406	2,526	2,928	5,454	3,121	2,010	5,131	299	43	342
North Central Division ..	21,153	8,140	29,293	10,493	13,603	24,096	6,922	5,521	12,443	2,232	798	3,030
Western Division	5,022	2,740	7,762	2,017	3,037	5,054	983	712	1,695	105	37	142
North Atlantic Division:												
Maine	829	404	1,233	123	402	525	2	3	5			
New Hampshire	206	101	307	39	111	150	103	72	175			
Vermont	125	55	180	42	75	117	12	13	25	4	1	5
Massachusetts	2,042	1,802	3,844	461	1,424	1,885	776	589	1,365	4	4	8
Rhode Island	129	71	200	18	104	122	143	167	310			
Connecticut	1,115	532	1,647	479	1,092	1,571	77	89	166	51	16	67
New York	3,843	1,463	5,306	1,801	3,784	5,585	900	401	1,301	233	45	278
New Jersey	1,268	487	1,755	521	1,229	1,750	273	145	418	25	6	31
Pennsylvania	4,337	2,280	6,617	2,866	3,403	6,269	2,775	1,873	4,648	9		9
South Atlantic Division:												
Delaware	208	65	273	80	145	225	5	3	8			
Maryland	1,048	246	1,294	645	867	1,512	55	29	84	5		5
District of Columbia ..	535	605	1,140	561	738	1,299	375	493	868			
Virginia	555	140	695	325	403	728	322	97	419	23		23
West Virginia	337	72	409	209	306	515	94	55	149	18		18
North Carolina	312	97	409	184	172	356	111	82	193	23	8	31
South Carolina	152	98	250	120	173	293	19	5	24			
Georgia	890	306	1,196	539	456	995	396	259	655	203	31	234
Florida	209	32	241	151	82	233	4		4	3	1	4
South Central Division:												
Kentucky	786	204	990	166	346	512	146	749	895	109	15	124
Tennessee	1,332	885	2,217	773	774	1,547	846	773	1,619	82	11	93
Alabama	316	65	381	136	166	302	323	182	505	6	2	8
Mississippi	694	134	828	258	469	727	608		608	15		15
Louisiana	386	26	412	116	129	245	253	8	261			
Texas	3,123	578	3,701	986	837	1,823	829	200	1,029	75	14	89
Arkansas	453	278	731	41	32	73	96	73	169	12		12
Oklahoma	97	49	146	50	175	225	20	25	45			
Indian Territory												
North Central Division:												
Ohio	2,753	816	3,569	2,463	1,244	3,707	1,484	2,155	3,639	855	686	1,545
Indiana	3,255	2,128	5,383	2,359	2,487	4,846	2,098	1,820	3,918	313	4	317
Illinois	4,064	1,437	5,501	1,224	2,513	3,737	936	349	1,285	47	6	53
Michigan	1,308	610	1,918	423	717	1,140	185	51	236	37	18	55
Wisconsin	1,660	578	2,238	679	1,043	1,722	248	88	336	405	4	409
Minnesota	1,995	676	2,671	566	1,164	1,730	172	47	219	48	7	55
Iowa	1,649	520	2,169	544	999	1,543	360	273	633	123	8	131
Missouri	2,286	761	3,047	1,421	2,231	3,652	1,111	472	1,583	202	66	268
North Dakota	60	20	80	10	30	40	20	10	30			
South Dakota	172	33	205	48	58	106	57	33	90			
Nebraska	1,315	276	1,591	451	640	1,091	123	164	287	59	3	62
Kansas	636	285	921	305	477	782	128	59	187	133	2	135
Western Division:												
Montana	244	229	473	89	152	241	204	167	371	17	8	25
Wyoming	12	6	18	32	21	53						
Colorado	664	370	1,034	410	538	948	106	57	163			
New Mexico												
Arizona	21	7	28	10	20	30	15	9	24			
Utah	246	56	320	132	114	246	56	47	103			
Nevada												
Idaho	107	57	164	27	73	100	47	30	77			
Washington	816	455	1,271	340	483	823	248	122	370	23	8	31
Oregon	486	172	658	147	287	434	174	118	292	13	2	15
California	2,408	1,388	3,796	830	1,349	2,179	133	162	295	52	19	71

TABLE 7.—*Public high schools reporting regular business courses and those having students in bookkeeping in 1901-2.*

State or Territory.	Business course.				Bookkeeping.			
	Schools.	Students.			Schools.	Students.		
		Male.	Female.	Total.		Male.	Female.	Total.
United States	630	13,896	16,415	30,311	3,233	35,762	41,032	76,794
North Atlantic Division:	233	6,667	9,526	16,193	1,042	14,860	17,212	32,072
South Atlantic Division:	58	798	888	1,686	145	1,382	1,922	3,304
South Central Division:	82	722	511	1,233	214	1,603	1,726	3,329
North Central Division:	199	4,723	4,500	9,223	1,676	16,296	18,371	34,667
Western Division:	58	986	990	1,976	156	1,621	1,801	3,422
North Atlantic Division:								
Maine	12	144	141	285	94	603	690	1,293
New Hampshire	2	16	17	33	30	202	218	420
Vermont	6	90	69	159	45	336	320	656
Massachusetts	59	1,730	2,919	4,649	178	3,842	4,878	8,720
Rhode Island	9	179	351	530	18	333	349	682
Connecticut	13	307	428	735	44	443	580	1,023
New York	51	2,312	2,031	4,343	296	4,899	4,598	9,497
New Jersey	29	786	702	1,488	77	1,335	1,335	2,670
Pennsylvania	52	1,103	2,868	3,971	260	2,867	4,244	7,111
South Atlantic Division:								
Delaware					11	97	189	286
Maryland	5	142	152	294	40	401	608	1,009
District of Columbia	2	328	453	781	2	235	323	558
Virginia	10	108	100	208	16	220	272	492
West Virginia	1	6	7	13	23	134	198	332
North Carolina	4	33	51	84	7	61	82	143
South Carolina	9	42	6	48	7	44	18	62
Georgia	18	100	73	173	26	119	153	272
Florida	9	39	46	85	13	71	79	150
South Central Division:								
Kentucky	10	77	51	128	26	146	108	254
Tennessee	12	43	44	87	62	344	433	777
Alabama	13	110	47	157	14	127	134	261
Mississippi	8	30	24	54	11	120	303	423
Louisiana	7	217	179	396	16	304	106	410
Texas	21	137	101	238	64	390	498	888
Arkansas	9	83	57	140	12	90	50	140
Oklahoma	2	25	8	33	8	81	92	173
Indian Territory					1	1	2	3
North Central Division:								
Ohio	36	1,636	670	1,706	221	2,168	2,037	4,205
Indiana	12	383	257	640	67	911	1,005	1,916
Illinois	25	533	612	1,145	231	2,734	3,214	5,948
Michigan	37	692	720	1,412	205	2,138	2,216	4,354
Wisconsin	18	419	496	915	109	959	1,046	2,005
Minnesota	6	115	57	172	50	507	429	936
Iowa	20	402	389	791	231	2,217	2,506	4,723
Missouri	20	671	841	1,512	58	651	722	1,373
North Dakota	1	13	1	14	7	92	84	176
South Dakota	2	15	12	27	47	350	450	800
Nebraska	9	246	222	468	251	2,178	2,835	5,013
Kansas	13	198	223	421	169	1,391	1,827	3,218
Western Division:								
Montana	4	82	66	148	7	53	45	98
Wyoming	3	3	1	4	8	36	74	110
Colorado	3	19	40	59	25	225	258	483
New Mexico	2	2	4	6	3	24	11	35
Arizona	2	15	8	23	2	15	8	23
Utah	2	125	125	250	3	82	102	184
Nevada	2	22	16	38	10	107	127	234
Idaho	1	.....	1	1	4	10	13	23
Washington	11	104	101	205	35	220	252	472
Oregon	4	15	23	38	20	133	174	307
California	24	599	605	1,204	49	716	737	1,453

TABLE 8.—Public high schools reporting students in commercial geography and commercial law in 1901-2.

State or Territory.	Commercial geography.				Commercial law.			
	Schools.	Students.			Schools.	Students.		
		Male.	Female.	Total.		Male.	Female.	Total.
United States	666	7,575	9,761	17,336	554	5,611	6,088	11,699
North Atlantic Division	242	3,113	4,603	7,716	226	2,357	3,149	5,506
South Atlantic Division	23	851	503	854	18	219	299	518
South Central Division	51	669	689	1,358	37	327	188	515
North Central Division	316	3,044	3,535	6,579	235	2,347	2,152	4,499
Western Division	34	398	431	829	38	361	300	661
North Atlantic Division:								
Maine	13	109	136	245	25	166	147	313
New Hampshire	1	1	7	8	3	17	28	45
Vermont	4	49	50	99	6	50	42	92
Massachusetts	52	829	822	1,651	64	749	726	1,475
Rhode Island	9	67	139	206	9	66	116	182
Connecticut	6	91	145	236	9	88	138	224
New York	64	647	953	1,600	35	205	180	485
New Jersey	17	423	326	754	26	333	397	730
Pennsylvania	76	892	2,025	2,949	49	585	1,375	1,960
South Atlantic Division:								
Delaware	1	1	1	2	1	5	8	13
Maryland	8	106	104	210	4	26	54	80
District of Columbia	2	116	149	265	2	116	149	265
Virginia	1	1	1	2	3	13	31	44
West Virginia	1	1	1	2	1	6	6	12
North Carolina	3	35	62	97	1	8	10	18
South Carolina	2	16	34	50	1	1	1	2
Georgia	3	11	59	70	3	18	5	23
Florida	5	67	95	162	3	27	36	63
South Central Division:								
Kentucky	7	75	94	169	7	51	54	105
Tennessee	7	51	58	109	5	21	14	35
Alabama	1	14	20	34	5	35	48	83
Mississippi	3	22	26	48	5	12	6	18
Louisiana	6	147	106	253	3	144	31	175
Texas	21	291	304	595	10	41	24	65
Arkansas	5	59	70	129	2	23	11	34
Oklahoma	1	10	11	21	1	1	1	2
Indian Territory	1	1	1	2	1	1	1	2
North Central Division:								
Ohio	83	810	811	1,621	31	353	303	656
Indiana	15	181	201	382	19	298	312	610
Illinois	37	825	895	1,720	40	395	407	802
Michigan	38	344	393	737	37	258	229	487
Wisconsin	13	139	154	293	5	26	18	44
Minnesota	11	152	110	262	6	111	52	163
Iowa	36	434	540	974	46	426	379	805
Missouri	14	124	158	282	14	187	134	321
North Dakota	4	15	27	42	5	16	24	40
South Dakota	13	64	122	187	1	9	7	16
Nebraska	29	220	303	523	7	81	71	152
Kansas	23	236	320	556	24	187	216	403
Western Division:								
Montana	2	26	17	43	2	11	4	15
Wyoming	2	8	8	16	1	2	1	3
Colorado	3	45	58	103	1	2	1	3
New Mexico	1	7	7	14	1	18	18	36
Arizona	1	1	1	2	1	1	1	2
Utah	2	62	83	145	1	30	20	50
Nevada	1	10	4	14	1	1	1	2
Idaho	1	1	1	2	1	1	1	2
Washington	5	13	31	44	3	37	31	68
Oregon	1	5	6	11	4	13	14	27
California	17	222	224	446	24	248	229	477

TABLE 9.—*Academics, seminaries, and private high schools reporting regular business courses and those having students in bookkeeping in 1901-2.*

State or Territory.	Business course.				Bookkeeping.			
	Schools.	Students.			Schools.	Students.		
		Male.	Female.	Total.		Male.	Female.	Total.
United States	479	7,364	3,389	10,753	956	10,094	6,290	16,384
North Atlantic Division.....	133	2,263	1,039	3,302	332	3,143	2,113	5,256
South Atlantic Division.....	80	837	324	1,161	158	1,321	869	2,190
South Central Division.....	98	1,402	471	1,873	164	2,039	937	2,976
North Central Division.....	129	1,830	1,112	2,942	221	2,557	1,716	4,273
Western Division	39	1,032	443	1,475	81	1,034	655	1,689
North Atlantic Division:								
Maine.....	7	71	32	103	27	193	164	357
New Hampshire.....	4	193	17	210	20	236	105	341
Vermont.....	8	60	64	124	15	135	126	261
Massachusetts.....	10	70	56	126	40	175	419	594
Rhode Island.....	4	287	39	326	7	173	69	242
Connecticut.....	12	136	66	202	25	183	172	355
New York.....	48	587	200	787	105	858	488	1,346
New Jersey.....	16	114	114	228	27	137	142	299
Pennsylvania.....	24	745	451	1,196	66	1,033	428	1,461
South Atlantic Division:								
Delaware.....	11	63	29	92	27	292	125	417
Maryland.....	6	5	29	34	7	55	104	139
District of Columbia.....	20	250	61	311	34	220	99	319
Virginia.....	1	30	36	66	12	214	195	409
West Virginia.....	32	366	104	470	47	428	155	583
North Carolina.....	4	72	40	112	9	54	68	122
South Carolina.....	6	51	25	76	16	78	102	180
Georgia.....					6		21	21
Florida.....								
South Central Division:								
Kentucky.....	28	334	120	454	43	442	221	663
Tennessee.....	15	126	54	180	34	212	133	345
Alabama.....	10	88	34	122	15	129	105	234
Mississippi.....	8	203	47	250	14	303	59	362
Louisiana.....	8	204	37	241	15	286	88	374
Texas.....	26	302	158	520	37	522	258	780
Arkansas.....	1	65	10	75	1	91	41	132
Oklahoma.....					2	30	21	51
Indian Territory.....	2	20	11	31	3	24	11	35
North Central Division:								
Ohio.....	7	123	95	218	19	241	145	386
Indiana.....	11	156	66	222	18	133	122	255
Illinois.....	19	227	181	408	34	293	312	605
Michigan.....	6	57	66	123	13	184	120	304
Wisconsin.....	9	75	45	120	14	168	56	224
Minnesota.....	13	238	81	319	21	389	166	555
Iowa.....	18	429	343	772	27	438	269	707
Missouri.....	26	269	157	426	45	431	310	741
North Dakota.....								
South Dakota.....	1	3	17	20	4	28	53	81
Nebraska.....	10	82	30	112	13	104	103	207
Kansas.....	9	171	31	202	13	128	60	188
Western Division:								
Montana.....	3	9	16	25	4	3	26	29
Wyoming.....								
Colorado.....	1	13	14	27	6	18	55	73
New Mexico.....	1	50		50	2	50		50
Arizona.....	1	2	3	5				6
Utah.....	8	704	256	960	9	448	78	526
Nevada.....								
Idaho.....	1		9	9	1			8
Washington.....	6	81	22	103	13	152	64	216
Oregon.....	6	52	28	80	10	94	134	228
California.....	12	121	95	216	35	269	284	553

TABLE 10.—Academics, seminaries, and private high schools reporting regular business courses and those having students in commercial geography and commercial law in 1901-2.

State or Territory.	Commercial geography.				Commercial law.			
	Schools.	Students.			Schools.	Students.		
		Male.	Female.	Total.		Male.	Female.	Total.
United States	299	3,771	3,606	7,377	346	4,105	1,560	5,665
North Atlantic Division	126	1,473	1,116	2,589	112	1,402	599	2,001
South Atlantic Division	44	685	734	1,419	44	467	78	545
South Central Division	44	783	649	1,432	61	741	261	1,002
North Central Division	59	507	802	1,309	96	1,131	475	1,606
Western Division	26	323	305	628	33	364	147	511
North Atlantic Division:								
Maine	4	16	14	30	10	60	69	129
New Hampshire	4	47	26	73	4	93	18	111
Vermont	5	41	24	65	7	59	26	85
Massachusetts	12	71	67	138	8	46	25	71
Rhode Island	4	80	98	178	4	112	36	148
Connecticut	9	100	76	176	8	49	49	98
New York	46	467	327	794	39	369	108	537
New Jersey	12	77	69	146	14	60	51	111
Pennsylvania	30	574	415	989	18	554	157	711
South Atlantic Division:								
Delaware	15	153	71	224	10	74	20	94
Maryland	2	26	2	28	1		1	1
District of Columbia	10	166	109	275	8	64		64
Virginia	1	25	10	35	1	25		25
West Virginia	4	83	30	113	20	278	51	329
North Carolina	3	42	33	75	1	22	2	24
South Carolina	6	125	210	335	2	4		4
Georgia	3	65	269	334	1		4	4
Florida								
South Central Division:								
Kentucky	11	240	98	338	14	117	29	146
Tennessee	3	20	15	35	9	73	28	101
Alabama	2	15	25	40	6	62	47	109
Mississippi	5	203	34	237	6	130	42	172
Louisiana	5	12	157	169	5	69	18	87
Texas	12	165	239	404	13	243	77	320
Arkansas	4	112	63	175	4	29	15	44
Oklahoma	2	16	18	34	2	14	2	16
Indian Territory					2	4	3	7
North Central Division:								
Ohio	3	2	43	45	3	38	3	41
Indiana	8	41	214	255	8	91	27	118
Illinois	11	56	167	223	17	162	139	301
Michigan	4	25	53	78	8	85	74	159
Wisconsin	4	85	12	97	7	87	20	107
Minnesota	5	75	72	147	11	175	45	220
Iowa	7	84	58	142	15	242	53	295
Missouri	14	136	158	294	16	134	49	183
North Dakota								
South Dakota					1	3	6	9
Nebraska	2	3	17	20	5	74	24	98
Kansas	1		8	8	5	40	35	75
Western Division:								
Montana	1		40	40	1		2	2
Wyoming								
Colorado	3	15	43	58	1	13	14	27
New Mexico	2	29		29	1	14		14
Arizona								
Utah	3	27	7	34	6	125	6	131
Nevada								
Idaho								
Washington	1	30		30	7	75	15	90
Oregon	3	64	59	123	5	39	15	54
California	13	158	156	314	12	98	95	193

TABLE 11.—Statistics of commercial and business

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
ALABAMA.								
1	Birmingham	Birmingham Business Col- lege.*	Willard J. Wheeler...	3	1	107	67	174
2	.....do	The Massey Business College	Wm. N. Smith	3	1	202	115	317
3	Mobile	Southern Business University	C. M. Williams	1	1	57	63	120
4	Montgomery	Massey Business College*..	R. W. Massey	3	1	115	36	151
5	Thorsby	Thorsby School and Busi- ness College.	R. A. Rasco	5	5	130	110	240
ARIZONA.								
6	Phoenix	Lamson Business College....	E. M. Lamson	2	1	46	36	82
ARKANSAS.								
7	Fort Smith	Fort Smith Commercial Col- lege.*	Geo. M. Neale	3	1	96	73	169
8	Little Rock	Draughon's Practical Busi- ness College.	J. F. Draughon	2	1	150	125	275
9	.....do	The Institute Levi Keys*..	Levi Keys	6	6	200	100	300
10	Pine Bluff	James's Practical Business College.	J. W. James	2	0	47	28	75
CALIFORNIA.								
11	Eureka	Eureka Business College	C. J. Craddock	2	2	28	19	47
12	Fresno	Fresno Business College....	J. N. Sprouse	2	2	67	65	132
13	Grass Valley	Grass Valley Business Col- lege.	E. H. Armstrong	2	1	70	30	100
14	Los Angeles	Woodbury Business College.	N. G. Felker	3	5	210	106	316
15	Napa	Napa Business College	H. L. Gunn	1	2	59	45	104
16	Oakland	Oakland Shorthand Institute	Mrs. Jeannette	2	10	45	55	100
17	.....do	Polytechnic Business Col- lege.*	W. E. Gibson	8	7	220	284	504
18	Riverside	Riverside Business College..	L. W. Zinn	3	1	79	43	122
19	San Diego	San Diego Commercial Col- lege.	F. W. Kelsey	2	.....	82	45	127
20	San Francisco	Ayer's Business College....	J. L. Williams	2	3	203	248	451
21	.....do	California Business College.	R. L. Durham	6	6	171	353	524
22	.....do	Gothie's Stenographic Insti- tute.	Wina A. Gothie .....	.....	1	3	7	10
23	.....do	Heald's Business College....	E. P. Heald	18	11	619	331	950
24	.....do	Munson School of Shorthand	E. M. Carpenter .....	.....	2	7	24	31
25	.....do	San Francisco Business Col- lege.	C. E. Howard	4	4	473	321	794
26	San Jose	PacificCoast Business College	H. E. Cox	5	3	250	100	350
27	.....do	San Jose Business College....	C. E. Howard	4	2	102	76	178
28	Santa Ana	Orange County Business Col- lege.	H. O. Sisson	1	2	60	40	100
29	Santa Barbara	Santa Barbara Business Col- lege.	E. B. Hoover	2	0	25	14	42
30	Santa Cruz	Chesnutwood's Business College.	J. H. Janson	3	5	80	42	122
31	Santa Rosa	Santa Rosa Business College.	J. S. Sweet	3	2	75	50	125
32	Stockton	Stockton Business College...	W. C. Ramsey	10	2	450	257	707
COLORADO.								
33	Colorado Springs.	Henager's Business College..	J. C. Henager	4	4	276	251	527
34	Denver	Central Business College....	L. A. Arnold	6	4	320	260	580
35	.....do	Modern School of Business..	A. M. Kearns	5	1	243	181	424
36	.....do	Wallace Business College....	R. J. Wallace	2	3	194	57	251
37	Pueblo	Pueblo Business College....	C. H. Donaldson	1	2	70	39	109
38	Trinidad	The Trinidad Business Col- lege and Shorthand Insti- tute.	W. E. Anderson	2	3	52	60	112
CONNECTICUT.								
39	Bridgeport	Union Business College*..	Fred Enos	3	3	140	160	300
40	Danbury	Stillman Business College....	William J. Stillman ..	1	.....	71	29	100

* Statistics of 1900-1901.

schools in United States in 1901-2.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.																	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
167	67	.....	.....	54	.....	72	13	52	59	75	36	.....	.....	.....	.....	3	.....	1	.....
185	112	17	3	0	0	157	47	45	68	0	0	0	0	0	0	9	5	3	7
35	60	22	3	35	20	15	0	25	30	3	0	0	0	3-6	4-8	15	2	16	20
85	15	30	21	80	12	60	2	14	9	115	36	0	0	4	6	10	0	0	4
130	110	0	0	200	.....	12	3	0	0	130	110	6	3	10	10	4	2	0	5
31	27	15	9	39	11	21	7	10	20	15	9	.....	.....	10	20	0	1	0	6
96	73	.....	.....	68	.....	71	25	41	32	96	73	12	.....	6	.....	53	11	28	7
125	100	25	25	100	50	150	125	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8
150	50	50	50	100	75	200	100	.....	.....	.....	.....	.....	.....	6	12	.....	.....	.....	9
32	28	15	0	.....	.....	32	28	.....	.....	.....	.....	.....	.....	4-6	6-10	.....	.....	.....	10
24	15	5	3	.....	.....	25	15	2	3	.....	.....	.....	.....	8	16	19	14	1	11
42	43	25	25	60	20	67	65	.....	.....	.....	.....	.....	.....	6	10	4	3	.....	12
46	25	20	9	65	25	50	20	16	20	.....	.....	.....	.....	12	18	5	3	.....	.....
160	101	25	10	110	20	101	60	30	70	.....	.....	18	7	6	12	.....	.....	.....	14
48	28	11	17	29	17	38	23	21	22	.....	.....	.....	.....	6	10	4	5	.....	15
5	40	5	5	25	6	.....	.....	10	45	.....	.....	.....	.....	6	9	.....	.....	10	16
180	236	40	48	212	26	220	284	100	150	.....	.....	.....	.....	6	12	54	42	16	17
65	34	14	9	45	15	74	30	25	24	.....	.....	.....	.....	8	15	24	12	12	18
61	34	24	11	45	12	48	25	24	18	10	2	.....	.....	7	14	9	7	2	19
203	248	.....	.....	146	.....	203	248	203	248	.....	.....	.....	.....	8	.....	108	194	108	194
130	260	46	88	244	72	71	69	36	111	58	45	.....	.....	6	10	29	17	7	21
3	7	.....	.....	6	.....	.....	.....	3	7	.....	.....	.....	.....	4	6	.....	.....	.....	22
441	239	178	92	360	38	328	108	156	211	.....	.....	24	12	6	10	155	70	43	80
5	21	2	3	14	5	.....	.....	7	24	.....	.....	.....	.....	.....	.....	.....	.....	.....	23
357	239	116	82	235	98	368	93	105	228	.....	.....	.....	.....	6	12	.....	.....	.....	24
250	100	.....	.....	200	.....	200	75	15	60	.....	.....	.....	.....	7	.....	.....	.....	.....	25
80	60	22	16	60	20	52	19	28	41	15	60	.....	.....	6	15	43	16	22	26
50	39	10	1	55	8	55	20	5	20	.....	.....	.....	.....	7	10	14	6	5	27
28	14	.....	.....	.....	.....	28	14	.....	.....	.....	.....	.....	.....	10-15	.....	.....	.....	.....	28
80	42	.....	.....	75	.....	60	30	20	12	.....	5	.....	.....	6	.....	18	6	2	29
75	50	.....	.....	100	.....	70	40	5	10	.....	.....	.....	.....	6	.....	34	28	.....	30
425	225	28	29	300	40	350	150	25	25	50	50	10	.....	12	.....	100	100	20	31
206	191	70	60	135	72	166	101	110	146	.....	.....	.....	.....	6	12	26	17	15	33
220	110	100	150	.....	.....	182	108	188	152	.....	.....	.....	.....	.....	.....	.....	.....	.....	34
182	119	61	62	.....	.....	100	75	150	200	.....	.....	.....	.....	6	10	10	3	15	35
138	38	56	19	.....	.....	126	36	.....	.....	68	21	.....	.....	.....	.....	.....	.....	.....	36
41	33	29	6	23	8	60	10	2	25	8	4	.....	.....	9	14	.....	.....	.....	37
40	50	12	10	52	15	30	40	10	15	30	32	.....	.....	9	12	8	4	2	38
140	160	.....	.....	70	.....	100	60	40	100	.....	.....	.....	.....	.....	.....	20	.....	.....	39
52	23	20	5	50	20	71	29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40

TABLE 11.—Statistics of commercial and business

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	CONNECTICUT—continued.							
41	Derby	The Pope Business College.	F. J. Pope	1	1	16	33	49
42	Hartford	Huntsinger's Business College.	E. M. Huntsinger	4	4	355	213	568
43	.....do	Morse Business College.	Edward H. Morse	8	2	378	234	612
44	.....do	Olmstead's Commercial College.	E. M. Olmstead	1	2	25	50	75
45	Meriden	Pequod Business College.	Albert A. May	2	3	95	55	150
46	Middletown	Connecticut Business College.	E. J. Wilcox	3	2	45	50	95
47	New Haven	Gaffey's Shorthand School.	John F. Gaffey	1	3	50	117	167
48	.....do	The Childs Business College.*	Sidney P. Butler	3	2	56	56	112
49	.....do	Yale Business College.	Nathan B. Stone	3	3	76	26	102
50	Norwich	Norwich Business College.*	W. E. Canfield	2	2	107	63	170
51	Putnam	Putnam Business College.	E. F. Keller	1	...	20	13	33
52	South Norwalk	Brown Business College.	G. E. Sartain	4	5	103	76	179
53	Stamford	Merrill College	Mrs. M. A. Merrill	2	4	49	60	109
54	Waterbury	Monroe's Business College and School of Shorthand, Typewriting, and Telegraphy.	W. J. Monroe	1	3	103	80	183
55	.....do	Waterbury Business College.	H. C. Post	1	2	40	70	110
56	Willimantic	Willimantic Business College.	R. L. Vickerson	1	1	23	14	37
	DELAWARE.							
57	Wilmington	Goldey College	H. S. Goldey	12	2	343	175	518
58	.....do	Wilmington Business School.	W. H. Beacom and F. F. Dutton.	5	3	200	133	333
	DISTRICT COLUMBIA.							
59	Washington	Tanner's Business College.	H. C. Tanner	1	3	228	246	474
60	.....do	Washington Business High School.	Allen Davis	7	17	282	421	703
61	.....do	Wood's Commercial College.	Court F. Wood	3	4	247	167	414
	FLORIDA.							
62	Fernandina	King's Business College.	J. H. King	1	2	82	17	99
63	Jacksonville	The Massey Business College.	E. S. Hewen	2	1	92	38	130
64	Tampa	Tampa Business College.	L. M. Hatton	2	4	125	41	166
	GEORGIA.							
65	Atlanta	Draughon's Business College.*	A. T. Brantley	2	1	60	40	100
66	.....do	Southern Shorthand and Business University.	A. C. Briscoe	5	2	323	143	466
67	Augusta	Osborne's Business College.	S. L. Osborne	3	0	175	25	200
68	.....do	St. Patrick's Commercial Institute.*	Brother Theodorus	4	...	130	...	130
69	Columbus	The Massey Business College.	Richard W. Massey	3	2	312	109	421
70	Macon	The Georgia-Alabama Business College.	E. L. Martin	3	8	340	236	576
71	Rome	North Georgia Business College.*	Moss & Hamrick	3	...	65	35	100
72	Savannah	Richmond Business College.	C. S. Richmond	3	1	139	107	246
73	Senioia	Georgia Telegraph and Railroad Business College.	Eugene Row	3	...	160	4	164
74	Statesboro	Statesboro Institute and Business College.	J. H. O'Quinn	4	6	220	225	445
	IDAHO.							
75	Boise	Boise Business and Shorthand College.	W. N. Rhoads	3	1	64	43	107
76	.....do	Idaho Business University.	H. C. Hoffman	1	1	34	52	86
77	Moscow	Moscow Business College.	Wm. Perkins	3	1	42	20	62

* Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.																	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
8	22	8	11	28	15	8	22	8	22	8	22			6-9	9-12	6	20	6	20
288	171	67	42			205	27	23	253							32	6	9	31
204	132	153	103			206	108	55	243					10	20			15	35
25	50							15	35			15	8						
64	50	31	5	90	50	80	48	86	58					6	10	5	16	4	17
26	33	19	17	43	18	36	19	24	38	45	50		2	6-8	12-14		3	6	10
34	78	16	39	35	15			50	117									50	117
56	56			65	15	56	56												
76	26			55		76	26	32	26					6					
83	46	24	17	90	30	49	17	34	29					10	10	36	15	27	26
10	9	10	4			15	5	12	10	7	8								
54	47	49	29	83	50	30	24	57	38	9	5	7	4	10	16	14	8	12	9
30	52	19	8	95		29	21	15	36	5	3			6	10	4	9	8	22
48	47	56	32	44	42	56	28	15	50	3	1	28	2	7	12	5	1	0	2
10	35	30	35	30	35	27	35	10	38					6-10	10-15	8	8	2	16
16	9	7	5	23	8	11	7	3	4			1	0	8-10	18-24		3	1	2
238	110	120	50			148	40	60	100					6-10	24	45	2	20	58
85	65	118	70	90	100	60	25	20	45	5	3			6-12	14-24	20	5	8	15
188	216	40	30			177	165	201	241									190	201
282	421			573		282	421	282	421	282	421					13	5	49	89
187	96	110	71			76	19	78	76	93	72			10	9	24	9	15	16
60	15	22	2	38	18	75	6	18	15	4	0			6	10	6	0		
57	30	35	8			59	6	33	32					5	8	4	0		
89	37	30	10			75	20	100	35			3	1	5	8	23	2	37	10
50	35	10	5	30	20	40	5	10	35		4			4-6	8-10	30	8		18
323	143					171	64	143	75	10		9	4						
160	25	9	6	65	8	150	8	45	20	18	15			7	8	42	3	50	20
130				100		25				180						3	0		

TABLE 11.—Statistics of commercial and business

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
ILLINOIS.								
78	Aurora	Aurora Business College.....	A. H. Meacher	2	1	20	60	80
79	Belleville	Belleville Commercial and Shorthand College.	Jas. P. Foeller.....	2	...	92	22	114
80	Bloomington	Brown's Business College ...	G. W. Brown	4	4	143	72	215
81	Centralia	Brown's Business College ...	D. C. Brown	2	2	72	44	116
82	Champaign	Brown's Business College *..	G. W. Brown	2	1	50	30	80
83	Chicago	Bixler Illinois Business Col-lege.	Gideon Bixler	3	2	200	165	365
84	.....do	Chicago Business College.....	A. C. Gondring and F. B. Virden.	16	4	1113	646	1,759
85	.....do	Chicago School of Book-keeping.	C. Snyder.....	...	1	40	45	85
86	.....do	Commercial Shorthand School.	Leslie Warfel	1	...	40	50	90
87	.....do	De La Salle Institute	Brother Icarron	12	...	298	...	298
88	.....do	Kimball's Training School..	D. Kimball.....	2	1	36	50	86
89	.....do	Metropolitan Business Col-lege.	O. M. Powers.....	16	6	1066	912	1,978
90	.....do	North Chicago Business Col-lege and Shorthand Insti-tute.	C. C. Cochran.....	5	3	218	144	362
91	.....do	O'Donnell's Business College	D. J. O'Donnell.....	2	3	125	150	275
92	.....do	St. Patrick Commercial Academy.	Brother Joseph.....	12	...	343	...	343
93	Danville	Danville Business College...	J. C. Walker.....	3	1	95	30	125
94	Decatur	Brown's Decatur Business College.	G. W. Brown	4	3	177	109	286
95	Elgin	Elgin Business College	W. H. Callow.....	1	2	64	76	140
96	Freeport	Freeport College of Com-merce.	J. J. Nagler.....	3	1	70	30	100
97	.....do	Harlow Business College....	Cornelia Harlow .....	...	4	21	38	59
98	Galesburg	Brown's Business College ...	W. F. Cadwell.....	5	7	191	75	266
99	Jacksonville.....	Jacksonville Business Col-lege.	G. W. Brown	3	3	100	50	150
100	Kankakee	Kankakee Business College and Shorthand School.	N. L. Richmond.....	2	2	106	35	141
101	Lincoln	The Lincoln Business Col-lege.	W. R. Whetsler.....	3	...	48	34	82
102	Naperville.....	Northwestern Business Col-lege.	H. J. Kiekhoefer	1	0	30	10	40
103	Ottawa	Brown's Ottawa Business College.	W. G. Rosebery.....	2	2	75	75	150
104	Peoria	Brown's Business College ...	W. H. H. Garver	4	2	264	139	403
105	Quincy	Gem City Business College ..	D. L. Musselman	12	4	718	320	1,038
106	.....do	Union Business College	L. B. McKenna	7	3	408	378	786
107	Rockford	Brown's Rockford Business College.	G. W. Brown	7	4	294	127	421
108	Rock Island	Augustana Business College*	O. J. Penrose	2	2	95	83	178
109	.....do	Brown's Business College ...	G. W. Brown	2	2	70	62	132
INDIANA.								
110	Anderson	Anderson Business College*	W. H. Carrier	1	...	49	55	104
111	Elkhart	Elkhart Institute	Wellington K. Jacobs.	5	1	48	22	70
112	Crawfordsville ..	Crawfordsville Business Col-lege.	A. J. Hall	3	2	75	62	137
113	Evansville	Columbian Commercial Col-lege.	Frank J. Wittmer	3	...	60	40	100
114	.....do	Lockyear's Business College.	M. H. Lockyear	6	1	200	50	250
115	Fort Wayne	International Business Col-lege.	T. L. Staples.....	8	4	250	200	450
116	Huntington	Huntington Business Uni-versity.*	O. E. Hawkins.....	3	...	122	100	222
117	Indianapolis	Indianapolis Business Uni-versity.	E. J. Heeb.....	5	4	411	190	601

* Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.																	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
15	45	5	15	35	10	11	5	8	56	.....	.....	.....	.....	7	12	2	1	6	19
62	20	30	2	51	27	86	4	20	18	72	20	.....	.....	9-12	12-18	5	.....	1	.....
108	62	35	10	.....	.....	83	24	40	60	.....	.....	.....	.....	12	24	15	5	.....	6
60	38	12	6	56	15	34	18	23	36	3	.....	.....	.....	8	.....	6	.....	1	3
43	21	7	9	.....	.....	50	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	82
95	90	105	75	40	50	150	75	30	45	175	65	.....	.....	7	12	35	15	35	44
712	526	401	120	650	250	430	112	120	401	206	52	.....	.....	12-15	8-16	40	20	50	300
40	45	.....	.....	10	.....	40	45	.....	.....	.....	.....	.....	.....	.....	.....	38	40	.....	85
40	50	.....	.....	15	.....	25	18	15	32	.....	.....	.....	.....	.....	.....	10	15	.....	86
298	.....	.....	.....	270	.....	200	.....	70	.....	.....	.....	.....	.....	.....	.....	34	.....	.....	87
12	39	24	11	10	8	.....	.....	36	50	.....	.....	.....	.....	3-4	5-6	.....	.....	24	37
696	769	370	143	603	227	716	138	162	730	188	44	.....	.....	.....	.....	35	4	6	139
187	109	81	35	.....	.....	67	19	30	92	121	33	.....	.....	.....	.....	61	18	25	90
40	60	85	90	70	50	40	60	40	60	70	100	.....	.....	6-24	8-24	30	60	.....	91
343	.....	.....	.....	280	.....	90	.....	48	.....	27	.....	.....	.....	24	.....	6	.....	24	92
53	26	42	4	31	29	62	9	8	30	16	.....	.....	.....	6-9	12-18	43	7	6	21
125	88	52	21	.....	.....	100	19	75	99	2	.....	.....	.....	6-8	.....	2	2	2	8
38	28	32	2	.....	.....	35	40	20	50	.....	.....	.....	.....	9	12	4	6	.....	95
.....	.....	.....	.....	.....	.....	34	1	4	27	.....	.....	.....	.....	9	.....	3	.....	3	12
21	38	.....	.....	51	.....	21	12	18	26	5	12	.....	.....	.....	.....	.....	.....	.....	97
157	69	34	6	157	26	183	59	53	57	.....	.....	.....	.....	10	15	8	.....	4	6
100	50	.....	.....	.....	.....	90	25	9	31	.....	.....	.....	.....	9	.....	15	4	1	6
65	41	25	10	55	20	50	20	20	30	16	5	.....	.....	8	12	24	4	8	13
40	30	8	4	28	10	40	21	8	13	.....	.....	.....	.....	10	20	10	5	2	4
30	10	.....	.....	39	.....	27	6	2	5	.....	.....	.....	.....	9	0	21	5	1	3
65	65	10	10	.....	.....	70	60	10	20	.....	.....	.....	.....	12	.....	10	5	5	7
181	117	83	22	.....	.....	167	55	15	62	.....	.....	.....	.....	6-9	.....	.....	.....	.....	104
718	320	.....	.....	700	.....	600	200	118	120	.....	.....	.....	.....	6	.....	240	12	23	50
361	270	106	49	275	75	240	200	93	200	.....	.....	.....	.....	.....	.....	140	63	21	79
262	116	28	15	143	38	186	114	103	67	35	18	.....	.....	7-10	.....	29	17	5	20
95	83	.....	.....	125	.....	80	30	15	53	.....	.....	.....	.....	10	.....	22	8	7	13
22	54	48	8	64	35	57	18	11	52	.....	.....	.....	.....	10	.....	1	1	1	9
24	42	25	13	40	15	47	40	49	55	.....	.....	.....	.....	.....	.....	.....	.....	.....	110
41	21	7	1	.....	.....	40	9	8	18	5	0	.....	.....	6	8	35	3	8	16
70	62	5	.....	60	10	62	32	13	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	112
50	30	10	10	75	20	40	20	30	10	.....	.....	.....	.....	6	6	8	2	6	4
200	50	.....	.....	100	15	85	75	15	65	.....	.....	.....	.....	6	12	85	75	15	65
160	140	101	49	200	100	110	160	100	130	15	10	.....	.....	10	20	40	30	10	40
100	100	12	10	65	10	75	75	50	130	.....	.....	.....	.....	6	12	65	60	140	125
314	152	97	38	233	67	216	30	114	144	50	12	31	4	6	.....	33	2	34	74

TABLE 11.—Statistics of commercial and business

	Post-office.	Name.	Executive officer.	Instruct- ors.		Actual num- ber of stu- dents en- rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
INDIANA—cont'd.								
118	Indianapolis	Vories's Business College....	Henry D. Vories.....	11	8	1234	1218	2,452
119	Lafayette.....	Union Business College	S. A. Drake.....	5	1	149	98	247
120	Logansport.....	Logansport Commercial High School.	A. E. Oldham	2	1	30	40	70
121	Marion	Marion Business College	J. D. Brunner	3	1	80	60	140
122	Muncie.....	The Muncie Business Col- lege.*	J. Westbrook Howard.	3	2	680	356	1,036
123	New Albany.....	St. Mary's Academy.....	Sister M. Bonaventura	1	8	150	250	400
124	Richmond.....	Richmond Business College.	O. E. Fulghum	4	1	190	25	215
125	South Bend	South Bend Commercial College.	W. T. Boone.....	7	1	260	160	420
126	Terre Haute.....	Brown's Business College ...	G. W. Brown	3	3	186	109	295
127	Valparaiso	Northern Indiana Commer- cial College.*	H. B. Brown	10	4	586	321	907
128	Westfield	Union High Academy and Business College.	Irvin Stanley.....	2	4	35	40	75
IOWA.								
129	Cedar Rapids.....	Cedar Rapids Business Col- lege.	A. N. Palmer	6	2	300	112	412
130	Clinton.....	Clinton Business College....	B. J. Heflin.....	3	2	132	85	217
131	Council Bluffs....	Western Iowa Business Col- lege.	R. E. Wiatt.....	2	2	240	130	370
132	Davenport.....	Brown's Business College ...	J. E. Gustus	3	2	115	138	253
133	Des Moines.....	People's Commercial and Bowen Business College.	H. B. Bowen	1	1	22	8	30
134	.....do	Capital City Commercial College.	W. H. McCauley.....	8	8	599	289	888
135	.....do	Iowa Business College.....	J. R. Hutchison	7	3	400	230	630
136	Dubuque	Bayless Business College ...	C. Bayless	3	...	174	80	254
137	Fort Dodge	Tobin College	C. V. Findlay	4	3	187	104	291
138	Iowa City	Iowa City Commercial Col- lege and School of Short- hand.	J. H. Williams.....	3	2	74	43	117
139	Keokuk	Keokuk Business Institute..	M. J. Mallery.....	2	2	25	36	61
140	Marshalltown.....	St. Mary's Institute.....	Mother M. Francis .....	...	8	102	154	256
141	Mason City	Iowa Business College.....	H. J. Knapp.....	2	1	30	40	70
142	Nora Springs.....	Nora Springs Seminary and Business College.	E. F. Fisher	3	4	40	6	46
143	Oskaloosa	Oskaloosa Business College..	B. A. Wright	1	1	16	15	31
144	Ottumwa	Ottumwa Commercial Col- lege.*	J. W. O'Bryan.....	3	2	225	136	361
145	Sioux City.....	Brown's Business College ...	G. W. Brown, jr.....	3	2	263	155	418
146	Waterloo	The Waterloo Business Col- lege.	A. F. Harvey.....	2	4	101	120	221
KANSAS.								
147	Atchison.....	Atchison Business College ...	A. F. Heck	2	3	90	60	150
148	Concordia	Great Western Business Col- lege.	W. T. Larimore.....	5	3	90	60	150
149	Enterprise.....	Enterprise Academy and Business College.	W. G. Baab.....	3	1	23	27	50
150	Iola	Iola Business College.....	H. J. Powell.....	2	1	37	45	82
151	Lawrence.....	Lawrence Business College..	I. C. Stevenson.....	2	1	66	40	106
152	Leavenworth.....	Leavenworth Business Col- lege.	N. B. Leach	2	2	74	47	121
153	Ottawa	Ottawa University Business Department.	G. H. Crain	3	2	65	62	127
154	Parsons.....	Parsons Business College....	J. C. Olson	5	4	188	144	332
155	Salina	Skelton's School of Telegra- phy and Railway Business.	W. H. Skelton.....	3	1	100	...	100
156	Wichita	Wichita Business College....	Chester F. Adams	5	3	235	173	408
157	.....do	Wichita Commercial College.	E. H. Robins	8	2	123	85	208
158	Winfield.....	Winfield Business and Aca- demic College.	H. F. W. Kuehne.....	4	...	55	35	90

* Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.
9	10	11	12																
927	907	307	311	1,019	267	1,191	931	1,022	1131	1,234	1218	250	24	6	15	36	10	10	118
134	98	15	5	96	12	86	41	24	50	20	8	24	2	8	11	8	2	2	119
20	35	10	5	10	10	25	20	25	30	30	40	2	0	0	0	0	0	0	120
70	55	10	5	418	35	424	356	420	354	8	3	3	3	10	18	85	56	84	121
424	356	256	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	122
150	250	...	...	380	...	14	...	12	75	175	...	...	...	6-8	12-15	39	3	3	123
175	20	15	5	170	15	150	25	35	15	10	...	...	...	...	...	14	6	10	124
140	120	120	40	...	...	149	39	116	108	38	6	...	...	...	...	...	...	...	125
182	97	54	12	...	...	150	50	75	25	...	...	...	...	...	...	16	1	...	126
586	321	...	...	601	...	327	146	259	175	586	321	...	...	9	...	221	102	72	127
35	40	...	...	58	...	4	5	4	5	27	20	3	...	36	...	4	4	...	128
290	100	12	10	150	...	250	50	30	90	...	...	...	...	8	...	12	4	2	129
104	73	28	12	...	...	99	56	64	72	...	...	...	...	10	...	48	22	42	130
240	130	...	...	...	...	60	40	40	35	50	20	...	...	6	6	...	...	...	131
60	94	75	24	85	49	60	58	18	124	...	...	...	...	12	6	2	0	...	132
7	5	13	3	11	15	22	8	2	3	...	...	...	...	9-12	12-16	7	3	...	133
599	289	...	...	350	...	393	46	119	214	8	29	...	...	6	...	56	5	8	134
400	230	...	...	390	120	90	30	85	85	25	3	115	5	6	12	90	30	75	135
148	75	26	5	69	14	150	30	31	55	...	...	...	...	6	12	19	4	19	136
187	104	...	...	...	...	37	18	5	17	...	...	...	...	30	...	5	5	2	137
74	43	...	...	...	...	60	12	14	31	...	...	...	...	...	...	...	...	...	138
12	18	14	17	7	12	25	20	8	35	25	35	8	3	6	6	...	4	...	139
102	154	...	...	224	...	7	17	...	...	70	100	...	...	...	...	4	6	...	140
30	40	...	...	...	...	8	6	12	34	13	8	...	...	5	...	...	...	2	141
40	6	...	...	...	...	36	4	...	3	...	...	...	...	9	...	10	2	2	142
16	15	...	...	15	...	11	8	4	8	...	...	...	...	6	...	...	...	...	143
225	136	...	...	...	...	128	46	25	51	72	39	...	...	6	...	35	19	14	144
202	139	61	16	102	34	162	42	60	97	...	...	...	...	6	...	10	5	12	145
90	110	11	10	75	10	51	29	27	45	18	39	...	...	8-18	...	9	3	11	146
60	40	30	20	60	45	40	20	10	20	8	2	...	...	9	...	...	...	3	147
85	50	5	10	135	15	50	20	20	30	...	...	15	...	6	9	50	20	20	148
23	27	...	...	49	...	12	3	8	6	20	6	4	...	9	...	3	1	2	149
30	41	7	4	...	...	31	7	6	38	...	...	...	...	6	9	10	...	2	150
60	35	6	5	...	...	60	10	6	30	3	...	...	...	6-9	12	20	1	1	151
39	35	35	12	40	25	39	15	18	28	20	1	...	...	6	12	3	3	7	152
65	62	...	...	73	...	25	10	40	52	...	...	8	...	9	...	10	2	9	153
164	137	24	7	80	15	96	49	47	73	21	15	...	...	6	12	9	5	4	154
100	...	...	...	40	...	...	...	...	...	...	100	...	...	5-6	...	...	...	...	155
211	156	24	17	160	20	130	35	80	120	1	...	...	...	9	...	6	1	25	156
123	85	...	...	...	...	118	90	50	70	...	...	...	...	8	...	20	10	10	157
55	35	...	...	80	...	35	26	20	10	55	35	6	2	7	...	20	10	6	158

TABLE 11.—Statistics of commercial and business

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
KENTUCKY.								
159	Bowling Green ...	Bowling Green Business College.	H. H. Cherry	11	5	720	480	1,200
160	Covington	Covington Commercial Col-lege.	W. D. Clark	2	1	31	82	113
161	Louisville	Bryant & Stratton Business College.	E. J. Wright	6	1	320	168	488
162	.....do	Spencerian Business College.	Enos Spencer	6	2	151	125	276
163	Owensboro	Owensboro Commercial Col-lege.	Howard Van Deusen.	2	1	51	50	101
LOUISIANA.								
164	New Orleans	Carillon's Shorthand School.	A. C. Carillon	1	3	20	30	50
165	.....do	E. G. Durel's Commercial College.	E. G. Durel	1	...	28	2	30
166	.....do	Soule Commercial College and Literary Institute.	George Soule	9	3	594	82	676
167	Shreveport	Draughon's Practical Business College.	P. E. Townsley	1	2	80	45	125
MAINE.								
168	Bangor	Bangor Business College ...	E. D. Pratt	1	3	52	67	119
169	Lewiston	Bliss Business College	O. D. Bliss	4	1	128	75	203
170	.....do	Gray's Lewiston Business College.	N. E. Rankin	1	1	29	39	68
171	North Anson	Anson Academy and Business College.	F. H. Sanborn	2	3	45	30	75
172	Portland	Gray's Portland Business College.	Frank S. Gray	3	2	186	191	377
173	.....do	Shaw's Business College	F. L. Shaw	10	5	350	300	650
174	Rockland	Rockland Commercial Col-lege.*	H. A. Howard	2	2	146	105	251
175	Waterville	Kiest's Business College	H. Kiest	2	1	51	27	78
MARYLAND.								
176	Baltimore	Baltimore Business College.	E. H. Norman	3	2	127	120	247
177	.....do	Eaton & Burnett Business College.*	A. H. Eaton	6	...	210	195	405
178	.....do	Sadler's Bryant & Stratton Business College.	W. H. Sadler	8	4	463	287	750
179	.....do	Strayer's Business College ..	S. Irving Strayer	5	7	491	452	943
180	Cumberland	Central Commercial College.	C. E. Pusho	5	...	114	75	189
181	.....do	Mountain State Business College.	A. G. Sine	2	1	85	65	150
182	Hagerstown	Wolf's Business College	D. Elmer Wolf	4	1	81	27	108
MASSACHUSETTS.								
183	Boston	Bryant & Stratton Com-mercial School.*	H. E. Hibbard	13	13	500	300	800
184	.....do	Burdett College	F. B. Richardson	15	10	522	421	943
185	.....do	Comer's Commercial Col-lege.*	Charles E. Comer	7	5	402	306	708
186	.....do	Hickox Shorthand School...	Wm. E. Hickox	1	4	32	197	229
187	.....do	The Benedict School of Short-hand.	George Benedict	1	3	6	66	72
188	Fall River	Shoemaker & Clark's School of Business.	R. J. Shoemaker	4	4	264	66	330
189	Fitchburg	Fitchburg Business College.	D. Fullmer	3	2	77	91	168
190	Holyoke	Holyoke Business Institute.	A. T. Jarnell	3	1	92	77	169
191	Lawrence	Cannon Commercial College	G. C. Cannon	2	2	40	72	112
192	Lowell	Lowell Commercial College.	A. C. Blaisdell and L. E. Kimball.	2	...	70	75	145
193	Lynn	Lynn Business College	H. W. Pelton	5	3	104	168	272
194	New Bedford	Benton's Business College ..	Chas. E. Benton	1	3	50	25	75

* Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.																	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
720	480	.....	.....	1,000	.....	350	50	20	15	56	642	85	15	.....	.....	175	26	.....	159
15	64	16	18	52	.....	20	18	18	74	.....	.....	.....	.....	8-10	10-20	15	14	16	61
271	159	49	9	.....	.....	256	48	40	120	.....	.....	24	.....	6	12	202	39	34	98
151	125	.....	.....	120	.....	125	68	81	107	81	107	.....	.....	12	.....	102	53	71	96
27	40	24	10	40	25	35	20	7	30	9	.....	.....	.....	.....	.....	9	9	4	163
10	20	10	10	15	15	.....	.....	20	30	.....	.....	.....	.....	3	4	.....	.....	20	30
22	.....	6	2	15	3	28	2	.....	.....	28	2	.....	.....	.....	.....	.....	.....	.....	165
380	68	214	14	350	125	297	14	72	62	225	6	.....	.....	5-12	9-18	67	3	7	9
80	45	.....	.....	41	.....	61	10	24	37	.....	.....	.....	.....	8	.....	5	2	.....	167
52	67	.....	.....	65	.....	40	51	12	16	.....	.....	.....	.....	12	.....	28	41	8	10
102	60	30	11	75	20	124	20	4	35	.....	.....	.....	.....	6	10	37	10	2	19
13	27	16	12	18	16	22	16	7	30	.....	.....	.....	.....	6	12	2	9	1	4
45	30	.....	.....	60	.....	11	3	4	2	.....	.....	.....	.....	8	.....	4	1	2	1
186	191	.....	.....	.....	.....	160	77	26	114	.....	.....	.....	.....	6-9	.....	14	5	3	46
350	300	.....	.....	.....	.....	300	150	50	150	.....	.....	.....	.....	6	.....	.....	.....	.....	173
146	105	.....	.....	60	.....	123	60	11	42	2	3	.....	.....	6-8	.....	30	18	5	26
19	13	32	14	18	14	49	27	9	13	.....	.....	.....	.....	.....	.....	3	.....	.....	175
90	95	37	25	180	60	100	37	27	83	.....	.....	.....	.....	6-8	12	40	15	20	43
125	128	85	67	125	130	150	25	140	125	40	25	.....	.....	6-8	12	100	15	90	95
200	125	296	129	.....	.....	394	45	130	181	.....	.....	.....	.....	5-9	24	39	11	16	25
226	242	265	210	225	183	215	89	270	359	6	4	.....	.....	3-15	3-36	63	27	105	157
89	60	25	15	78	29	69	23	45	32	.....	.....	.....	.....	6	24	15	7	9	12
85	65	.....	.....	60	.....	67	15	18	50	.....	.....	.....	.....	5-8	.....	5	1	4	15
69	25	12	2	.....	.....	53	8	15	17	9	.....	5	.....	10	.....	9	4	4	11
500	300	.....	.....	.....	.....	500	300	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	183
522	421	.....	.....	510	.....	427	112	95	309	522	421	.....	.....	10	.....	101	26	31	102
229	175	217	87	.....	.....	402	306	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	184
22	189	10	8	.....	.....	.....	.....	32	197	.....	.....	.....	.....	6	10	.....	.....	2	9
3	44	3	22	.....	.....	.....	.....	6	66	.....	.....	.....	.....	3-6	6-12	.....	.....	.....	187
70	40	181	39	70	141	101	16	50	37	118	13	.....	.....	10	21	25	8	11	18
28	56	49	35	58	35	59	34	19	59	.....	.....	.....	.....	10	24	2	3	0	5
18	32	73	46	20	40	2	1	.....	17	.....	.....	.....	.....	10	20	.....	.....	.....	189
20	32	20	20	35	25	35	65	35	65	.....	.....	.....	.....	6	6	.....	.....	.....	191
70	75	.....	.....	35	20	70	40	65	.....	.....	.....	.....	.....	4-10	10	.....	.....	.....	192
64	133	40	35	140	50	81	55	23	113	.....	.....	.....	.....	.....	.....	.....	.....	.....	193
18	16	32	9	25	35	24	4	5	15	13	1	.....	.....	10	16	1	1	.....	194

TABLE 11.—Statistics of commercial and business

Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
			Male.	Female.	Male.	Female.	Total.
1	2	3	4	5	6	7	8
MASSACHUSETTS—continued.							
195 Pittsfield	Berkshire Business College..	L. M. Holmes.....	2	1	30	51	81
196 Salem	Salem Commercial School...	Geo. P. Lord.....	5	4	129	155	284
197 Springfield	Bay Path Institute	J. D. Bates.....	4	1	48	70	118
198 ..do	Hinman's Business College *	B. M. Bancroft.....	1	2	34	60	94
199 Taunton	Taunton Business College...	E. L. Hutchinson ..	2	2	68	86	154
200 Waltham	Mellor's Commercial College	Wm. H. Mellor	1	1	6	35	41
201 Worcester	Becker's Business College...	E. C. A. Becker	2	4	125	135	260
202 ..do	Hinman's Business College...	A. H. Hinman.....	2	3	50	90	140
203 ..do	Worcester Business Institute	C. B. Post.....	3	....	60	90	150
MICHIGAN.							
204 Adrian	Brown's Business University	L. S. Brown.....	1	1	56	56	112
205 Alpena	Alpena Business College...	Mrs. M. L. Veenfliet..	1	3	60	64	124
206 Battlecreek	Michigan Business College...	C. J. Argubright.....	3	0	133	112	245
207 Detroit	Miles College*	C. C. Miles.....	4	5	250	150	400
208 ..do	St. Joseph's Commercial School.	Brother Jerome	6	....	106	....	106
209 Flint	Bliss Business College	J. H. Long.....	2	1	30	39	69
210 Grand Rapids	Grand Rapids Business University.*	A. S. Parish	3	....	123	177	300
211 ..do	McLachlan Business University.	M. McLachlan.....	7	1	195	165	360
212 Jackson	Devlin's Business College...	H. C. Devlin.....	3	3	93	46	139
213 Kalamazoo	Parsons's Business College...	W. F. Parsons	3	2	150	100	250
214 Lansing	Lansing Business University	H. J. Beck	2	2	57	62	119
215 Manistee	Manistee Business College...	W. H. Marlandill	2	1	80	60	140
216 Marquette	Marquette Business College...	J. C. Parker	2	....	14	4	18
217 Pontiac	Pontiac Business College...	C. A. Passell.....	2	1	38	29	67
218 Saginaw	International Business College.	F. H. Harper	5	1	169	139	308
219 ..do	Saginaw Business College...	Geo. W. Smith.....	1	....	20	49	69
220 St. Louis	Yerington College	C. W. Yerington.....	4	2	100	50	150
221 Three Rivers	Three Rivers Business Academy.	Charles H. Sage	2	2	70	50	120
222 Traverse City	Traverse City Business College.	C. R. Dockeray	1	1	34	32	66
MINNESOTA.							
223 Brainerd	Brainerd Business College...	Lewis H. Vath.....	1	....	40	8	48
224 Duluth	Duluth Business University.	W. C. McCarter.....	8	....	174	151	325
225 ..do	Parsons's Business College and Shorthand Institute.	Hiram Parsons	2	2	44	6	50
226 Fergus Falls	Darling's Business College...	D. Darling.....	2	1	41	14	55
227 Mankato	Mankato Commercial College.	J. R. Brandrup	7	2	292	88	380
228 Minneapolis	Archibald's Business College	A. R. Archibald	5	....	118	64	182
229 ..do	Caton College	Thomas J. Caton	7	3	373	298	671
230 ..do	Curtiss Business College...	J. L. Hodgmore	4	1	137	124	261
231 ..do	Minneapolis School of Business.*	Rickard and Gruman ..	5	2	350	200	550
232 ..do	Northwestern College and Business Institute.	Rev. A. T. Frykman..	7	....	173	93	266
233 ..do	The Munson Shorthand Institute.	R. J. Smith.....	1	2	68	119	187
234 Owatonna	The Canfield Commercial School.	W. P. Canfield.....	2	1	68	37	105
235 Red Wing	Red Wing Business College...	H. J. Meyer	2	1	51	21	72
236 St. Paul	Boenisch's Commercial College.	B. W. Boenisch.....	1	1	61	14	75
237 ..do	Globe Business College.....	W. C. Stephens and F. L. Haeberle.	5	1	270	133	403
238 ..do	Rasmussen Practical Business School.	Julius and Walter Rasmussen.	2	1	42	46	88

* Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.												Day course.	Evening course.	Male.	Female.	Male.	Female.
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
21	42	9	9	30	10	27	27	5	42	3	8	.....	.....	6	12	10	12	2	14
95	126	34	29	175	40	73	48	26	38	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
29	52	19	18	50	40	38	10	10	38	.....	.....	.....	.....	.....	.....	10	10	5	28
18	40	16	20	44	23	16	14	9	31	.....	.....	.....	.....	6	.....	13	9	7	198
40	60	28	26	.....	.....	24	18	16	42	.....	.....	.....	.....	7	15	16	12	4	28
.....	13	6	22	.....	.....	2	9	2	24	.....	.....	.....	.....	5-6	8-10	1	6	0	15
88	105	37	30	.....	.....	81	100	24	36	115	112	.....	.....	.....	.....	30	4	7	48
30	60	20	30	70	40	40	70	40	70	.....	.....	.....	.....	12	.....	40	70	40	70
30	70	30	20	65	22	40	38	24	60	.....	.....	.....	.....	8	.....	.....	.....	.....	202
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	203
56	56	.....	.....	60	.....	50	8	19	44	.....	.....	.....	.....	10-15	.....	8	.....	4	9
45	52	15	12	70	20	50	24	10	40	5	10	7	3	12-15	24	5	6	3	204
133	112	.....	.....	.....	.....	106	80	75	50	.....	.....	.....	.....	12	6	15	10	10	205
.....	.....	.....	.....	125	125	225	135	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	206
106	.....	.....	.....	100	.....	106	.....	55	.....	106	.....	25	15	.....	.....	20	.....	20	207
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	208
25	30	5	9	52	14	24	15	6	24	.....	.....	.....	.....	8	12	.....	.....	.....	209
119	106	4	71	.....	.....	80	57	4	46	10	4	.....	.....	.....	.....	5	2	2	210
195	165	.....	.....	200	.....	125	20	50	165	.....	.....	.....	.....	8	.....	10	15	3	211
.....
65	48	17	9	90	35	69	28	22	40	7	4	.....	.....	8-12	10-15	30	18	36	212
126	74	24	26	110	45	90	60	40	60	.....	.....	.....	.....	6	.....	4	4	.....	213
33	53	24	9	.....	.....	49	8	6	47	2	7	.....	.....	9	18	19	11	15	214
60	40	22	18	40	20	25	16	20	15	30	9	5	.....	10	12	16	6	2	215
3	4	11	.....	5	8	.....	4	7	3	7	.....	.....	.....	9	12	16	6	2	216
30	23	8	6	25	10	33	10	5	19	.....	.....	.....	.....	12	.....	.....	.....	.....	217
119	109	50	30	170	50	116	52	53	87	.....	.....	.....	.....	12	.....	.....	.....	.....	218
9	35	12	13	.....	.....	20	49	20	42	.....	.....	.....	.....	6	6	7	24	7	31
100	50	.....	.....	90	.....	75	5	15	5	.....	.....	.....	.....	6	.....	40	15	.....	220
60	45	10	5	60	12	40	25	10	18	9	10	.....	.....	6-12	.....	.....	.....	.....	221
34	32	.....	.....	38	.....	25	14	6	12	9	7	.....	.....	10	.....	9	1	5	222
.....
15	4	25	4	15	25	18	2	16	6	6	.....	.....	.....	9	15	6	2	12	223
142	133	32	18	86	33	132	54	41	98	.....	.....	.....	.....	6	12	32	21	15	224
28	6	16	.....	.....	.....	30	2	4	12	2	.....	.....	.....	12	24	6	.....	2	225
33	10	8	4	37	10	37	4	14	9	.....	.....	.....	.....	5-9	.....	9	3	4	226
292	88	.....	.....	330	.....	196	54	26	104	.....	.....	.....	.....	8	.....	16	2	20	227
118	64	.....	.....	72	.....	82	16	22	39	14	9	.....	.....	6-9	.....	16	4	9	228
317	244	56	54	.....	.....	311	73	62	225	.....	.....	.....	.....	6	12	133	49	53	171
113	92	24	32	.....	.....	104	36	33	88	.....	.....	.....	.....	6	12	28	6	38	229
350	200	.....	.....	.....	.....	350	200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	230
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	231
119	72	54	21	.....	.....	47	9	10	6	76	9	.....	.....	8	.....	7	1	.....	1
68	119	.....	.....	.....	.....	.....	.....	68	119	.....	.....	.....	.....	6	12	.....	.....	.....	232
43	34	25	3	55	20	57	15	11	22	.....	.....	.....	.....	9	.....	2	.....	.....	233
51	21	.....	.....	62	.....	43	2	4	14	3	6	.....	.....	9	.....	.....	.....	.....	234
34	10	27	4	35	22	61	14	.....	.....	.....	.....	.....	.....	6	12	30	10	.....	235
210	93	60	40	200	50	180	62	34	87	.....	.....	28	2	6-9	.....	33	3	13	236
20	26	22	20	30	20	42	46	42	46	.....	.....	.....	.....	.....	.....	.....	.....	.....	237
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	238

TABLE 11.—Statistics of commercial and business

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
MINNESOTA—cont'd								
239	St. Paul	St. Paul Business College, Shorthand and Telegraphic Institute.	Maguire Bros.....	5	3	240	70	310
240	.....do	The Hess Business College..	D. S. Coffey.....	2	2	125	218	343
241	Sauk Center.....	Sauk Center Academy and Business College.	Lewis H. Vath	2	....	60	20	80
242	Stillwater	Rasmussen Practical Business College.	Julius Rasmussen	2	1	55	10	65
243	Wells.....	Parson's Business University	A. C. Parsons.....	1	2	78	10	88
244	Winona	Toland's Business University.*	J. W. Hooker and F. J. Toland.	1	1	65	30	95
MISSISSIPPI.								
245	Bay St. Louis.....	St. Stanislaus College	Brother Isidore	10	....	180	....	180
246	Natchez	St. Mary's Cathedral School..	Brother Charles	6	....	176	....	176
247	Vicksburg	St. Aloysius College	Brother Alphonso	8	....	257	....	257
248	.....do	Vicksburg Commercial School.	G. H. McDonald.....	2	1	34	28	62
249	West Point	Macon and Andrews's College.	G. A. Macon and A. A. Andrews.	12	4	375	475	850
MISSOURI.								
250	Canton	Business College of Christian University.	J. J. Weber.....	3	....	16	4	20
251	Chillicothe	Chillicothe Business and Shorthand College.	Allen Moore.....	21	6	478	249	727
252	Hannibal.....	Hannibal Commercial College.	F. L. Kelly.....	2	2	152	132	284
253	Joplin	Joplin Business College.....	W. B. Joiner.....	5	1	71	63	134
254	Kansas City	Central College of Business and Shorthand.	H. E. Hazard.....	6	1	200	250	450
255	.....do	Cathedral Commercial School.	Brother Charles	4	....	133	....	133
256	.....do	Kansas City National Business College.	Henry Coon	14	2	370	187	557
257	.....do	Spalding's Commercial College.*	James F. Spaulding ..	5	2	504	321	825
258	St. Joseph	St. Joseph Business University.	E. E. Gard.....	3	1	125	75	200
259	.....do	St. Joseph Commercial College.	Brother Elzear	10	....	265	....	265
260	St. Louis.....	Barnes Business College.....	J. R. Anderson	5	4	104	115	219
261	.....do	Draughon's Practical Business College.	R. R. Luman.....	3	1	77	43	120
262	.....do	Hayward's Business College.	L. F. Hayward	3	1	400	300	400
263	.....do	Jones Commercial College....	J. G. Bohmer	6	2	250	181	431
264	.....do	Mound City Business College.	O. D. Norton.....	3	1	42	68	110
265	.....do	Perkins and Herpel Mercantile College.*	H. C. Perkins.....	5	....	222	78	300
266	.....do	St. Louis Commercial College.	S. L. Olver.....	4	5	120	138	258
267	.....do	Southwestern Business College.	Edward H. Fritch....	10	....	301	205	506
268	.....do	The Missouri Shorthand College.	John H. Schofield....	1	2	27	32	59
269	Sedalia	Central Business College....	C. W. Robbins	10	3	431	285	716
270	Springfield	Queen City Business College.	Elmer Lacey	3	1	176	100	276
MONTANA.								
271	Butte	Butte Business College*.....	Rice, Fulton, and Gold	7	3	320	250	570
272	Great Falls	Great Falls Commercial College.	S. H. Bauman and J. C. Preston.	5	2	87	98	180
273	Helena	Engelhorn Helena Business College.*	Hermann T. Engelhorn.	3	4	85	94	179

* Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.																	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
110	65	130	5	106	40	107	50	45	73	25	20	20	5	6	8	74	38	37	70
86	187	40	30	47	27	24	14	99	175	.....	.....	.....	.....	6	9	16	10	78	132
60	20	.....	.....	50	18	40	10	20	10	.....	.....	.....	.....	9	.....	10	7	6	6
30	10	25	.....	15	10	20	3	5	7	30	.....	.....	.....	6	9	5	.....	2	7
58	8	20	2	25	15	60	4	2	9	6	1	.....	.....	6	12	8	4	1	5
65	30	.....	.....	77	.....	54	6	12	23	.....	.....	.....	.....	7-9	.....	9	.....	2	7
174	.....	6	.....	175	.....	175	.....	.....	.....	175	.....	15	.....	36	.....	14	.....	.....	245
176	.....	.....	.....	158	.....	82	.....	.....	.....	176	.....	.....	.....	20	.....	12	.....	.....	246
257	.....	.....	.....	240	.....	80	.....	.....	.....	257	.....	.....	.....	20	.....	8	.....	.....	247
84	28	.....	.....	22	9	22	9	8	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	248
375	475	.....	.....	.....	.....	365	125	250	455	.....	.....	.....	.....	4	.....	.....	.....	.....	249
16	4	.....	.....	14	3	13	2	12	4	14	3	.....	.....	8	.....	6	.....	6	250
478	249	.....	.....	.....	.....	128	43	96	74	412	211	44	5	.....	.....	46	23	52	43
152	182	.....	.....	.....	.....	130	32	30	92	.....	.....	.....	.....	.....	.....	58	12	17	26
59	49	12	14	67	15	62	9	9	44	.....	.....	.....	.....	6-8	.....	14	.....	7	15
200	250	.....	.....	.....	.....	80	20	120	230	.....	.....	.....	.....	.....	.....	.....	.....	.....	253
173	.....	10	.....	145	8	32	.....	.....	.....	.....	.....	.....	.....	30	30	10	.....	.....	255
310	115	60	72	.....	.....	140	108	170	275	145	75	82	3	6	12	42	20	67	120
504	321	.....	.....	350	150	400	200	300	200	.....	.....	.....	.....	6	12	.....	.....	.....	257
100	50	35	15	64	28	100	20	15	55	.....	.....	8	2	9	14	8	5	2	20
200	.....	65	.....	254	.....	60	.....	25	.....	240	.....	5	.....	30	.....	17	.....	3	259
104	115	.....	.....	.....	.....	97	5	36	81	.....	.....	.....	.....	5-7	.....	11	2	9	28
65	40	12	3	.....	.....	50	20	15	30	5	.....	.....	.....	4-7	6-12	10	.....	1	261
50	250	50	50	125	90	85	50	50	275	25	15	.....	.....	6	9	80	40	85	250
197	180	53	51	238	98	163	37	50	144	187	136	36	49	6-12	12-24	154	19	45	133
31	44	11	24	80	22	16	3	26	61	4	8	7	1	6	16	9	1	16	38
121	58	101	20	100	90	118	11	61	59	43	8	.....	.....	6	12	55	6	37	48
94	107	26	31	190	60	95	80	25	75	20	12	.....	.....	12	24	60	50	22	70
120	130	206	50	.....	.....	205	35	32	204	16	4	.....	.....	7	14	28	8	10	27
27	32	.....	.....	.....	.....	.....	.....	27	32	.....	.....	.....	.....	4	4	.....	.....	.....	268
411	262	20	23	.....	.....	200	75	231	210	.....	.....	20	6	.....	.....	30	5	20	21
163	97	13	3	.....	.....	112	11	51	86	.....	.....	.....	.....	6	12	22	5	10	35
160	160	160	90	300	100	150	145	20	50	150	125	.....	.....	12	30	4	2	2	6
72	78	15	15	117	23	54	49	31	46	14	7	.....	.....	6	9	12	16	9	13
68	52	30	42	70	34	40	35	38	56	40	35	12	8	10	15	10	7	8	11
																			278

TABLE 11.—Statistics of commercial and business

	Post-office.	Name.	Executive officer.	Instructors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
NEBRASKA.								
274	Aurora	Aurora Business College.....	W. E. Stoner and O. T. Swanson.	3	1	45	39	84
275	Beatrice	Northwestern Business College.	Hugh J. Dobbs.....	2	4	184	83	267
276	Falls City.....	Falls City Business College..	G. M. Barrett.....	2	2	60	10	70
277	Hastings.....	Queen City Business College.	H. S. Miller.....	3	1	90	30	120
278	Kearney.....	Kearney School and Business College.	Clarence A. Murch...	2	2	97	54	151
279	Lincoln	Lincoln Business College....	J. L. Stephens	5	2	310	160	470
280	McCook	McCook Phonographic Institute.	L. W. Stayner	1	1	10	12	22
281	Omaha	Nebraska Business and Shorthand College.	A. C. Ong.....	4	1	125	220	345
282	.....do	Omaha Commercial College*	M. G. Rohrbough.....	7	2	847	339	1,186
283	St. Paul.....	St. Paul Business College....	S. D. Smith.....	2	2	58	71	129
284	York	York Business College.....	G. M. Jacobs.....	2	1	90	30	120
NEW HAMPSHIRE.								
285	Dover	Dover Business College.....	E. W. Warner and C. McTavish.	2	1	29	25	54
286	Laconia	Laconia Business College....	J. E. Aitken.....	1	1	25	13	38
287	Manchester	Hesser Business College.....	Joel H. Hesser.....	2	1	79	87	166
288	Nashua.....	National School of Business*.	W. D. Euler.....	1	1	35	22	57
289	New Hampton ..	New Hampton Commercial College.	Frank W. Preston	4	...	35	15	50
290	Portsmouth	Bliss Business College.....	William J. Lewis.....	2	1	30	30	60
NEW JERSEY.								
291	Bayonne	Drake Business College.....	Chas. Dell	1	1	32	21	60
292	Camden	Abrahamson Business College.*	Chas. M. Abrahamson.	3	...	57	31	88
293	Elizabeth.....	Lansley Business College....	James H. Lansley	2	2	38	36	74
294	.....do	Union Business College	Hobart Webster	4	2	129	69	198
295	Jersey City	Drake Business College.....	Albert J. Gleason	8	3	216	177	393
296	.....do	Lightfoot Stenographic and Typewriting Institute.	Robert Lightfoot .....	...	3	8	73	81
297	Newark	Coleman National Business College.	Henry Coleman	8	2	343	244	587
298	.....do	Wood's College	Stephen I. Wood	14	8	586	532	1,118
299	New Brunswick..	New Brunswick Business College.	J. W. Wilson	2	2	65	50	115
300	Paterson	Columbia College	Geo. Oakley	4	2	73	56	129
301	.....do	The Phillips School	T. H. Phillips	2	4	60	75	135
302	Plainfield	Plainfield Business College..	A. A. Phelps.....	2	...	34	37	71
303	Trenton	Rider-Moore and Stewart School of Business.	F. B. Moore	8	2	402	158	560
NEW YORK.								
304	Albany	Albany Business College	Jno. R. Carnell.....	15	6	480	337	817
305	Binghamton	Binghamton School of Business.	Dr. Jno. F. Riley	4	4	70	78	148
306	Brooklyn.....	Charles Commercial School*	Wm. P. Charles	7	5	101	159	260
307	.....do	Claghorn's Bryant and Stratton Brooklyn Business College.	C. Claghorn	5	2	172	89	261
308	.....do	Hefley School.....	Norman P. Hefley ...	11	9	642	578	1,220
309	.....do	Long Island Business College.	Henry C. Wright	6	7	449	418	867
310	.....do	New York Commercial and Stenographic School.	Philip B. Gibson.....	3	2	203	91	294
311	.....do	St. James Commercial School	B. Cyril.....	12	...	580	...	580
312	Buffalo	Bryant-Stratton Business College.*	J. C. Bryant	10	4	372	263	635

*Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.																	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
45	39	.....	.....	35	.....	20	8	14	8	13	17	.....	.....	.....	.....	7	3	1	4
164	80	20	3	94	15	102	18	45	35	.....	.....	.....	.....	.....	.....	4	28	.....	.....
60	10	.....	.....	.....	.....	52	4	8	6	.....	.....	.....	.....	8	.....	15	3	6	4
90	30	.....	.....	.....	.....	74	12	9	22	7	6	.....	.....	8-12	.....	8	2	6	6
97	54	.....	.....	65	75	46	16	4	10	25	31	.....	.....	24	.....	16	4	1	2
310	160	.....	.....	214	.....	230	60	45	115	.....	.....	.....	.....	6-12	.....	95	14	30	70
.....	.....	10	12	.....	.....	.....	.....	10	12	.....	.....	.....	.....	.....	6	.....	.....	4	6
110	205	15	15	105	10	60	20	65	200	75	110	.....	.....	6	10	40	15	55	175
802	319	45	20	321	37	625	123	222	216	.....	.....	59	3	9	18	.....	.....	.....	.....
58	71	.....	.....	.....	.....	46	5	4	6	3	.....	.....	.....	11	.....	4	.....	2	3
86	25	10	5	40	8	60	10	25	10	.....	.....	.....	.....	8	10	28	5	15	10
22	17	7	8	25	10	26	14	3	18	29	25	.....	.....	6-10	12-15	1	3	.....	9
24	12	1	1	30	2	25	12	7	13	24	12	.....	.....	8	15	6	1	1	2
44	61	35	27	43	15	72	42	12	46	.....	.....	.....	.....	10	20	12	7	2	20
7	13	28	9	12	18	28	8	7	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
35	15	.....	.....	26	.....	35	15	.....	35	15	.....	.....	.....	9	.....	19	4	.....	.....
15	20	15	10	30	20	20	10	10	20	15	20	.....	.....	6-8	10-12	5	2	.....	5
10	15	29	6	18	25	23	6	16	15	.....	.....	.....	.....	8-14	10-20	3	.....	4	9
.....	.....	57	31	88	.....	57	31	.....	.....	.....	.....	.....	.....	.....	10	.....	.....	.....	.....
24	24	14	12	.....	.....	28	10	10	26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
45	51	84	18	.....	.....	89	8	10	59	30	2	.....	.....	6-10	10-20	.....	.....	.....	.....
80	113	136	64	125	120	124	46	79	158	34	6	.....	.....	.....	.....	21	5	13	45
3	69	5	4	32	9	.....	.....	8	73	.....	.....	.....	.....	9	9	.....	.....	5	21
221	179	122	65	402	186	154	23	67	195	18	8	25	6	6	.....	9	45	3	12
343	297	243	235	309	219	403	115	207	411	44	21	.....	.....	10	15	190	9	31	103
44	28	25	18	.....	.....	41	6	24	44	69	46	.....	.....	6-10	8-14	.....	.....	9	23
84	45	26	.....	60	30	21	8	20	39	23	8	.....	.....	9	18	.....	.....	.....	.....
40	50	26	25	80	35	50	60	50	60	40	50	.....	.....	8	12	.....	.....	.....	.....
15	24	19	13	30	25	28	11	1	24	5	2	.....	.....	6-10	12-15	.....	.....	.....	.....
278	135	118	29	.....	.....	250	163	28	125	10	2	.....	.....	.....	.....	1	.....	.....	.....
425	317	55	20	.....	.....	330	60	110	247	12	4	28	6	6	12	.....	.....	.....	.....
50	40	20	38	80	30	70	20	30	70	20	25	.....	.....	6	9	50	15	20	55
88	52	50	70	135	112	48	54	100	51	62	81	.....	.....	5	8	46	50	96	47
140	71	32	18	200	30	172	89	10	64	.....	.....	.....	.....	10-12	20-24	51	3	2	16
146	462	300	312	385	258	101	31	12	248	58	68	.....	.....	6-10	8-10	80	20	12	236
224	209	264	170	.....	.....	276	109	173	309	.....	.....	.....	.....	9-12	12-24	64	8	12	308
163	58	49	33	.....	.....	151	82	52	9	.....	.....	.....	.....	10	20	19	.....	6	32
586	.....	.....	.....	550	.....	100	.....	.....	.....	450	.....	.....	.....	.....	.....	19	.....	.....	.....
208	139	164	124	.....	.....	300	150	100	200	.....	.....	.....	.....	20	16	62	15	14	24
.....

TABLE 11.—Statistics of commercial and business

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
NEW YORK—cont'd.								
313	Buffalo	Buffalo Institute of Tech-nology.	W. M. Wood	9	1	135	131	266
314	.....do	Hurst's Private School	S. G. Hurst	2	2	70	158	228
315	Chatham	Whiteman's Telegraph School.	Frank Whiteman	2	1	87	5	92
316	Elmira	Elmira School of Commerce.	B. C. Meeker	4	2	76	64	140
317	Fort Edward	Haley's Business Institute and School of Shorthand.	J. W. Haley	1	1	29	16	45
318	Geneva	Barclay's Business Institute and School of Shorthand.	B. C. Barclay	1	1	28	37	65
319	.....do	Geneva Business Training Institute.*	Ansel E. Mackey	1	1	25	2	27
320	Gloversville	Gloversville Business School.*	U. G. Patterson and A. A. Burr.	3	2	68	52	120
321	Hornellsville	Hornellsville Business and Shorthand School.	C. E. Willard	1	1	32	17	49
322	Ithaca	The Wyckoff Phonographic Institute.	Mary A. Adsitt .....	....	3	8	17	25
323	Jamestown	The Jamestown Business College.	H. E. V. Porter	3	3	114	107	221
324	Kingston	Spencer's Business School...	B. H. Spencer	5	2	150	150	300
325	Lockport	Lockport Business Institute.	J. Franklin Ryan	3	1	30	40	70
326	Newburg	Spencerian Institute of Business and Shorthand.*	E. M. Turner	3	2	120	90	210
327	New York City ...	Metropolitan Shorthand School.	W. L. Mason	1	4	10	183	193
328	.....do	The Packard Commercial School.	L. H. Packard	11	5	599	230	879
329	.....do	The Paine Uptown Business School.	H. W. Remington	3	7	280	200	480
330	.....do	Thompson's Business School.	Andrew W. Madison ..	1	6	134	90	224
331	.....do	Wood's New York School ...	Frederick E. Wood....	23	9	987	982	1,969
332	Ogdensburg	Musgrove Business and Shorthand School.	J. M. Musgrove	1	1	24	35	59
333	Oswego	Chaffee's Phonographic Institute.	W. G. Chaffee	2	3	35	45	80
334	Rochester	Rochester Business Institute.	A. S. Osborn and S. C. Williams.	8	6	531	200	731
335	Syracuse	Dakin's Business Institute.*	Dakin Bros.	3	1	80	74	154
336	.....do	Syracuse Commercial School.	J. J. Martyn	4	....	48	61	109
337	.....do	The Henley	S. M. Henley	2	4	26	128	154
338	Troy	Troy Business College	Thos. H. Shields	6	2	271	91	362
339	Utica	Utica Business Institute.*	G. F. Hendrick	3	3	105	98	203
340	Yonkers	Spencerian Business School.	Chas. B. Hall	2	....	62	48	110
NORTH CAROLINA.								
341	Asheville	Asheville Business College..	H. S. Shockley	2	3	187	121	308
342	Charlotte	Charlotte Commercial College.*	J. C. Mintz	2	2	51	40	91
343	.....do	Fleming University of Short-hand.	Geo. M. Fleming	1	....	21	24	45
344	Raleigh	King's Business College	J. H. King	3	1	200	80	280
NORTH DAKOTA.								
345	Grand Forks	Northwestern College and Commercial Institute.	J. J. Swengel	4	1	105	65	170
OHIO.								
346	Akron	Miller's Actual Business College.	E. E. Workman	2	1	125	109	234
347	.....do	Hammel Business College*..	P. Hammel	3	1	92	66	158
348	Ashtabula	Ashtabula Business College.	H. O. Warren	2	1	25	55	80
349	Cambridge	Campbell Business College..	Ica Campbell	2	18	22	....	40

* Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.																	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
110	85	25	46	114	65	40	50	20	75	10	.....	5	.....	16	24	38	50	13	21
50	150	20	8	.....	.....	30	15	70	158	.....	.....	.....	.....	6	12	.....	.....	.....	314
87	5	.....	.....	40	.....	.....	.....	.....	.....	.....	.....	87	5	.....	.....	.....	.....	.....	315
76	64	.....	.....	.....	.....	49	11	27	53	.....	.....	.....	.....	6	.....	.....	.....	.....	316
17	15	12	1	16	10	15	4	2	13	7	1	.....	.....	.....	.....	1	.....	3	317
16	32	12	5	20	8	20	30	20	30	.....	.....	5	.....	.....	.....	.....	.....	.....	318
20	1	4	2	15	5	15	1	5	.....	3	.....	5	.....	5-6	6-10	4	.....	.....	319
39	28	29	24	45	38	50	30	15	25	.....	.....	.....	.....	6	12	20	10	6	15
32	17	.....	.....	.....	.....	10	2	13	14	9	1	.....	.....	6	10	.....	.....	.....	321
8	17	.....	.....	12	.....	8	17	8	17	.....	.....	.....	.....	9	.....	.....	.....	.....	322
114	107	.....	.....	125	.....	101	49	34	98	.....	.....	.....	.....	6-8	.....	39	18	7	21
150	150	.....	.....	.....	.....	80	25	88	107	.....	.....	.....	.....	8	.....	35	10	45	65
20	22	10	18	30	10	10	25	20	39	5	2	.....	.....	6	12	6	18	16	28
80	70	40	20	110	50	70	50	50	40	.....	.....	.....	.....	8	14	12	4	13	39
3	120	7	63	25	20	.....	.....	10	183	.....	.....	.....	.....	6	8	.....	3	42	327
423	217	176	63	350	125	505	40	94	240	.....	.....	.....	.....	12	9	83	3	12	64
185	120	95	80	65	35	160	26	45	140	30	17	44	18	8	12	16	7	10	35
52	45	82	45	65	53	54	26	38	71	82	68	48	8	4-6	5-9	24	17	14	52
628	721	342	278	812	421	319	206	309	835	72	36	.....	.....	6	10	112	23	182	519
24	27	5	3	21	6	13	3	15	28	.....	.....	.....	.....	.....	.....	4	1	6	17
35	45	.....	.....	75	.....	.....	.....	35	45	.....	.....	.....	.....	6-8	8	.....	.....	25	40
406	150	125	50	.....	.....	391	95	145	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	334
57	62	23	12	85	25	40	15	17	47	.....	.....	3	.....	6	18	14	8	6	17
39	46	9	15	65	15	32	41	3	.....	.....	.....	4	2	6	10	37	48	.....	336
23	116	3	12	140	25	10	40	20	75	20	75	.....	.....	6	6	1	.....	3	14
196	73	75	18	150	64	186	31	62	43	17	13	4	6	.....	.....	120	40	37	39
105	98	.....	.....	.....	.....	56	25	13	62	30	10	.....	.....	4	.....	4	3	.....	339
23	35	39	13	.....	.....	31	11	36	48	13	.....	.....	.....	7	12	6	6	8	25
97	63	90	58	49	23	84	47	65	48	27	15	9	7	8	12	74	58	39	54
51	40	.....	.....	.....	.....	33	10	23	40	51	40	14	1	8	.....	5	2	2	3
8	21	8	8	10	5	.....	.....	21	24	21	24	.....	.....	6-9	9-12	.....	.....	10	16
170	70	30	10	65	15	190	40	75	60	12	3	.....	.....	6	10	25	5	4	6
90	60	15	5	75	8	60	20	10	30	20	10	.....	.....	6	9	4	3	3	5
88	99	42	10	80	25	60	30	20	70	6	.....	.....	.....	6	10	60	20	15	70
65	55	27	11	.....	.....	60	29	15	37	12	5	.....	.....	4-8	10-12	.....	.....	.....	347
15	50	10	5	60	10	24	45	5	20	.....	.....	.....	.....	6	.....	6	9	3	8
12	15	6	7	30	10	4	5	8	10	.....	.....	.....	.....	5	8	4	4	6	10

TABLE 11.—Statistics of commercial and business

Post-office.	Name.	Executive officer.	In- struc- tors.		Actual num- ber of stu- dents en- rolled.		Total.
			Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7	8
OHIO—continued.							
350 Canton	Canton Actual Business Col- lege.	W. W. Patterson.....	4	2	190	60	250
351 Cincinnati	Miss Littleford's Shorthand School.	B. Littleford.....	...	4	78	295	373
352 ..do	Nelson's Business College...	R. J. Nelson.....	4	3	185	175	360
353 ..do	St. Joseph College	Jos. M. Scherer	7	...	102	...	102
354 ..do	The Bartlett Commercial College.*	C. M. Bartlett.....	4	4	200	200	400
355 ..do	Traub's Cincinnati Business College and Telegraphic School.	Louis Traub.....	3	2	130	123	253
356 Cleveland	Berkey and Dyke's Private Business School.	Berkey & Dyke.....	6	1	282	186	418
357 ..do	Spencerian Commercial School.	H. J. Loomis.....	10	4	200	200	400
358 ..do	The Modern School	O. E. Hull.....	2	2	90	203	293
359 Columbus	Bliss Business College	C. A. Bliss.....	4	4	262	308	570
360 ..do	Hickle's Commercial College	Floyd Hickle.....	2	...	50	25	75
361 ..do	Ohio Business Institute	H. C. Rowland.....	3	1	76	83	159
362 ..do	Parsons's Business College*	H. B. Parsons.....	3	...	75	50	125
363 Dayton	Gem City School of Business.	Mrs. V. A. Matthews .....	...	2	25	43	68
364 ..do	Lentz Commercial College	Oley De Arlington.....	1	1	25	60	85
365 Dennison	Dennison Business College	Mary A. Morgan.....	1	1	13	9	22
366 East Liverpool	Ohio Valley Business College.	Frank T. Weaver.....	3	3	161	105	266
367 Lancaster	Columbia Commercial Uni- versity.	J. E. Joiner.....	1	1	26	26	52
368 Lima	Lima Business College	Howard W. Pears.....	3	1	90	75	165
369 Mansfield	Mansfield Business College..	P. W. Frederick.....	1	2	13	26	39
370 ..do	Ohio Business College.....	C. C. Short.....	3	...	42	23	65
371 Marietta	The Marietta Commercial College.	Benn J. Ferguson	2	1	49	53	102
372 Massillon	Massillon Actual Business College.	H. G. Yocum.....	3	2	46	31	77
373 Newark	Newark Business College.....	S. L. Beeney.....	1	...	140	40	180
374 Oberlin	Oberlin Business College.....	J. T. Henderson.....	4	2	200	109	309
375 ..do	Oberlin School of Tele- graphy.	G. L. Durand.....	2	1	30	12	42
376 Piqua	Beck's Academy	C. E. Beck.....	1	1	18	14	32
377 Portsmouth	Graham's Business College..	W. R. Graham.....	2	2	72	53	125
378 Sandusky	Sandusky Business College..	T. W. Bookmyer.....	4	1	149	68	217
379 Springfield	Nelson's Business College	A. C. Jones.....	2	2	157	44	201
380 ..do	Williss Business University*.	F. W. Williss.....	3	1	41	29	70
381 Steubenville	Steubenville Business Col- lege.	J. T. Thompson.....	3	2	79	69	148
382 Tiffin	Heidelberg Commercial Col- lege.	C. C. Kennison.....	2	1	25	40	65
383 Toledo	Davis Business College.....	M. H. Davis.....	5	2	300	200	500
384 Warren	Bryant, Stratton and Smith Business College.	Geo. H. St. John	4	1	61	66	127
385 Wooster	Yocum's Bixler Business College.	O. M. Yocum.....	2	1	57	48	105
386 Youngstown	Browne's Business College	J. C. Browne.....	2	...	35	40	75
387 ..do	Hall's Business University ..	Edwin A. Hall.....	3	1	75	84	159
OKLAHOMA.							
388 Guthrie	Capital City Business College.	R. A. Gaffney.....	4	3	83	164	247
389 Oklahoma City...	Oklahoma City Business Col- lege.	J. W. Butcher.....	3	1	64	60	124
OREGON.							
390 Portland	Behnke-Walker Business College.	H. W. Behnke.....	4	...	20	67	87
391 ..do	Holmes English and Busi- ness College.	Mrs. G. Holmes Law- rence.	3	5	147	105	252

* Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.												Day course.	Evening course.	Male.	Female.	Male.	Female.
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
75	100	50	25	125	40	60	15							7	16	40	45		350
48	276	30	19					50	190					6	10			50	190
175	165	10	10	150	15	118	52	125	144					12	18				352
102				85		60		12		102				30		8		3	
150	150	50	50	250	60	200	200	150	150					12	24				354
50	88	80	35	65	48	30	15	95	100			7	8	6	12	19	8	60	75
103	145	128	42	115	55	143	51	89	135					6	12				356
150	150	75	25	200	100	100	50	50	100					12	24				357
75	180	15	23	100	15	35	50	18	50					12	12	100	50	65	85
230	270	32	38	200	45	160	110	130	170	230	270			6	8	35	10		358
20	10	30	15	25	15	25	15							6		10	3	12	38
76	83					40	10	21	85					6					361
75	50					75	50							6					362
22	39	3	4			22	39							6		22	39		363
15	70			40	30			25	60					5				20	30
7	8	6	1			2	1	8	7	4	2			6				2	4
89	86	50	41	60	50	91	14	28	72	35	42			6-8	10-12	15	1	3	20
15	23	11	3			28	22	5				2		6	12		1	2	12
79	68	11	7	80	12	50	25	29	43					6	9-12	44	20	26	32
13	26			15		9	4	5	21										369
42	23			40		42	12	12	20					6	12	40	10	10	18
37	38	12	15	30	15	46	39	30	50	49	59			4-8	6-12	16	12	5	10
34	28	12	3	60	14	29	10	17	21					6-9	12-18	21	8	10	16
90	25	50	15	100	50	110	25	30	15					4	6	75	20		373
200	109					147	36	60	81					12					374
30	12											30							375
18	14			26		12	4	6	12					6		5	2	4	8
27	38	45	15	57	35	33	19	12	34	12	8			8-10	12-15	9	10	3	7
149	68					116	30	33	38					8		33	9	13	21
142	44	15		60	12	144	17	13	27					6	14		1		379
41	29			60		13	12	41	29	41	29			18			1		380
53	59	26	10	45	10	38	9	28	55	13	5			6-12	8-12	6		5	8
25	40			35		20	5	4	35					6		8			15
200	150	100	50	300	100	150	50	150	100	300	200			12	24	100	50	100	100
45	52	16	14	63	27	45	29	37	56	61	66					14	12	5	18
57	48			50		15	15	43	32					8		10	12	16	10
35	40			72		35	40	20	36					7		15	30	6	25
60	69	15	15	75	23	72	60	60	50					12	24	16	24	7	31
70	112	33	32	140	56	53	39	30	125					8	5	27	17	12	80
44	50	20	10	40	15	44	10	20	50	20	25			6	8	7	3	10	12
15	45	5	22	14	8	4	3	13	51	2	3	13	2	6	12	3	2	10	40
147	105			200		100	50	25	75	147	105			6		50	25	20	50

TABLE 11.—Statistics of commercial and business

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual number of students en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	OREGON—cont'd.							
392	Portland	Portland Business College...	A. P. Armstrong.....	5	4	350	175	525
393	Salem	Capital Business College....	W. I. Staley	2	2	68	31	99
	PENNSYLVANIA.							
394	Allentown.....	Allentown Business College.	W. L. Blackman.....	4	...	85	37	122
395	do	American Business College..	O. C. Dooney	6	2	208	85	293
396	Altoona	Altoona Business College....	W. F. Isenberg	1	1	93	60	153
397	do	Zeth School	G. G. Zeth	2	2	192	103	295
398	Charleroi.....	The Tubbs Business College.	D. C. Tubbs.....	2	2	65	55	120
399	Chester.....	Sleeper's School of Stenogra- phy.	Jos. Sleeper.....	1	1	21	3	24
400	Connellsville.....	Douglas Business College....	D. E. Brightbill	1	1	37	25	62
401	Corry.....	Corry Business College	C. H. Geiger	2	1	10	21	31
402	Dubois.....	Dubois College of Business..	G. W. Thorn	2	1	80	65	145
403	Eaton	Easton School of Business ..	S. L. Jones	3	...	81	69	150
404	Erie	Davis Shorthand School.....	W. O. Davis	1	2	42	67	109
405	do	Erie Business University	J. M. Glazier	2	2	65	37	102
406	Harrisburg.....	Harrisburg Business College.	J. E. Garner	1	2	95	95	160
407	do	School of Commerce	J. C. Shumberger and G. S. McClure.	3	1	65	80	175
408	Johnstown	Rowe College *	D. I. Rowe	7	3	165	98	263
409	Lancaster	Lancaster Business College..	H. C. Weivler	3	1	62	60	122
410	Lebanon	Lebanon Business College....	M. G. Denlinger.....	4	2	209	76	285
411	Lockhaven.....	Lockhaven Business Col- lege.	Benj. F. Pletcher.....	1	1	26	16	42
412	Meadville	Meadville Commercia ^l Col- lege.	Miss S. L. Boyd.....	3	3	88	64	152
413	Newcastle	Newcastle Business College..	J. L. Smith	3	1	85	57	142
414	Norristown.....	Schissler College of Business.	A. J. Schissler	12	5	390	350	740
415	Oil City	Oil City Business College....	E. R. Welch	1	2	33	20	53
416	Philadelphia	Banks Business College	Archibald Cobb	24	9	727	629	1,356
417	do	Frankford School of Business	Geo. E. Harvey.....	3	...	25	15	40
418	do	Germantown Business Col- lege.	W. J. Zeiders	4	1	48	54	102
419	do	Haven College of Literature and Business.	Curtis Haven.....	3	2	31	47	78
420	do	Palms Business College	Theo. W. Palms	4	2	102	102	204
421	do	Palmer's College	O. R. Palmer	2	2	79	197	276
422	do	Peirce School	L. B. Moffett	30	4	1080	571	1,651
423	do	Union Business College	James M. Lingle.....	8	3	194	200	394
424	Pittsburg	Commercial High School	S. D. Everhart	6	9	221	302	523
425	do	Duff's Mercantile College	William H. Duff.....	9	...	345	135	480
426	do	Reno Shorthand and Pen- manship School.	Marshall H. Reno	4	2	164	409	573
427	do	The Martin Shorthand School.*	H. L. Andrews and J. P. McConahey.	4	6	274	315	589
428	Pottsville	Commercial Union School ..	G. A. Fransue	1	...	25	35	60
429	Pottstown	Pottstown Business College ..	F. E. Kelley	3	...	55	30	85
430	Reading	Inter State Commercial Col- lege.	H. Y. Stoner.....	5	1	155	77	232
431	do	Reading Academy and Busi- ness College.	J. V. George	3	...	53	21	74
432	Scranton	Scranton Business College*.	H. D. Buck and A. R. Whitmore.	4	1	427	146	573
433	Sharon	Sharon College of Commerce	J. P. Amspoker.....	1	2	56	71	127
434	South Bethlehem.	South Bethlehem Business College.	W. F. Magee	5	1	189	95	284
435	Towanda	Towanda Business College ..	M. S. Cronk	1	...	22	21	43
436	Union City	Keystone School of Short- hand and Bookkeeping.*	W. E. Ackerman	1	1	12	30	42
437	Warren	Warren Business University.	W. F. M. Williams.....	4	2	84	46	130
438	Washington	Washington Business College	Louis Van Orden.....	1	6	112	104	216
439	Waynesburg.....	Waynesburg Business College	H. E. Barnes	1	1	28	28	56

* Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.																	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
350	175	.....	.....	250	.....	325	100	100	150	25	10	.....	.....	6-9	.....	175	50	25	40
68	31	.....	.....	.....	.....	57	19	9	11	.....	.....	.....	.....	9	.....	5	3	0	1
44	29	44	5	37	20	31	6	42	24	10	1	.....	.....	5-10	8-20	6	2	13	11
156	63	52	22	160	40	126	31	73	48	9	6	.....	.....	10	20	20	4	6	3
98	60	78	13	63	38	20	32	80	40	16	15	.....	.....	.....	15	25	.....	.....	.....
114	90	78	13	63	38	90	29	190	94	35	20	.....	.....	6	9	75	18	109	80
50	50	14	6	90	14	.....	30	4	23	40	33	.....	.....	.....	10	5	4	13	398
.....	.....	21	3	.....	23	.....	.....	20	3	.....	.....	1	.....	.....	6	.....	.....	.....	399
25	22	12	3	.....	.....	30	20	7	5	37	25	.....	.....	6-10	6-10	20	15	3	5
8	17	4	2	.....	.....	8	12	3	14	14	10	.....	.....	9	.....	8	10	3	12
70	60	10	5	75	40	40	25	20	40	50	40	.....	.....	.....	.....	.....	.....	.....	.....
39	42	42	27	60	25	76	25	14	35	.....	.....	.....	.....	6-10	12-20	7	.....	7	20
18	52	24	15	28	15	.....	.....	42	67	.....	.....	.....	.....	6-8	12-14	.....	.....	7	24
50	30	15	7	43	16	45	15	5	52	6	2	.....	.....	.....	.....	12	5	4	18
44	80	21	15	.....	.....	30	45	44	80	44	80	.....	.....	8	14	.....	.....	.....	405
56	51	39	29	60	42	78	52	73	72	79	77	.....	.....	8	15	.....	.....	.....	406
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	407
165	98	.....	.....	.....	.....	165	98	100	80	.....	.....	.....	.....	.....	.....	6	12	2	8
40	47	22	13	38	12	40	30	22	30	.....	.....	.....	.....	.....	.....	10	5	4	3
184	64	25	18	60	30	209	76	.....	.....	.....	.....	.....	.....	6	.....	142	35	.....	410
20	16	6	.....	21	5	20	4	9	13	.....	.....	.....	.....	7	12	3	2	5	411
88	64	.....	.....	.....	.....	54	18	26	40	43	34	.....	.....	10	6-12	20	13	28	14
37	42	48	15	.....	.....	64	10	15	53	.....	.....	.....	.....	9	12	2	.....	5	8
340	320	50	30	300	50	105	60	175	260	340	320	.....	.....	10	18	40	17	45	50
24	18	9	2	.....	.....	14	4	11	16	7	.....	1	.....	.....	.....	8	1	2	4
341	450	386	179	420	232	395	368	332	427	.....	.....	.....	.....	10	18	44	54	45	186
.....	.....	25	15	.....	35	25	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	15	38	39	.....	.....	32	14	16	40	10	8	.....	.....	7	10	.....	.....	.....	417
19	34	12	13	21	11	31	47	31	47	31	47	.....	.....	9	12	9	14	9	14
54	72	48	30	.....	.....	75	50	40	75	.....	.....	.....	.....	7	12	22	7	2	22
28	143	51	54	.....	.....	11	19	75	195	.....	.....	.....	.....	6	9	.....	.....	.....	421
446	341	634	230	476	512	817	176	236	398	1,080	571	.....	.....	7-10	15-20	70	24	15	59
62	128	132	72	175	115	112	55	82	145	.....	.....	.....	.....	12	18	39	97	39	97
221	302	.....	.....	233	.....	221	302	.....	.....	.....	.....	.....	.....	20	.....	40	50	.....	423
250	110	95	25	200	75	345	135	345	135	345	135	.....	.....	4	10	145	35	60	30
121	387	43	22	.....	.....	.....	.....	19	101	.....	.....	.....	.....	6	7	.....	.....	.....	426
78	314	158	39	145	85	.....	.....	274	315	274	315	.....	.....	6-7	8-10	.....	.....	74	298
25	35	.....	.....	54	.....	25	35	12	20	.....	.....	.....	.....	10	.....	12	14	4	15
45	25	10	5	.....	.....	40	10	18	22	.....	.....	.....	.....	12	.....	15	10	9	16
95	45	60	32	60	75	97	34	40	45	32	6	.....	.....	8-10	.....	19	6	14	12
32	14	21	7	30	19	17	11	.....	.....	36	10	3	.....	.....	.....	5	4	.....	431
218	94	209	52	.....	.....	427	146	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	432
19	52	50	6	.....	.....	32	18	11	37	28	3	.....	.....	8-11	15-20	8	5	2	21
80	71	109	24	.....	.....	72	60	97	26	20	9	.....	.....	6-10	8-15	8	14	16	9
19	20	3	1	.....	.....	9	8	10	9	3	0	.....	.....	10	20	7	7	8	7
12	30	.....	.....	.....	.....	12	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	435
73	40	11	6	80	10	50	25	40	26	84	46	4	0	9	12	.....	.....	.....	437
91	89	21	15	.....	.....	99	55	35	66	99	55	.....	.....	6-8	6-12	60	.....	.....	438
20	25	8	3	22	10	24	13	4	23	8	.....	.....	.....	6	12	3	8	1	14

TABLE 11.—Statistics of commercial and business

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	PENNSYLVANIA—continued.							
440	Westchester	Westchester Business Col- lege.	J. B. Martin		3	10	15	25
441	Williamsport	Potts Shorthand College	J. G. Henderson	2		125	98	223
442	.....do	Williamsport Commercial College.	Healey & Tomb	5		192	68	255
	RHODE ISLAND.							
443	Providence	Bryant - Stratton Business College.	Theodore B. Stowell..	7	2	143	167	310
	SOUTH CAROLINA.							
444	Charleston	Charleston Mercantile School	Maizie J. Bergmann..		2	20	15	35
445	.....do	Stokes Business College	A. L. Stokes	2	2	43	22	65
446	.....do	Y. M. C. A. Night School		6	1	25		25
447	Columbia	Columbia Business College..	W. H. Newberry	2	2	48	55	103
448	.....do	Macfeats Business College ..	W. H. Macfeats	2	2	40	110	150
	SOUTH DAKOTA.							
449	Aberdeen	Aberdeen Business College..	H. A. Way	1	1	45	27	72
450	Sioux Falls	Sioux Falls Business College.	G. C. Christopherson .	4	5	141	42	183
451	Watertown	Watertown Commercial Col- lege.	D. T. Walker	2	1	85	45	130
	TENNESSEE.							
452	Chattanooga	Mountain City Business Col- lege.	E. L. Wiley and J. A. Wiley.	3	1	283	135	418
453	Henderson	The Georgie Robertson Christian College.	A. G. Freed	9	6	300	215	515
454	Knoxville	Knoxville Business College.	H. Woodward	3		175	75	250
455	.....do	McAllen Business and Short- hand College.	John A. McAllen	2	2	84	52	136
456	.....do	Young's College of Short- hand.*	L. B. Smith	2	1	31	34	65
457	Memphis	Watson Business College	W. T. Watson	1	3	123	61	184
458	Nashville	Fall's Business College	Alexander Fall	4	6	647	585	1,232
459	.....do	Jennings Business College..	R. W. Jennings	3		62	39	101
	TEXAS.							
460	Austin	Griffitts College of Com- merce.*	D. A. Griffitts	4	3	180	90	270
461	.....do	St. Edward's College	John T. Boland	22		183		183
462	Dallas	Dallas Commercial College..	G. A. Harmon	4	2	300	250	550
463	.....do	Metropolitan Business Col- lege.	A. Ragland	6	2	350	150	500
464	Fort Worth	Draughon's Practical Busi- ness College.	J. W. Draughon	5	2	500	100	600
465	.....do	Fort Worth Business College.	F. P. Preuitt	5	2	324	74	398
466	Houston	The Massey Business College	C. F. Beutel	4	1	312	149	461
467	Omen	Summer Hill Business Col- lege.	Rev. N. Smylie	1		21	5	26
468	Paris	Southwestern Business Col- lege.	E. M. Charlier	3	1	221	67	288
469	San Antonio	Alamo City Commercial Col- lege.	Shafer & Downey	6		425	175	600
470	San Marcos	Lone Star Business College..	M. C. McGee	1	1	82	19	101
471	Tyler	Tyler College	H. E. Byrnc and N. Adair.			350	250	600
472	Waco	Toby's Practical Business College.	Edward Toby	6	2	487	84	571
473	.....do	Hill's National Business Col- lege.	R. H. Hill	9	1	550	100	650

* Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.												Day course.	Evening course.	Male.	Female.	Male.	Female.
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
10	15			25		4		9	15					8		10	15		440
88	69	49	22	71	52			115	67					5	7			100	60
147	40	45	23			60	32	50	80					6	12	20	6	15	12
143	167			180		129	71	18	104	143	167			10		25	32	7	62
20	15					10	10			10	5								
32	18	11	4	30		32	18	32	18					6-9	9-12	4	2		2
		25		21		12				9						9			
40	51	8	4			48	55	48	55					4-5	8-12				
40	110					50	15	40	100					4-6	6-8	50	15	40	100
45	27			30		24	9	6	10	17	17			6					
122	34	19	8			106	9	19	28	20	6			6-9		23	3	2	4
85	45					42	15	23	20	20	10			6		10	12	13	16
211	123	72	12			283	135												452
300	215			450		50	25	12	8	175	150			60		15	10	1	
150	100			75		125	25	30	70					6		26	9	11	13
57	51	27	1	23	7	42	15	30	37	24	38	1		7	12	1			
26	33	5	1	90	95			29	34			2		4	6			3	4
102	52	21	9	58	18	123	61	25	40					6	10	17	9	6	4
422	514	225	71	500	400	647	585	647	585	647	585	79	11	6-9	8-12	516	489	516	489
62	39					62	39							2-4		72			
180	90					180	90												460
183				183		98		40		30		10		20		6		4	
200	200	100	50	90	50	150	50	100	150	50	50			6	12	75	25	50	75
350	150					250	20	100	30							150	10		
500	100			200	75	350	100	100	50					4-8	8-16	400	100	150	50
300	34	24	40			250	50	250	50					10	20	14	5	12	30
264	140	48	9	174	24	282	9	30	140					6	9	46	1		
21	5			14		20	2	6	3					4		9	2		
221	67			75		198	17	43	58					9-18		1			
300	150	125	25	200	100	250	100	75	90	35	15	25	10			100	40	35	50
82	19			31		82	19			82	19			6		7	4		
350	250			300		150	100	100	75	50	32					100	56	90	64
409	69	78	15	275	65	363	11	92	105	487	84			6-8	10-20	268	6	63	68
550	100			250		500	10	50	86			40	4	4-6		150	4	15	5

TABLE 11.—Statistics of commercial and business

Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
			Male.	Female.	Male.	Female.	Total.
1	2	3	4	5	6	7	8
UTAH.							
474 Ogden.....	Intermountain Business College.	James A. Smith.....	2	3	107	43	150
475 Salt Lake City....	McKee's Business College....	J. B. McKee.....	2	....	40	34	74
476 .....do.....	Salt Lake Business College..	Joseph Nelson.....	5	2	312	130	442
VERMONT.							
477 Burlington.....	Burlington Business College.	E. G. Evans.....	2	2	81	64	145
478 Rutland.....	Rutland Business College....	L. J. Egelston.....	2	2	75	70	145
479 St. Johnsbury....	St. Johnsbury Academy.....	A. H. Barbour.....	1	1	17	20	37
VIRGINIA.							
480 Danville.....	Danville Military Institute..	I. H. Saunders.....	6	....	75	....	75
481 Lynchburg.....	Piedmont College.....	J. W. Giles.....	3	2	115	85	200
482 .....do.....	Smith's Business College....	T. Parker Smith.....	2	2	15	27	42
483 Norfolk.....	Southern Shorthand and Business University.*	J. M. Ressler.....	7	3	200	200	400
484 Richmond.....	Smithdeal Practical Business College.	G. M. Smithdeal.....	6	3	258	127	385
485 Roanoke.....	National Business College....	E. M. Coulter.....	4	5	164	67	231
486 Staunton.....	Dunsmore Business College..	J. G. Dunsmore.....	5	2	152	58	210
WASHINGTON.							
487 Everett.....	Everett Commercial College.	A. E. Flowers.....	2	1	60	48	108
488 Seattle.....	Wilson's Modern Business College.	Judson P. Wilson....	6	2	325	275	600
489 Spokane.....	Northwestern Business College.	E. H. Thompson.....	6	1	183	152	335
490 .....do.....	The Blair Business College..	H. C. Blair.....	5	2	446	205	651
491 .....do.....	Engelhorn Business College*	Herman T. Engelhorn	5	3	180	95	275
492 Tacoma.....	Tacoma Business College....	W. K. Shoemaker....	3	2	84	92	176
493 Walla Walla.....	Empire Business College....	Wm. P. Underwood..	2	1	27	17	44
WEST VIRGINIA.							
494 Buckhannon.....	Seminary School of Business.	Geo. W. Broyles.....	1	2	75	22	97
495 Charleston.....	Capital City Commercial College.	W. B. Elliott.....	4	....	120	80	200
496 Fairmont.....	Elliott Commercial School..	Walter M. Evans.....	2	....	57	68	125
497 Huntington.....	Marshall Business College..	W. A. Ripley.....	3	2	95	47	142
498 Wheeling.....	Wheeling Business College..	J. M. Frasher.....	10	4	164	132	296
WISCONSIN.							
499 Ashland.....	Gordon's Business College..	E. D. Gordon.....	1	....	40	30	70
500 Beloit.....	Beloit Business College....	W. H. Lee.....	4	3	60	45	105
501 Chippewa Falls..	Chippewa Falls Business College.*	C. H. Howieson.....	1	1	26	24	50
502 Green Bay.....	Green Bay Business College.	E. F. Quintal.....	3	....	112	63	175
503 Janesville.....	Valentine's School of Telegraphy.	Richard Valentine...	4	....	205	2	207
504 Kenosha.....	Kenosha College of Commerce.	Otis L. Trenary.....	4	2	119	50	169
505 La Crosse.....	Wisconsin Business University.	F. J. Toland.....	5	1	222	95	317
506 Madison.....	Northwestern Business College.	R. G. Deming.....	4	1	123	64	187
507 Marinette.....	Marinette Business College.	T. R. Hutchison.....	2	2	200	310	510
508 Milwaukee.....	Cream City Business College	H. A. Brown and W. W. Way.....	7	2	299	230	529
509 .....do.....	Hoffman's Metropolitan Business College.	O. A. Hoffman.....	15	1	380	290	670

* Statistics of 1900-1901.

schools in United States in 1901-2—Continued.

Actual number of students enrolled.		Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.															
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28																
90	30	17	13	65	20	80	5	10	25	20	13	5-9	18	18	5	4	11
25	12	15	22	...	...	34	12	...	...	6	22	...	...	...	...	...	...
214	85	98	45	175	90	150	39	122	89	30	12	...	...	...	...	35	10
62	46	19	18	60	20	74	16	6	24	12	13	6-10	...	12	3	...	6
50	40	29	26	40	25	35	30	35	40	...	...	8-10	12-20	4	...	4	12
17	20	...	...	30	...	16	9	1	11	...	...	10	...	5	4	...	7
75	...	...	...	63	...	12	...	10	...	75	...	9	...	11	...	...	480
100	80	15	5	80	...	100	10	20	70	25	20	6	10-12	50	2	10	40
7	19	8	8	...	...	6	2	5	16	4	4	4-6	6-18	4	2	5	10
150	190	50	10	125	40	100	100	100	100	25	10	6	12	25	10	50	50
216	117	46	6	...	...	127	15	88	105	39	3	8	...	...	...	...	484
121	67	43	...	100	25	80	10	84	57	130	60	...	...	15	2	11	11
152	58	...	...	...	...	130	3	18	55	4	...	10	8	46	...	9	34
60	48	...	...	100	35	56	48	60	40	30	10	8	...	6	9	30	30
250	225	75	50	175	50	250	100	100	225	75	25	8	...	8	12	40	16
159	141	24	11	91	83	79	48	50	53	12	7	5	1	6	12	7	23
446	205	...	...	206	20	240	100	80	120	101	40	...	...	6	...	...	...
80	70	100	25	120	45	80	50	50	45	30	40	16	7	9	15	9	7
30	35	54	57	40	25	84	92	...	...	...	...	...	...	6	...	...	...
27	17	...	...	...	...	27	17	...	...	...	...	...	...	...	...	...	...
75	22	...	...	60	...	44	11	2	16	27	14	...	...	6-8	...	1	5
110	75	10	5	85	11	43	6	77	69	...	...	8	15	15	2	38	40
57	68	...	...	30	...	30	3	27	65	...	...	6	12	...	...	...	...
69	44	26	3	45	14	74	5	61	49	...	...	6	8	11	1	4	8
122	109	42	23	146	48	146	47	42	107	67	41	18	...	5	12	37	85
35	25	5	5	50	9	10	10	10	10	3	...	...	...	6	12	5	4
54	45	...	6	...	...	46	14	8	32	...	...	...	...	...	...	15	10
20	30	...	...	26	24	26	24	...	...	...	...	6	12	...	...	...	...
97	53	18	7	...	...	65	10	29	51	20	...	6-8	...	5	2	7	5
205	2	...	125	...	...	...	...	...	...	...	205	2	...	...	...	...	...
62	39	57	11	...	...	44	11	13	18	62	21	...	...	7	2	2	5
222	95	...	...	280	...	187	...	130	...	...	...	6-12	...	...	...	...	...
89	50	34	14	80	20	70	12	23	41	6	...	6-9	...	110	...	80	...
180	285	20	25	...	...	175	150	25	200	...	...	6	12	16	5	2	15
136	187	163	43	125	50	165	36	109	190	25	4	...	...	6	15	5	25
380	290	...	...	...	...	200	100	100	150	60	40	...	...	...	...	...	...

TABLE 11.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stud-ents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	WISCONSIN—cont'd.							
510	Milwaukee	Rheude's Business College and Drafting School.	Anton Rheude	5	1	235	20	255
511	.....do	Spencerian Business College	R. C. Spencer.....	5	6	257	213	470
512	Oshkosh	The Railway Telegraph In-stitute.	.....	2	1	200	2	202
513	Platteville.....	Platteville Business College.	J. Alcock	1	...	23	11	34
514	Portage.....	Story's College of Commerce and Training School.	H. A. Story.....	2	2	108	93	201
515	Racine	Racine Business College	A. R. Punke.....	2	2	65	60	125
516	Sheboygan	Wisconsin Business College.	H. P. Thompson.....	3	3	200	100	300
517	Stevens Point	Stevens Point Business Col-lege.	W. E. Allen	3	1	70	30	100
518	Wausau	Wausau Business College and Academy.	C. M. Boyles.....	3	2	78	81	159
519	.....do	Wausau Business University.	R. F. Davis.....	1	1	25	24	49
	WYOMING.							
520	Cheyenne	Cheyenne Business College .	D. C. Royer.....	1	1	44	28	72

schools in United States in 1901-2—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.																	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
65	10	170	10	60	120	110	12	80	8	40	.....	.....	.....	12	18	5	.....	6	8
174	176	88	37	.....	.....	139	41	35	135	.....	.....	.....	.....	10	.....	10	.....	30	125
200	2	.....	.....	50	.....	.....	.....	.....	.....	.....	.....	200	2	4	5	.....	.....	.....	.....
23	11	.....	.....	.....	.....	21	7	.....	.....	2	4	.....	.....	6	.....	8	2	1	4
108	93	.....	.....	.....	.....	49	20	21	40	12	3	.....	.....	5-6	.....	.....	.....	.....	.....
45	50	20	10	41	17	45	12	20	48	14	16	.....	.....	6-8	12	15	2	5	12
100	50	100	50	80	80	150	20	50	80	.....	.....	.....	.....	6	12	.....	.....	.....	.....
65	20	12	3	50	5	60	10	20	25	4	.....	.....	.....	6	12	40	8	15	20
60	70	18	11	51	15	78	81	.....	.....	.....	.....	.....	.....	.....	.....	23	26	.....	.....
25	24	.....	.....	45	.....	20	8	6	15	.....	.....	.....	.....	6	.....	20	3	5	12
23	27	21	1	.....	.....	12	6	32	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	520

CHAPTER XLII.

SCHOOLS FOR NURSES.

The number of schools for training nurses reported for the year 1902 was 545, an increase of nearly 100 over the previous year. The number of nurses receiving instruction was 13,252, an increase of 1,653, and the number completing the course was 4,015. The value of the grounds and buildings of the hospitals reported was \$106,962,246. The endowment funds amounted to \$21,332,557.

Licensing nurses.—"A bill has been passed in the Illinois legislature providing for the examining and licensing of trained nurses by the State board of health.^a A movement is on foot among the nurses of Massachusetts to secure the enactment of a similar measure."

"An act to amend the public health law relative to the practice of nursing is now before the New York State legislature. The object of this amendment is to prevent ill-trained or incompetent persons from posing as nurses. The act provides that the regents of the University of the State of New York shall appoint a board of examiners, who shall judge of the fitness of candidates for registration as nurses. A candidate to be eligible for examination must be over the age of 21 years, of good moral character, and must hold a diploma from a training school for nurses connected with a hospital giving a course of at least two years. When these conditions have been fulfilled and the examination passed the successful competitors will be granted a certificate by the regents testifying to their qualifications to practice as registered nurses, and shall have the right to style themselves as such, which privilege will be denied to all others."^b

Trained nurses in Germany.^c—"The trained nurses of Germany are agitating a petition to the Government to grant them an official examination after a three years' course of training and a certificate for successfully passing the examination. This certificate can be withdrawn by the authorities in case of unworthy conduct on the part of the graduate. They also demand that the Government should not appropriate funds for the support of hospitals which exact more than eleven hours of service from the nurses and which have not made adequate provision for pensions in case of old age and sickness. The Government is also petitioned to supply means for an official three years' course of training."

Home for nurses.^d—"As a result of plans prepared by friends of the New York Hospital, the graduate nurses of this institution are to have a clubhouse and home. The building, including the purchase of a tract of land centrally situated, will cost \$300,000. The building will accommodate 130 nurses."

^aN. Y. Med. Jour., March 7, 1903. This bill, however, was vetoed by the Governor.

^bN. Y. Med. Record, March 14, 1903. This bill has since been amended and passed by the legislature and approved by the Governor.

^cJour. A. M. A., Nov. 15, 1902.

^dJour. A. M. A., Dec. 6, 1902.

TABLE 1.—Summary of statistics of schools for training nurses, for 1902.

States.	Schools.	Beds for pa- tients. ^a	Nurse pupils.			Value of grounds and build- ings of the hospitals.	Endow- ment funds of the hospitals.	Benefac- tions received during the year.
			Men.	Wo- men.	Grad- uated in 1902.			
United States	545	108,435	1,376	11,876	4,015	\$106,962,246	\$21,332,557	\$3,341,055
North Atlantic Division ...	274	61,872	743	6,584	2,296	70,080,028	18,965,387	2,379,154
South Atlantic Division ...	54	8,786	74	936	304	5,792,500	342,179	149,400
South Central Division ...	19	3,579	24	281	93	1,905,500	75,000	2,200
North Central Division ...	164	30,456	518	3,282	1,114	27,109,218	1,771,991	737,600
Western Division	34	3,742	17	793	208	2,075,000	178,000	72,701
CLASS A.								
<i>Hospitals not for insane.</i>								
Whole number	492	48,541	321	10,488	3,456	50,496,668	20,571,115	3,171,055
North Atlantic Division:								
Maine	4	282	1	92	33	451,227	219,225	6,000
New Hampshire	6	176	1	78	28	115,000	100,418	63,700
Vermont	4	93	3	29	9	61,000		
Massachusetts	47	3,852	19	1,138	374	7,428,777	7,444,043	598,915
Rhode Island	4	515	2	114	43	1,217,076	772,315	
Connecticut	8	794		189	71	387,000	793,000	12,000
New York	79	12,080	143	2,239	805	13,399,256	3,570,958	820,479
New Jersey	22	1,542		371	130	1,383,566	531,500	39,800
Pennsylvania	69	7,290	15	1,531	485	7,808,317	4,776,486	728,260
South Atlantic Division:								
Delaware	2	91		30	9	125,000	48,179	15,000
Maryland	13	1,823		285	83	1,318,000	88,000	25,000
District of Columbia ...	7	851		191	68	344,000		5,000
Virginia	11	803		160	39	645,000	5,000	12,400
West Virginia	4	250	3	35	19	170,000	31,000	16,500
North Carolina	4	171		35	7	119,500	20,000	13,500
South Carolina	3	182		33	13	116,000		500
Georgia	5	279		60	15	205,000	150,000	1,530
Florida	1	50		12	5			
South Central Division:								
Kentucky	6	422	1	68	28	87,500	25,000	1,000
Tennessee	4	335	6	46	13	220,000		
Alabama	2	230	9	33	4	260,000		1,200
Mississippi	1	164	0	8	0	175,000		
Louisiana	3	1,020		75	24	590,000	50,000	
Texas	1	160		22	12	70,000		
Arkansas	1	24	6	4	6	3,000		
North Central Division:								
Ohio	22	2,181		461	144	4,510,984	661,480	273,658
Indiana	12	713	1	162	45	669,000	16,560	25,500
Illinois	35	2,544	20	749	256	2,200,531	588,891	133,542
Michigan	14	1,253	55	386	179	1,035,000	212,000	25,050
Wisconsin	10	875	4	204	51	643,000	1,000	160,000
Minnesota	10	1,018	5	255	79	1,214,874	58,400	10,000
Iowa	11	570	1	144	46	333,600	105,000	5,500
Missouri	19	1,622		272	75	666,000	99,720	82,000
Nebraska	6	221	8	88	31	185,000		9,600
Kansas	8	323	1	96	19	205,000	25,000	12,750
Western Division:								
Montana	1	24		8	1			
Wyoming	1	60		6	2	30,000		
Colorado	7	741	5	146	24	448,000	40,000	
Utah	1	100	0	26	7	90,000		12,000
Washington	4	239	2	69	22	129,000	11,000	3,000
Oregon	3	455		72	23	180,000	75,000	4,000
California	17	2,123	10	466	129	1,198,000	52,000	58,701
CLASS B.								
<i>Hospitals for insane.</i>								
Whole number	53	59,894	1,055	1,388	559	56,465,638	761,442	170,000
Maine	1	210	10	12	0	500,000		
New Hampshire	1	470		26	11	350,000	300,000	15,000
Vermont	1	527	10	15	5			
Massachusetts	6	4,034	124	271	74	5,668,220	207,442	
Rhode Island	1	180	38	32	10	1,500,000	250,000	95,000
New York	14	23,209	168	234	140	22,300,546		
New Jersey	2	2,395	29	40	13	3,800,000		
Pennsylvania	5	4,223	180	173	65	3,710,043		
Maryland	1	422	6	6	0	500,000		60,000

^a For hospitals for insane the number of inmates is given.

TABLE 1.—Summary of statistics of schools for training nurses, for 1902—Continued.

States.	Schools.	Beds for pa- tients. ^a	Nurse pupils.			Value of grounds and build- ings of the hospitals.	Endow- ment funds of the hos- pitals.	Benefac- tions received during the year.
			Men.	Wo- men.	Grad- uated in 1902.			
CLASS B—continued.								
<i>Hospitals for insane—C't'd.</i>								
District of Columbia	1	2,260	20	35	30	\$1,500,000		
Virginia	1	470	5	4	4	250,000		
South Carolina	1	1,134	40	50	12	500,000		
Alabama.....	1	1,224	2	25	6	500,000		
Ohio.....	3	3,441	67	73	37	4,700,000		
Indiana.....	2	1,442	70	64	27	1,144,167		
Illinois.....	1	2,300	25	50	11	1,227,495		
Michigan.....	3	3,054	69	83	48	2,431,622		
Minnesota.....	3	3,531	43	57	20	2,435,825		
Iowa.....	4	4,233	99	93	46	3,047,780	\$4,000	
Missouri	1	1,130	50	45	0	400,000		

^a For hospitals for insane the number of inmates is given.

TABLE 2.—Statistics of training schools for nurses for the year 1902.

Location.	Name of institution.	Beds for patients.	Opening of school for nurses.	Superintendent of school.	Session closes.	Pupils.			Years in the course.	Monthly allowance to pupils.			Estimated value of grounds and buildings of the hospital.	Endowment funds of the hospital.	Benefactions received during the year.
						Men.	Women.	Graduated in 1902.		First year.	Second year.	Third year.			
1	Birmingham, Ala.					7	8	9	10	11	12	13	14	15	16
2	Tuskegee, Ala.	200	1900	Sister Chrysostom.	June 13	4	20	0	3	\$12.55	\$14.58	\$15.58	\$250,000		
3	Hot Springs, Ark.	30	1897	A. H. Kennebrev, M. D.	May 29	5	13	4	3	8	8	8	10,000		\$1,200
4	Haywards, Cal.	24	1900	Addie Robinson.		6	4	6	0	10	10		3,000		
5	Los Angeles, Cal.	300	1902	Edith Hobbs.	1905				2	10	10		200,000	0	
6	do	105	1898	H. E. Woods.			52	19	2	6	11		200,000		0
7	do	21	1898	Grace Johnson.	June 8	10	5	2	2	5	10				600
8	Los Angeles County Hospital*, Oakland, Cal.	180	1894		June 20		24	8	2	5	10		30,000		
9	East Bay Sanitarium.	30	1896	Lonise A. Moore.	May 30	0	17	2	2	7	9	12	20,000	0	0
10	City and County Hospital.	450	1891	Mary Patton.	June 30	0	47	92	3	10	10	20			
11	French Hospital.	150	1895	Mary L. Fleming.	Mar. 31		36	7	8	8	12	20			0
12	Homeopathic Sanitarium.	45	1896	Etha B. Claffin.		0	18	6	2	10	10				0
13	Hospital for Children.	200	1880	Ada E. Payne.	June --	0	48	12	3	5	5		\$250,000	\$27,000	38,600
14	Lane Hospital.	100	1895	Margaret T. Thompson.	Mar. 31	2	38	10	3	0	0	10	250,000	25,000	15,101
15	Pacific Hospital.	30	1899	Paul Miller.	June 1	1	17	0	3	5	12		100,000	0	0
16	St. Luke's Hospital.	115	1889	Sophie L. Rutley.	Mar. 31	0	39	10	3	10	12	15	100,000	0	0
17	St. Mary's Hospital.	150	1900	Mary M. White.	Sept. --	0	32	4	3	11	13	13	8,000		0
18	San Francisco Lying-in Hospital and Foundling Asylum.*	67	1898				20		1	5					
19	Walden Sanitarium.	60	1892	Florence A. Bangh.	June 30	5	41	16	3	7	10	12	100,000	0	0
20	Garden City Sanitarium.	200	1900	Nina Belknap.	Dec. 31	1	5	6	3	5	10-15	15	15,000		
21	San Jose Sanitarium.	100	1897	Sister Mary.	June 15	1	15	0	3	10.5	15				
22	Colorado of the University of Hospital, Colorado.	75	1896	Howard F. Rand, M. D.	Dec. 31	5	23	5	2	10	21	25	100,000	a 40,000	
23	do	40	1899	Annie E. Harris.	June 1	0	6	1	3	8	8	8	18,000		0
24	Arapahoe County Hospital.	300	1896	Maude Marsler.	(b)		28	4	2	8	8				
25	Denver Homeopathic Hospital.	185	1895	Isabelle Dye.	June 1	0	12	2	3	6	8	8	30,000	0	0
26	St. Joseph's Hospital.	175	1901	Jeune Wright.	June 15	0	35	0	3	6	6	6	200,000	0	0
27	St. Luke's Hospital.	70	1891	Mary B. Eyre.	(b)	0	30	7	3	6	6		100,000	0	0
28	Pueblo Hospital.	58	1895	Isolette V. Jefferson.		12	5		3	10	10	10			
29	Bridgeport Hospital.	110	1884	Margaret S. Rogers.	June 15	0	30	12	2	a 8	a 12		a 310,000		
30	Danbury Hospital.	21	1883	Sue W. Cutler.	June 1	0	11	5	2	8	10		a 25,000		
31	Hartford Hospital.	275	1877	Charlotte A. Brown.	June 1	46	15		3	8	10	12	a 450,000		

31	Meriden, Conn.	Meriden Hospital.	75	1895	Rose G. Reed.	Sept. 20	0	7	3	2	10	12	25,000	23,000	5,000
32	New Haven, Conn.	Grav Hospital.	72	1894	R. I. Abbeugh.	June 18	0	15	6	2	6	8	100,000		
33	do	New Haven General Hospital.	192	1873	Emma L. Stowe.	June 11	60	21	5	3	6	6	6		
34	New London, Conn.	New Hospital.	35	1895	Mary E. Hutchinson.	June 1	8	5	2	3	6	10	37,000	10,000	7,000
35	New Roch, Conn.	William W. Beckus Hospital.	64	1893	May L. Love.	June 20	12	4	2	8	7	12	200,000		
36	Wilmington, Del.	Delaware Hospital.	51	1896	Elizabeth Ramsden.	May 30	18	5	3	7	9	10	85,000	48,179	15,000
37	do	Hennepin Hospital.	40	1889	Alida H. Turner.	Mar. 30	12	4	3	8	9	9	10	40,000	
38	Washington, D. C	Columbia University and Children's Hospitals.	110	1890		June 1	0	42	19	3	9	9			
39	do	Fredrick's Hospital.	220	1894	Sara I. Fleckwood.	May 5	0	30	13	2	5	5	250,000	0	0
40	do	Garfield Memorial Hospital.	150	1889	Georgia M. Nevins.	May 31	38	8	3	3	7	7	54,000		
41	do	National Homeopathic Hos- pital.	51	1893	Carrie Felt.		0	17	6	3	7	10			
42	do	Providence Hospital.	209	1894	Sister Camilla.	June 15	32	4	3	5	5	5	40,000		5,000
43	do	Sibley Memorial Hospital.	70	1898	Charlotte A. Miken.	June 1	26	13	2	0	5	5			
44	do	Washington Asylum and Emergency Hospital.	40	1899	Irene B. Leung.	June 15	6	5	3	5	5				
45	Jacksonville, Fla.	St. Luke's Hospital.	50	1894	Anna L. Tetting.		12	5	2	2	10	10			
46	Atlanta, Ga.	Grady Memorial Hospital.	108	1898	Mary M. Ashford.	May 30	0	22	4	3	9	9	125,000	0	0
47	do	McVicar Hospital of Spl- man Seminary.	33	1886	Amanda J. Dawson.	May 11	14	2	3	0	0	0	25,000	0	0
48	do	Presbyterian Hospital.	26	1901	Edith M. Reynolds.	June 1	0	5	0	2	5	5			1,500
49	Augusta, Ga.	City Hospital.	80	1885		(b)	15	6	2	5	5	10	30,000		0
50	Savannah, Ga.	Techlar Hospital.	32	1900	Eleanor Winbush.	May 31	4	3	2	5	5	10	25,000	150,000	0
51	Bloomington, Ill.	Brokaw Hospital.	45	1902	Caroline S. Platt.		10	8	2						10,000
52	Chicago, Ill.	Alexian Brothers Hospital.	236	1894		May 31	18	38	16	2	8	8	300,000		0
53	do	Angustana Hospital.	130	1894	Johanna Nelson.	May 1	0	20	12	2	0	0	122,400	0	0
54	do	Chicago Baptist Hospital.	100	1892	Helen S. Howes.	June 1	0	20	12	2	0	0	0	25,000	0
55	do	Chicago Homeopathic Hos- pital.	40	1894	E. F. Dawson.	May 7	0	14	8	2	6	8	20,000	1,200	0
56	do	Chicago Hospital.	50	1895	Bertha M. Singer.	June 1	34	29	2	2	0	0	150,000		0
57	do	Chicago Polyclinic Hospital.	75	1890	Elizabeth C. Wetter.		25	13	2	4	6		75,000		0
58	do	Chicago Union Hospital.	40	1901	M. R. Patterson War- ren, M. D.	May 1	0	14	0	24	a	a	13	0	0
59	do	Englewood Union Hospital.	50	1894	Catherine Hewitt.	June 25	0	17	6	2	5	5			
60	do	Frances Willard National Temperance Hospital.	25	1884	Amelia Greisbe.	July 1	12	4	2						
61	do	German-American Hospital.	90	1896	W. Schwuelow.	Apr. 1	2	20	4	3	5	5		0	
62	do	German Hospital.	90	1896	Anna M. Wehner.	(b)	30	5	3	2	3	3	60,000	13,000	0
63	do	Hahnemann Hospital.	110	1894	Corä Overholt.	June 5	0	35	17	2	0	0	100,000	120,000	0
64	do	Lakeside Hospital.	75	1892	Laura F. White.	June 1	0	27	10	3	4	4			
65	do	Marion Sims Hospital.	20	1894	Mary C. Stewart.		0	8	5	2	0	0			
66	do	Mary Thompson Hospital.	80	1865	Mrs. E. P. Harris.	June 1	30	13	2	0	0		75,000	21,200	
67	do	Mercy Hospital.	1892		Sister M. Anthony.	June 15	60	3	3	8	8		200,000		
68	do	Norwegian Tabitha Hospital.	45	1896		Oct.	12	6	2	2			40,000		50,000
69	do	Provident Hospital.	80	1891	Corä E. Jones.	Oct.	21	6	2	2			100,000		
70	do	St. Joseph's Hospital.	200	1891		June 15	0	61	4	3	5	5			
71	do	St. Luke's Hospital.	175	1896	Augusta C. Robertson.	(b)	0	14	3	4	4	4	203,675	274,091	5,892
72	do	Wesley Hospital.	150	1892	May R. Garrett.	May 14	40	10	2	4	4	6	225,000	12,000	0
73	do	West Side Hospital.	125	1896		June 1	35	16	3	3			76,955		
74	do	Woman's Hospital.	43	1886	Hattie J. Robinson.	Dec. 10	27	6	2				50,000		

b No definite session.

Approximately.

* In 1901.

TABLE 2.—Statistics of training schools for nurses for the year 1902—Continued.

Location.	Name of institution.	Beds for patients.	Opening of school for nurses.	Superintendent of school.	Session closes.	Pupils.			Years in the course.				Monthly allowance to pupils.			Estimated value of grounds and buildings of the hospital.	Endowment funds of the hospital.	Benefactions received during the year.
						Men.	Women.	Graduated in 1902.	10	11	12	13	14	15	16			
75	Dixon, Ill.	14	1899	Ada M. Decker	Oct.	—	5	3	2	2	2	2	\$8	\$8	\$10,000	\$1,000	0	
76	East St. Louis, Ill.	50	1895	J. Newington	Apr.	—	9	2	2	2	2	2	8	10	25,000	0	0	
77	Elgin, Ill.	30	1896	Sherman Hospital *	June 1	0	12	3	2	2	2	2	(b)	—	90,000	44,000	\$43,900	
78	Evansville, Ill.	40	1899	Annie L. Locke	May 28	0	11	4	2	2	2	2	4	6	22,500	—	—	
79	Galesburg, Ill.	23	1894	M. Ada Bubb	June 1	0	6	2	2	2	2	2	0	—	35,030	10,000	10,000	
80	Moline, Ill.	35	1893	Moline City Hospital *	June 10	0	21	9	2	2	2	2	a7	a11	125,000	22,400	13,750	
81	Peoria, Ill.	140	1894	Eleanor J. Coolidge	June 10	0	21	9	2	2	2	2	8	10	20,000	45,000	—	
82	Quincy, Ill.	40	1891	Mary C. Wheeler	June 26	0	15	3	2	2	2	2	8	12	35,000	—	—	
83	Rockford, Ill.	30	1890	Flora B. Patch	June 30	0	15	3	2	2	2	2	4	4	35,000	—	—	
84	Rock Island, Ill.	30	1899	Margaret Rooney	June 26	0	15	3	2	2	2	2	4	4	35,000	—	—	
85	Springfield, Ill.	48	1897	H. E. Hanser	Sept. 1	0	6	0	3	3	3	3	0	5	12,000	0	0	
86	Elkhart, Ind.	10	1899	Sara Bolton	Sept. 1	0	6	0	3	3	3	3	8	10	30,000	—	—	
87	Evansville, Ind.	a-20	1894	J. C. McClurkin, M. D.	(c)	1	8	2	3	3	3	3	8	8	50,000	0	0	
88	do	75	1895	do	June 15	—	16	4	3	3	3	3	5	5	150,000	12,000	0	
89	do	100	1893	Sister Pauline	Nov. 1	0	20	12	3	3	3	3	0	0	50,000	0	500	
90	Fort Wayne, Ind.	40	1897	E. G. Fournier	Sept. 1	0	7	0	2	2	2	2	15	a19	—	0	0	
91	Hammond, Ind.	35	1901	Emma K. Stauffer	Sept. 1	0	30	10	3	3	3	3	5	5	125,000	0	0	
92	Indianapolis, Ind.	225	1893	Allice Ashby	June 1	0	18	6	3	3	3	3	3	3	37,000	4,500	10,000	
93	do	25	1900	J. C. N. Secord	June 1	0	18	6	3	3	3	3	4	4	25,000	4,500	10,000	
94	Lafayette, Ind.	25	1899	Mary B. Sellers	Sept. 1	0	13	5	2	2	2	2	4	4	20,000	—	—	
95	Marion, Ind.	28	1897	E. O. Harrold	Sept. 1	0	13	5	2	2	2	2	6	8	80,000	0	15,000	
96	South Bend, Ind.	50	1894	Maggie Brennan	(c)	0	20	8	3	3	3	3	5	5	30,000	—	—	
97	Terre Haute, Ind.	40	1900	Johanna M. Bauer	Apr. 1	0	12	6	3	3	3	3	5	9	30,000	—	—	
98	Burlington, Iowa.	50	1896	C. C. Keeler	Jan. 10	1	12	1	3	3	3	3	8	10	45,000	10,000	0	
99	Cedar Rapids, Iowa.	27	1892	St. Luke's Hospital *	Jan. 10	0	14	6	3	3	3	3	a5	5	15,000	12,000	—	
100	Concord Bluffs, Iowa.	35	1890	Woman's Christian Association Hospital.	Jan. 10	—	14	6	3	3	3	3	—	—	—	—	—	
101	Davenport, Iowa.	30	1895	Ada M. Farr	June 12	0	19	5	2	2	2	2	5	8	20,000	8,000	3,000	
102	Iowa Methodist Hospital *	50	1901	Grace E. Baker	June 12	0	14	6	3	3	3	3	5	5	50,000	75,000	2,500	
103	Des Moines, Iowa.	40	1897	Sister Mary Cecelia	June 26	0	12	10	2	2	2	2	—	—	—	—	—	
104	Lebanon, Iowa.	54	1900	Elva M. Dunham	June 6	0	14	6	3	3	3	3	5	8	60,000	0	0	
105	Iowa City, Iowa.	104	1890	do	June 6	0	9	3	3	3	3	3	—	—	—	—	—	

106	do	University Hospital	50	1898	Susan G. Patch	June 13	14	3	3	5	8	10	75,000	0	0
107	Kankakee, Iowa	Graham Hospital	30	1901	Mary C. Jackson	Sept. 23	25	3	2	4	9	30,000	8,000	0	0
108	Stout City, Iowa	Stout Hospital	65	1894	Emma Holland	June 1	25	3	3	6	8	30,000	0	0	0
109	Kansas City, Kans.	Bellevue Hospital	60	1892	Henrietta Hill	do	25	4	2	6	0	0	0	0	0
110	do	Doughlass Hospital	72	1898	Loree Ashburn Woods	May 31	0	6	2	2	0	0	20,000	0	0
111	Leavenworth, Kans.	Cushing Hospital	30	1893	Carrie L. Piquary	June 1	12	3	2	0	0	0	15,000	0	0
112	do	Leavenworth Hospital	16	1901	Blanche McKee	(c)	4	0	1	0	0	0	40,000	25,000	12,750
113	Topeka, Kans.	Christ's Hospital	80	1882	N. F. Crossland	May 31	20	0	3	10	10	10	40,000	60,000	0
114	do	Christ's Stormont Hospital *	40	1896	Winona Peterson	June 30	17	4	2	4	4	7	70,000	0	0
115	Winfield, Kans.	Winfield Hospital	15	1900	Elizabeth A. Wells	(c)	1	2	1	2	4	4	70,000	0	0
116	Dayton, Ky.	Speer's Memorial Hospital	50	1901	Sophia Steinhauser	June 30	1	7	3	3	8	8	5,000	1,000	1,000
117	Henderson, Ky.	Lecher Hospital	10	1895	Mattie Priest	(c)	3	0	3	4	7	10	4,500	21,000	0
118	Lexington, Ky.	Good Samaritan Hospital	80	1890	Anna M. Dorcous	June 1	0	16	6	2	7	10	5,000	0	0
119	Louisville, Ky.	John N. Norton Memorial Infirmary *	40	1885	Alice M. Gaggas	June —	21	8	2	5	5	5	8,000	0	0
120	do	Louisville City Hospital	210	1888	Ella G. Davis	Apr. 1	0	5	2	8	8	12	500,000	50,000	0
121	Owensboro, Ky.	Charity Hospital	32	1901	Adelaide F. Huyghe	Dec. 11	40	11	2	8	12	0	5,000	85,000	6,000
122	New Orleans, La	Sam'l Goodridge Hospital	200	1896	Mrs. H. J. Clements	Apr. 15	14	5	2	0	0	0	25,000	15,000	100,000
123	do	Touro Infirmary	100	1896	Frances M. Quailfe	Oct. 1	21	8	2	6	12	12	25,000	0	0
124	do	Augusta City Hospital	43	1898	Sarah Hayden	do	1	17	3	8	10	10	65,000	0	0
125	Angusta, Me.	Eastern Maine General Hos- pital.	60	1892	Ellen F. Faine	June 30	0	25	10	21	7,8	12	264,227	204,225	40,000
126	Bangor, Me.	Central Maine General Hos- pital.	60	1891	Eugenia D. Ayers	June 15	24	13	3	6	6	5	300,000	40,000	0
127	Lewisston, Me.	Maine General Hospital	119	1885	Anclia L. Smith	Apr. 26	25	10	0	2	4	10	40,000	0	0
128	Portland, Me.	Baltimore City Hospital	30	1900	Sister M. Gonzaga	May 31	10	0	2	4	10	12	20,000	0	0
129	Baltimore, Md.	Barnard Sanatorium	30	1900	Bertha M. Smith	May 7	92	7	2	8	2	2	25,000	0	0
130	do	Christ's Hospital	25	1908	K. B. Blake	June 1	0	8	4	2	2	8	35,000	10,000	3,000
131	do	Franklin Square Hospital	61	1895	F. E. Burgess	May 31	7	4	2	8	10	0	100,000	0	0
132	do	Hospital for Crippled and Deformed Children	30	1885	Marion A. Watson, M. D.	Mar. 1	0	12	2	3	0	0	100,000	27,000	0
133	do	Hospital of the Woman's Medical College *	342	1889	M. Adelaide Nutting	May 28	0	88	3	0	0	0	100,000	48,000	0
134	do	Johns Hopkins Hospital	200	1890	Elizabeth A. Parker	May —	23	12	3	4	4	4	100,000	27,000	0
135	do	Maryland General Hospital *	50	1890	Sarah F. Martin	June 15	5	1	2	8	10	5	100,000	27,000	0
136	do	Maryland Homeopathic Hos- pital.	250	1896	Katherine A. Taylor	May 30	0	18	2	3	5	5	100,000	27,000	0
137	do	Robert Garrett Hospital for Children.	300	1901	Mary H. Paterson	June 15	0	18	2	3	5	5	100,000	27,000	0
138	do	St. Agnes Hospital *	155	1896	Lacey L. Brown	May 30	12	41	7	3	5	5	100,000	27,000	0
139	do	St. Joseph's Hospital	155	1901	Agnes E. Alkman	May 1	0	41	7	3	5	5	100,000	27,000	0
140	do	University of Maryland Hos- pital.	22	1893	Sister Susanna	June 1	0	42	3	5	5	5	100,000	27,000	0
141	Beverly, Mass.	Beverly Hospital	828	1878	Mary H. Paterson	(c)	7	3	2	8	12	0	6,690	71,800	0
142	Boston, Mass.	Boston City Hospital	29	1888	Lacey L. Brown	(c)	0	204	54	2	7	10	2,600,000	71,800	0
143	do	Boston Lyngby Hospital	175	1892	Agnes E. Alkman	(c)	23	22	3	5	5	5	52,700	249,169	0
144	do	Carney Hospital	100	1891	Sister Susanna	June 1	0	42	3	5	5	5	100,000	27,000	0
145	do	Children's Hospital	100	1891	Sister Susanna	June 1	0	42	3	5	5	5	100,000	27,000	0

*III 1901.

***b* Uniforms and \$100 at end of term.**

No definite session.

d \$50 at end of term.

e\$100 at end of term.

TABLE 2.—Statistics of training schools for nurses for the year 1902.—Continued.

Location.	Name of Institution.	Beds for patients.	Opening of school for nurses.	Superintendent of school.	Session closes.	Pupils.			Years in the course.	Monthly allowance to pupils.			Estimated value of grounds and build- ings of the hospi- tal.	Endowment funds of the hospital.	Benefactions re- ceived during the year.	
						Men.	Women.	Graduated in 1902.		First year.	Second year.	Third year.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Boston, Mass.	Cushing Hospital.	15	1894	Christina McPherson.	July	—	0	11	4	2	\$10	\$12	—	\$10,000	0	0
do	Free Hospital for Women *	20	1895	Mary A. Morris	July	1	3	8	2	6	10	12	—	150,000	\$190,000	0
do	Long Island Hospital.	300	1896	Pauline L. Dolliver	June	1	0	80	20	3	6	6	\$6	10,000	2,916,969	\$196,661
do	Massachusetts General Hos- pital.	274	1873				60	20	3	7	7	7	—	1,349,885	1,200,000	26,023
do	Massachusetts Homeopathic Hospital.	220	1885	Florence Hutcheson.			0	14	4	2	6	10	—	40,000	0	0
do	New England Baptist Hos- pital.	27	1895	Emma A. Anderson.	May	31	11	4	2	6	8	—	—	34,500	2,000	22,755
do	New England Deaconess Hos- pital.	14	1896	Adeliza A. Betts.	May	30	30	14	3	10	10	10	—	322,541	565,437	53,113
do	Women and Children.	120	1872				0	8	4	2	—	—	—	30,000	20,000	1,500
do	Ruth S. Frost Hospital.	91	1890	Ella M. Stewart	Mar. 21	0	30	8	3	8	8	10	—	81,000	0	0
do	St. Elizabeth's Hospital.	91	1895	Mary E. Moore	June 30	0	19	6	2	9	12	12	—	47,446	3,010	0
do	Somerville Hospital	40	1893	Alma C. Hogle	July 1	1	19	7	2	8	10	10	—	30,000	20,000	0
do	Woman's Charity Club Hos- pital.	28	1896	Eva M. Moore	June 5	7	3	3	2	10	12	—	—	35,000	17,000	10,000
Brockton, Mass.	Brockton Hospital	30	1896	Grace B. Bendie.	June 15	0	20	6	2	7, 9	12	—	—	25,000	3,200	2,000
Clinton, Mass.	Clinton Hospital	29	1894	Ellen F. Graham	June 15	0	9	9	2	9	12	—	—	12,000	—	—
Everett, Mass.	Whidden Memorial Hospital	15	1897	Alice M. Hodson	Mar. 10	0	34	12	24	6	8	—	—	37,000	30,800	0
Fall River, Mass.	Union Hospital	30	1900	J. Augusta Bridges	June 1	0	15	10	2	6	10	10	—	200,800	—	—
Fitchburg, Mass.	Burlbank Hospital	50	1894	Phoebe W. Maddock	June 1	0	15	4	2	7	10	—	—	65,000	50,000	5,000
Greenfield, Mass.	Adelstein Gilbert Hospital	27	1896	Grace G. Pillsbury	July 1	0	15	4	2	6	9	12	—	55,000	8,750	3,750
do	Franklin County Hospital	25	1897	Anna M. Sweeney	Dec. 31	0	14	2	3	10	10	10	—	10,000	100,000	—
do	Holyoke City Hospital.	40	1893	Lillian O. West	June 30	0	12	6	2	7	10	—	—	—	—	—
do	Lawrence General Hospital *	50	1893	Helen M. Garratt	June 15	0	23	5	2	6	10	14	—	75,000	0	0
Lowell, Mass.	Lowell Hospital	60	1897	Mrs. C. E. Simpson	June 15	0	17	5	3	10	10	10	—	67,732	67,140	15,000
do	St. John's Hospital	35	1893	Rose L. Brainerd	June 15	0	10	3	8	10	10	10	—	15,000	0	0
do	Lynn Hospital	55	1893	Alice L. Clark	May 31	0	14	2	24	8	10	10	—	62,000	239,519	0
do	Union Hospital	30	1901	Jeanie E. Whitmore.	July 1	1	12	6	3	8	10	10	—	26,000	12,000	2,000
Malden, Mass.	Malden Hospital	43	1893	Lucy L. Des Brisay	July 1	0	14	2	24	8	10	10	—	—	—	—
do	Melrose Hospital.	21	1894													

176	New Bedford, Mass.	St. Luke's Hospital	56	1894	Clara D. Noyes	Oct.	1	0	15	5	3	10	10	10	151,573	158,925	80,000
177	Newburyport, Mass.	Anna Jacques Hospital	18	1888	Brenda F. Mattice	(b)	0	9	4	2	9	12	12	12	15,000	117,000	75,000
178	Newton Lower Falls, Mass.	Newton Hospital	150	1888	Annie McDowell	July	1	—	24	12	3	10	10	10	135,000	70,000	0
179	North Adams, Mass.	North Adams Hospital *	50	1894	Anna G. Clement	May	—	0	12	1	3	6	8	12	—	—	—
180	Pittsfield, Mass.	Bishop Training School of the House of Mercy	125	1895	—	Oct.	31	0	45	14	3	8	10	12	175,000	470,000	60,000
181	Quincy, Mass.	City Hospital	25	1890	Blanche M. Thayer	June	15	0	6	3	2	8	9	—	—	45,205	0
182	Salem, Mass.	Salem Hospital *	50	1873	—	June	30	—	12	6	2	10	12	—	25,600	304,700	—
183	South Framingham, Mass.	Framingham Hospital	35	1893	Annabel L. Stewart	—	—	—	35	12	3	8	10	12	—	—	—
184	South Lancaster, Mass.	New England Sanitarium	75	1899	Frances E. Smith	Oct.	1	9	17	7	2	—	—	—	30,000	0	500
185	Springfield, Mass.	Hampden Homeopathic Hospital	30	1900	Bertha M. Hammond	Dec.	—	1	6	0	3	7	7	7	75,000	0	10,000
186	—do—	Springfield Hospital	55	1892	Elizabeth A. Ogilvie	Dec.	—	0	15	11	2	5	7	—	114,000	115,000	9,000
187	Worcester, Mass.	City Hospital	190	1883	Rachel A. Metcalfe	—	—	6	36	19	3	8,22	8,22	8,22	500,000	237,062	5,000
188	—do—	Isolation Hospital	40	1900	Julia C. Mackin	—	—	0	8	2	2	14	16	—	30,000	—	—
189	—do—	Memorial Hospital	60	1888	Caroline A. Osborne, M. D.	June	1	—	21	8	2	10	11	—	95,000	552,636	20,000
190	Alma, Mich.	Alma Springs Sanitarium	138	1892	Mrs. H. W. Randall	May	1	2	20	6	2	4	8	—	300,000	—	—
191	Ann Arbor, Mich.	Homeopathic Hospital of the University of Michigan	100	1896	—	—	—	—	24	6	3	α4	α6	α6	150,000	—	—
192	—do—	University Hospital	140	1891	—	(b)	—	0	36	22	3	α4	α6	α6	125,000	0	0
193	Battlecreek, Mich.	Battlecreek Sanitarium	182	1892	Mrs. M. S. Foy	Jan., July	—	45	83	60	2	—	16	—	—	—	—
194	Big Rapids, Mich.	Mercy Hospital *	100	1898	—	June	30	1	10	4	2	0	0	0	35,000	—	—
195	Detroit, Mich.	Emergency Hospital	30	1889	Mrs. Montgomery	Apr.	—	—	8	6	3	—	—	—	28,000	—	—
196	—do—	Farmand Training School of Harper Hospital	200	1884	Lysra E. Greder	(b)	—	—	60	27	3	—	—	(c)	175,000	177,000	20,000
197	—do—	Grace Hospital	120	1889	Lacetta J. Gross	June	30	5	50	16	13	α10	α12	—	150,000	—	—
198	—do—	St. Mary's Hospital	130	1894	Sister Mary Paul	June	15	0	26	6	3	5	5	5	12,000	5,000	250
199	Grand Rapids, Mich.	St. Mary's Hospital	30	1899	Sister M. Josephine	Dec.	27	0	8	3	2½	0	0	0	50,000	15,000	3,000
200	—do—	Union Benevolent Association Home and Hospital	100	1896	Ida M. Barret	May	10	0	30	15	2	—	—	—	—	—	—
201	Lake Linden, Mich.	Lake Superior General Hospital	25	1895	Zetta DeWette	Mar.	14	0	6	2	2½	3	5	5	25,000	0	0
202	Saginaw, Mich.	Saginaw General Hospital	40	1890	Annie M. Coleman	June	30	0	10	4	2½	4	6	6	5,000	15,000	—
203	—do—	St. Mary's Hospital	100	1891	Sister M. Agnes	June	15	2	15	2	3	5	5	5	40,000	—	0
204	Duluth, Minn.	St. Luke's Hospital	70	1890	Mary G. Thornton	May	31	—	24	7	3	5	6	8	10,000	—	—
205	Minneapolis, Minn.	Asbury Methodist Hospital	52	1892	Charlotte E. Bushnell	June	—	—	24	8	3	α4	6	8	—	—	—
206	—do—	City Hospital	218	1887	Bertha Erdmann	May	25	0	22	9	2	8	8	8	300,000	—	0
207	—do—	Deaconess Hospital	33	1891	Sister Ingeburg Spangland	June	30	—	13	9	2	6	8	8	20,000	—	—
208	—do—	Northwestern Hospital	50	1885	Eleanor Weston	—	—	—	22	6	3	5	5	5	45,000	22,400	10,000
209	—do—	St. Barnabas Hospital	80	1894	Harriet S. Hartley	June	11	0	30	8	3	5	5	5	75,000	—	—
210	St. Paul, Minn.	City and County Hospital	250	1892	Frances D. Campbell	—	—	—	35	—	3	—	—	—	300,000	—	—
211	—do—	St. Joseph's Hospital	130	1892	Sister John Baptist	July	1	5	50	17	3	—	—	—	300,000	36,000	—
212	—do—	St. Joseph's Hospital *	92	1892	—	May	31	—	25	8	3	α3	α3	α3	126,574	—	—
213	Winona, Minn.	Winona General Hospital	43	1895	Elizabeth D. Davis	June	24	—	10	7	2	0	0	0	38,000	0	0
214	Natchez, Miss.	Natchez Hospital *	161	1901	—	Jan.	1	0	8	0	2	5	10	10	175,000	—	—
215	Columbia, Mo.	Parker Memorial Hospital	50	1901	Jean F. Kay	—	—	3	—	—	3	8	8	8	α35,000	—	3,000

a Nothing to female nurses except \$100 at graduation.

b No definite session.
c \$50 at graduation.* In 1901.
α Approximately.

TABLE 2.—Statistics of training schools for nurses for the year 1902—Continued.

Location.	Name of institution.	Beds for patients.	Opening of school for nurses.	Superintendent of school.	Session closes.	Pupils.			Years in the course.	Monthly allowance to pupils.			Estimated value of grounds and buildings of the hospital.	Endowment funds of the hospital.	Benefactions received during the year.
						Men.	Women.	Graduated in 1902.		First year.	Second year.	Third year.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
216 Kansas City, Mo.	Agnew Hospital.....	16	1894	Nonnie Burroughs.....	May 1	...	9	4	2	...	...	...	\$10,000	...	...
217 "do.	Homeopathic Hospital.....	12	1890	Bella M. Lambert.....	May 15	...	5	2	2	...	\$8	...	...	...	...
218 "do.	University Hospital.....	18	1895	Florence Hilder.....	...	...	13	5	2	0	0	...	20,000	...	...
219 "do.	Women and Children's Hospital.....	32	1897	Helen Farnsworth.....	(b)	...	13	5	2	...	...	...	...	\$2,100	...
220 St. Joseph, Mo.	Eisworth Deaconess Hospital.....	40	1898	Hattie Tidball.....	(b)	...	14	3	3	\$5	8	\$8	...	...	...
221 "do.	St. Joseph's Hospital.....	75	1885	Sister Mary Gabriel.....	June 15	...	12	2	3	5	5	5	...	...	...
222 St. Louis, Mo.	Evangelical Deaconess Hospital.....	50	1889	Sister Magdalene Gerhold.....	Oct. 1	...	14	3	3	a3	a3	a3	35,000	0	\$2,000
223 "do.	Good Samaritan Hospital.....	75	1900	Matilda Berg.....	Nov. 10	...	7	0	2	5	5	5	45,030	a14,000	2,000
224 "do.	Lutheran Hospital.....	125	1900	Louise Kraus.....	...	...	22	5	2	3	3	3	...	...	...
225 "do.	Mayfield Sanitarium.....	30	1897	R. Minnie Rose.....	Apr. 15	0	18	8	2	6	8	5	58,000	...	0
226 "do.	Missouri Baptist Sanitarium.....	115	1896	M. J. Milbury.....	Apr. 10	...	30	5	3	6	8	8	125,000	25,000	75,000
227 "do.	Protestant Hospital.....	25	1889	Elizabeth Houser.....	...	...	8	4	2	8	10	...	...	0	0
228 "do.	Provident Hospital.....	12	1889	Josie E. Gibson.....	June 20	...	5	2	2	...	...	...	8,000	...	...
229 "do.	Rebekah Hospital.....	40	1893	Mary I. Forbes.....	...	...	9	1	2	6	8	...	...	...	0
230 "do.	St. Louis Baptist Hospital *.....	50	1893	Emma L. Warr.....	Apr. —	...	12	2	2	8	8	...	50,000	0	...
231 "do.	St. Louis City Hospital.....	600	1883	Sister Cecilia.....	May 5	...	40	12	2	10	12	...	...	...	...
232 "do.	St. Louis Mulanphy Hospital.....	175	1894	Annie M. Napier.....	June 15	0	17	2	3	5	5	5	200,000	...	...
233 "do.	St. Luke's Hospital.....	50	1891	Augusta Ariss.....	Apr. 30	0	20	9	3	5	5	...	80,000	58,620	0
234 Great Falls, Mont.	Montana Deaconess Hospital.....	24	1898	W. A. George, M. D.....	June 30	8	22	12	2	...	12 10	...	35,000	0	0
235 Collegeview, Nebr.	Nebraska Sanitarium.....	60	...	Matilda Luenig-boener.....	Oct. 1	0	9	1	2	a8	a16	...	36,000	...	...
236 Fremont, Nebr.	Fremont Hospital.....	25	1895	John F. Speelman.....	Sept. 1	0	15	0	...	...	...	...	14,000	0	0
237 Lincoln, Nebr.	City Hospital.....	25	1902	Mary M. Dueker.....	Mar. 1	...	20	7	3	5	5	8	50,000	0	1,600
238 Omaha, Nebr.	Immanuel Hospital.....	35	1890	...	...	...	...	...	...	...	...	...	...	0	8,000
239 "do.	Omaha Hospital and Deaconess Home.....	36	1891	...	...	...	...	...	...	...	...	...	...	...	...
240 "do.	Presbyterian Hospital.....	40	1892	Emma Kite.....	Feb. —	...	17	3	2	a5	a6	...	...	0	0
241 Claremont, N. H.	Claremont Cottage Hospital.....	15	1895	Ella F. Carlin.....	Oct. —	0	10	3	2	8	10	...	...	63,000	...
242 Concord, N. H.	Margaret Pillsbury General Hospital.....	40	1890	Jennie F. Moore.....	(b)	...	10	4	a2	10	10	...	75,000	...	25,000
243 "do.	New Hampshire Memorial Hospital.....	20	1896	I. Florence Cluskey.....	May 31	...	6	3	2	10	10	...	25,000	13,000	11,000

244	Keene, N. H.	Elliot City Hospital.	18	1893	Ellis McCobb	(b)	31	14	2	7	10	10	15,000	a21,418	27,700
245	Manchester, N. H.	Elliot Hospital	35	1890	Mary E. Barr	(b)	10	4	3	8	10	10			
246	do	Notre Dame Hospital	48		St's ter, M. A. Fie de Lourdes	(b)	1								
247	Rayonne, N. J.	Rayonne Hospital	42	1891	Jacette F. Peterson	(b)	9	5	2	5	e10		26,000	10,000	0
248	Ganden, N. J.	Cooper Hospital	40	1889	Rachel Bourke	(b)	11	6	2	9	12		180,000	383,000	0
249	do	West Jersey Homeopathic Hospital.	21	1894	E. J. McGuire	May 10	0	10	2	3	5	6	12,000	0	a3,000
250	Elizabeth, N. J.	Elizabeth General Hospital	112	1892	Marion E. Seymour	(b)	0	25	6	3	8	10	36,000	0	0
251	Englewood, N. J.	Englewood Hospital	50		S. Justice Ermen-trout	(b)	10	2	2	6	8		30,000	0	0
252	Hackensack, N. J.	Hackensack Hospital	46	1888	M. I. Mackenzie	June 30	0	8	5	2	5	10			
253	Jersey City, N. J.	Christ Hospital	73	1889	Frances K. Blair	June 28	0	30	10	3	5	5	125,000	78,000	5,000
254	Longbranch, N. J.	Monmouth Memorial Hospi-tal.	90	1896	Margaret J. Herries		0	12	6	2	5	10	60,000	0	0
255	Montclair, N. J.	Mountainside Hospital	35	1893	Laura B. Ullick	Dec. 31	0	10	3	3	10	12	52,000	0	0
256	Morristown, N. J.	Morristown Memorial Hospi-tal.	34	1894	M. A. Lake	(b)	7	3	2	9	a8		70,000	11,000	3,000
257	Newark, N. J.	Babies' Hospital	25	1896	Clara E. Watkins	(b)	15	12	1	a13				0	0
258	do	Newark Hospital	75	1892	P. M. Deheck	(b)	0	16	6	24	e5		50,000	0	0
259	do	Newark City Hospital	210	1886	Mary F. Mason	June 1	42	14	3	8-10	12-15		550,000		
260	do	St. Barnabas Hospital	80	1901	Kathleen Forbes	May 9	18	11	2	9	11				
261	do	St. James Hospital	70	1895	Laura MacHale	June 20	0	18	0	3			75,000	15,000	4,000
262	Orange, N. J.	Orange Memorial Hospital	80	1883	Fannie E. S. Smith		40	18	3	6	6				
263	Passaic, N. J.	Passaic General Hospital	50	1897	A. Butler	Sept. 30	12	8	2	7	12		48,555	500	0
264	Paterson, N. J.	Paterson General Hospital	115	1892	Mary Agnes Smith	June 1	26	1	3	7	9	12	90,000	53,000	2,800
265	do	St. Joseph's Hospital	135	1886	Josephine Corcoran		20	3	3	5	5				
266	Plainfield, N. J.	Muhlenberg Hospital	32	1894	Amie R. Young	May 25	10	3	3	10	10	10	a15,000	15,000	20,000
267	Trenton, N. J.	Morcor Hospital	34	1896	Abbie M. Stout	Feb. 31	10	4	3	8	10	10	100,000	10,000	
268	do	Win. McKinley Memorial Hospital.	60	1891	Grace B. Mott	June 30	0	12	2	3	5	5	100,000	0	2,000
269	Albany, N. Y.	Albany Hospital	210	1897	Emily MacDonnell	May 15	60	13	3	7	7	7			
270	Albion, N. Y.	City Hospital	60	1887	Margaret M. Wallace	June 1	15	5	3	8	10	10	29,888	45,928	1,900
271	Binghamton, N. Y.	do.	38	1899	Anna M. Simoun	(b)	14	5	2	8	10		50,000		0
272	Brooklyn, N. Y.	Brooklyn Hospital	175	1880	Beatrice S. Montello		54	12	3	5	5				
273	do	Brookwick Central Hospital	26		Hilda C. Petersen		0	6	0	3	7	9	22,500		1,652
274	do	German Hospital	100	1900	Margaret E. Pritchard.	June 1	24	0	3	5	5	5	289,882	18,500	0
275	do	King's County Hospital	700	1897	Martha O'Neill	June 15	0	60	26	3	10	10	1,000,000	0	0
276	do	Long Island College Hospital.	275	1882	Ida L. Sudiffe	(b)	0	50	12	3	9	a12	240,000	0	0
277	do	Memorial Hospital for Women and Children.*	80	1891		Apr. 1	35	13	2	8	12		140,000	0	
278	do	St. Christopher's Hospital for Children.	19	1896	Jane E. O'Daly		0	16	16	3	5		10,000	5,000	
279	do	St. John's Hospital.	80	1896	Mabel Wilson	May 31	0	25	11	3	5	5	a250,000	117,651	4,000
280	do	St. Mary's Hospital	230	1889	Margaret McCarthy	May 15	60	12	3		a8	e8	420,000		
281	do	Williamsburg Hospital.	34	1898	Jessie H. McVean		10	6	2	8	12				
282	Buffalo, N. Y.	Buffalo General Hospital.	340	1877	Nora Mercer	June 10	0	58	7	3	6	8	356,110	424,483	5,825
283	do	Buffalo Hospital of the Sisters of Charity.*	350	1889		June 15	7	40	15	3	10,5	15,5	200,000	0	0

* In 1901.

a Approximately.
b No definite session.

c And \$60 at end of course.

d And \$36 at graduation.

And \$100 at graduation.

d And \$36 at graduation.

TABLE 2.—Statistics of training schools for nurses for the year 1902—Continued.

Location.	Name of institution.	Beds for patients.	Opening of school for nurses.	Superintendent of school.	Session closes.	Pupils.			Years in the course.	Monthly allowance to pupils.			Estimated value of grounds and buildings of the hospital.	Endowment funds of the hospital.	Benefactions received during the year.
						Men.	Women.	Graduated in 1902.		First year.	Second year.	Third year.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
284	Buffalo, N. Y.														
285	Children's Hospital	54	1892	Olivia Moore	June 1		8	3	2	\$8	\$12			\$88,500	\$4,000
286	City Hospital for Women	14	1897	E. Agnes Goble	(b)		4	3	2		5		\$9,000		
287	Eric County Hospital	350	1894	Emma J. Keating	Oct. 31		40	13	3	10	a 13	\$15			
288	German Hospital	65	1901	Mary A. Barth	Apr. 10	0	12	9	3	6	8	10	72,203		
289	Homeopathic Hospital	14	1887	Josephine Snetsinger	June 1	0	20	9	2	0	0	(c)	12,000	17,500	600
290	Lexington Heights Hospital	14	1890	Alta E. Phillips	Dec. 31	0	10	4	2	0	0	0			0
291	Riverside Hospital	45	1891	Minnie Cannon	June 6		15	5	2				15,000		
292	Woman's Hospital *	30	1892		June 20		9	2	2	0	0		25,042		0
293	Beahan Hospital	50	1893	Anna M. Norris	June 8	0	5	3	2	8	8-12		15,000	0	0
294	Corning Hospital	17	1900	Marion McLinmont	June 1	0	6	0	3	7	10	12	30,000		15,000
	Arnot-Ogden Memorial Hos- pital.	80	1889	Grace R. D. Kinney	do		14	5	2	9	12				
295	Flushing Hospital	50	1892	Mary M. Goodrich	June 30	0	18	5	2 ¹	7	12	12	40,000	500	
296	Geneva, N. Y.	18	1899	G. A. Sykes	June 5		6	4	2	7	7		50,000	32,000	30,000
297	Gloversville, N. Y.	25	1894	Ida M. Root	May 1	0	7	5	2 ¹	6	10	10	30,000	15,000	2,000
298	Jameica Hospital	40	1901	Eldora H. Ward	Apr. 30		5	0	3	8	9	10	12,500	0	0
299	Women's Christian Associa- tion	35	1889	Christina M. Hall	June 5		11	3	3	6,8	10	12	42,000		
300	Kingston, N. Y.	21	1895	Mary A. C. Moore			6	3	2	8	10		20,000	10,500	5,000
301	Long Island City, N. Y.	200	1900	Caroline Marques	May 8	0	11	8	2 ¹	5	5	5	250,000	20,000	0
302	Middletown, N. Y.	28	1893	Martha Palmer			8	3	2	8	12		25,500	27,150	13,270
303	Minceda, N. Y.	45	1900	Alice M. Perrigo	June 1	0	12	0	3	8	12	8	50,000	5,000	16,000
304	Montour Falls, N. Y.	30	1898	Lorette Lee Clawson	June 5	0	0	3	2	5	5				0
305	Newburg, N. Y.	45	1893	Caroline Dunlop	(b)	0	12	6	2	6	9		35,000	34,000	
306	New York, N. Y.	1891	1888	Marianna Wheeler		0	240	23	2	7			200,000		150,000
307	Bellevue Hospital, Mills Training School for Men.	517		Ada S. Willard		82	0	16	2	10	12				
308	Bellevue Hospital, Training School for Women.	939	1873	Jane A. Delano			82	38	2	7	12		2,500,000	0	
309	Beth Israel Hospital	115	1890	Lavinia K. Chapman	May 31	2	7	2	2	15,7	15,7	(c)	225,000	0	0
310	City Hospital, Training School for Male Nurses (Black- wells Island)	388	1887	T. Amador Silver	Dec. 31	35	0	12	1 ¹	11	15				

311	do	General Memorial Hospital	100	1886	Isabel D. Richmond	Nov. —	0	55	10	3	4	65	10	5	5	155,000
312	do	German Hospital	245	1891	Charlotte Ehrlicher	(6)	0	28	10	3	2	65	10	5	5	520,000
313	do	Hahnemann Hospital *	130	1891	Rebecca Kaiser	June 6	0	25	10	3	7	15	10	12	15	218,000
314	do	Lebanon Hospital	115	1893	Harriet D. Morgan	June 6	0	28	5	2	8	10	8	7	10	175,000
315	do	Lincoln Home and Hospital	300	1898	Mrs. M. F. Dean	June 6	20	6	2	6	2	7	6	7	7	400,000
316	do	Mount Sinai Hospital	220	1881	Mrs. M. F. Dean	June 6	75	25	24	7	7	12	7	12	7	115,000
317	do	New York City Training School for Nurses (City Hospitals)	α 900	1875	Mary S. Gilmour	June 30	88	29	2	10	15	88	10	15	15	30,000
318	do	New York Hospital	230	1877	Annie W. Goodrich	Feb. 28	16	11	3	10	13	16	13	7	7	287,660
319	do	New York Infirmary for Women and Children	80	1886	Mary W. McKechnie	Feb. 28	72	4	24	7	7	7	7	7	7	287,660
320	do	New York Polyclinic Hospital	82	1897	Agnes D. Carson	Sept. 15	0	34	9	1	12	9	12	8	9	140,000
321	do	New York Postgraduate Hospital (Margaret Fabnestock Training School)	196	1897	Annie M. Rykert	Apr. —	70	28	3	7	7	8	7	8	9	140,000
322	do	Presbyterian Hospital	200	1892	Anna C. Maxwell	May 15	α 70	22	3	8	8	8	8	8	8	1,561,058
323	do	Roosevelt Hospital	244	1896	Mary A. Samuel	(6)	0	16	3	7	7	7	7	7	7	116,312
324	do	St. Luke's Hospital	250	1888	Mabel Wilson	(6)	0	81	23	3	10	10	10	10	10	0
325	do	St. Mark's Hospital	85	1894	Mathilda Pope	(6)	0	30	11	2	5	α 5	5	α 5	5	0
326	do	St. Vincent's Hospital	325	1892	Katharine Sarnborn	July 1	0	50	11	5	5	5	5	5	5	0
327	do	Women's Infirmary and Maternity Home	22	1884	J. F. O'Reilly	July 1	47	41	1	1	1	47	1	1	1	0
328	Niagara Falls, N. Y.	Niagara Falls Memorial Hospital	40	1898	Margaret W. Martin	May 10	18	5	2	2	2	18	5	2	2	58,000
329	Oneonta, N. Y.	Fox Memorial Hospital	22	1901	Laura E. Slingerland	May 10	6	0	3	9	10	15	10	15	10	0
330	Poughkeepsie, N. Y.	Vassar Brothers Hospital	75	1887	Julia Adams	(6)	0	11	4	3	10	10	10	15	15	125,000
331	Rochester, N. Y.	Graham H. P. Sanatorium	40	1900	Mac Curdie	(6)	6	4	2	5	5	5	5	5	5	35,000
332	do	Barbours Memorial Hospital	90	1889	Mac Curdie	June 30	2	12	2	5	5	5	5	5	5	0
333	do	Lee Private Hospital	30	1898	Jessie Head	June 16	16	6	2	9	11	16	9	11	11	150,000
334	do	Rochester City Hospital	125	1881	Mary L. Keith	June 16	0	45	12	3	8	10	10	10	10	241,250
335	do	Rochester Homoeopathic Hospital	124	1881	Eva Allerton	Oct. 1	48	16	3	7	7	48	7	7	7	107,520
336	do	St. Mary's Hospital	200	1892	Sister Marie	June 15	5	41	5	3	12	5	12	5	15	225,000
337	Sonyea, N. Y.	Craig Colony for Epileptics	800	1897	W. P. Spradling, M. D.	June 1	10	12	2	20,11	22,16	10	11	15	10	800,000
338	Syracuse, N. Y.	Hospital of the Good Shepherd	100	1887	Lana Lightbourn	do	0	31	7	3	8	9	9	10	10	200,000
339	do	St. Joseph's Hospital	120	1898	Edith A. McCarty	(6)	0	18	11	2	5	7	5	7	7	135,000
340	do	Syracuse Homoeopathic Hospital	16	1899	Edith A. Lampman	May 5	0	11	2	3	8	8	8	12	12	0
341	do	Syracuse Hospital for Women and Children	85	1887	Laura A. Sloc	May 1	24	9	2	5	5	5	5	5	5	100,000
342	Tompkinsville, N. Y.	S. R. Smith Infirmary	100	1894	Alice I. Twitchell	Mar. 30	30	10	3	8	10	12	8	10	12	170,668
343	Troy, N. Y.	Samuelson Hospital	125	1899	Mary E. Schumacher	Jan. 28	0	31	3	7	8	9	8	9	9	11,581
344	Utica, N. Y.	Faxon Hospital	43	1892	Nancy E. Cadmus	May 15	0	15	5	3	8	8	8	8	8	75,000
345	do	St. Luke's Home and Hospital	50	1894	Harriet A. Sutherland	Oct. —	0	15	5	3	10	10	10	10	10	26,500
346	Yonkers, N. Y.	St. John's Riverside Hospital	34	1894	Dora Traylen	June 30	18	12	24	7	10	12	10	12	12	186,125
347	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	270,425
348	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
349	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
350	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
351	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
352	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
353	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
354	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
355	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
356	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
357	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
358	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
359	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
360	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
361	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
362	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
363	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
364	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
365	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
366	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
367	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
368	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
369	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
370	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
371	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
372	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
373	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
374	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
375	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
376	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
377	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
378	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
379	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
380	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
381	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
382	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
383	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
384	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
385	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
386	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
387	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
388	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
389	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
390	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
391	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
392	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
393	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
394	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
395	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
396	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
397	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
398	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
399	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
400	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
401	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10	12	200,000
402	do	St. Joseph's Hospital	75	1896	K. L. B. Tully	Mar. 19	18	4	2	7	7	10	7	10		

e \$100 at graduation.

b No definite session.

a Approximately.

* In 1901.

TABLE 2.—Statistics of training schools for nurses for the year 1902.—Continued.

Location.	Name of institution.	Beds for patients.	Opening of school for nurses.	Superintendent of school.	Session closes.	Pupils.			Years in the course.	Monthly allowance to pupils.			Estimated value of grounds and buildings of the hospital.	Endowment funds of the hospital.	Benefactions received during the year.
						Men.	Women.	Graduated in 1902.		First year.	Second year.	Third year.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
348	Asheville, N. C.			M. Marion Little.						\$5	\$8		\$2,500		\$6,000
349	Charlotte, N. C.	32	1901	Katherine D. Koon.			6	2	2				12,000		
350	Durham, N. C.	30	1899	Annie Pinyon			15	3	3	8	10		30,000	\$20,000	1,500
351	Wilmington, N. C.	90	1902	L. M. Heller	June 1		12	2	2	8	10		75,000		6,000
352	Akron, Ohio	23	1898	Marie A. Lawson	June 15		10	5	2	8	12		50,000	50,000	25,000
353	Alliance, Ohio	20	1901	Martha Reineke			6	0	3			6	12,000	0	2,200
354	Aultman Hospital	50	1892	Alice M. Montgomery	May	30	9	5	3	3	7	10	50,000		
355	Canton, Ohio	53	1898	Louise Golder	Apr.		16	3	2	7	8	8	90,000		5,000
356	Cincinnati, Ohio	85	1889	Mary P. Davis	Apr.	16	15	7	3	12	6	1	100,000		1,000
357	do	500	1892	Oliver Fisher	Jan. 1		0	52	2	7	10	1	208,000	0	0
358	do	60	1890	Mary H. Greenwood	June 11	0	23	6	3	5	7	8	40,000	11,000	6,880
359	do	75	1887	Laura E. Ball	May 13				3	5	7	9	20,000		
360	do	17	1884	Elizabeth M. Hartsock	Oct. 3		18	8	3	5	7	10	84,000		0
361	Cleveland, Ohio	215	1899	E. M. Smythe	Sept.	0	26	8	2	10	10		200,000	0	0
362	do	100	1891	L. Alice Chambers	May 1	0	27	9	2	4	6	8	75,000		0
363	do	100	1884	M. Helena McMillan	Apr. 15		25	11	2	4	6	8	175,000		10,000
364	do	125	1888	Sister M. McMillan	May 31	0	70	10	3	0	0	0	546,984	600,480	213,378
365	do	220	1888	Sister M. McMillan	July 1		30	10	3	0	5	5	60,000	0	0
366	Columbus, Ohio	60	1900	Grace Frouman		0	16	9	2	6	10		1,500,000		0
367	do	136	1899	I. J. Mizer, M. D.	July 22	0	18	6	2	4	4		25,000		0
368	do	100	1890	Mary C. Lee	July 1	0	30	12	2	4	8		100,000		10,000
369	do	140	1892	Annie M. Jones	July 1	0	18	2	2	4	4		125,000	0	0
370	Marion, Ohio	50	1898	Sister Perron	June 5	0	20	10	3	0	0		30,000		0
371	do	100	1896	Sister Perron	June 30	0	20	10	2	8	10		30,000		0
372	Toledo, Ohio	50	1896	Mary H. Lindley	June 30		8	5	2	5	8		30,000		0
373	Youngstown, Ohio	33	1893	Emily L. Loveridge	Nov. 1		8	5	2	7	8		150,000	75,000	4,000
374	Zanesville, Ohio	180	1892	Sister Andrew			42	12	2	7	12		154,397		0
375	Portland, Ore.	225	1896	Lillian M. McNary	Apr. 1		24	9	2	6	8	10	30,000		0
376	do	50	1894	Alice E. Pierson	June 1		37	13	3	6	8	10	30,000		0
377	Salem, Ore.	120	1896	Margaret W. Woods	Apr. 30	0	11	2	3	7	8	10	30,000		10,000
378	Allegany, Pa.	65	1896	Clara V. Haring	May 1	0	12	5	2	6	8	10	85,000		60,240
379	Allentown, Pa.	65	1899	Clara V. Haring	May 1	0	12	5	2	6	8	10	85,000		60,240

390	Bradford, Pa.	Bradford Hospital	31	1887	Marion M. Davis	May 31	0	12	4	3	7	8	9	15,000	0
381	Carbondale, Pa.	Carbondale Hospital	40	1893	Florence E. Wright	June 15	...	11	10	2	6	8	10	24,062	0
382	Chambersburg, Pa.	Hospital of the Children's Aid Society	8	1890	Ada Van Vleet	...	...	3	...	3	5	6	...	1,200	...
383	Chester, Pa.	Chester Hospital	50	1893	Alice C. Buckman	July 1	...	12	8	2	7	10	...	70,000	6,000
384	Corry, Pa.	Corry Hospital	20	1898	Mary A. Harrison	June 10	0	5	3	2	6	9	12	20,000	0
385	Fountain Springs, Pa.	State Hospital for Injured Persons*	102	1894	...	...	0	11	8	2	7	14	...	188,143	0
386	Greensburg, Pa.	Westmoreland Hospital	50	1895	Isabel M. Woodburn	May 31	...	7	2	3	6	10	14	32,000	0
387	Hazleton, Pa.	State Hospital for Injured Persons	52	1895	Annie M. Shields	June 1	...	6	3	1	8	...	...	80,000	40,000
388	Johnstown, Pa.	Conemaugh Valley Memorial Hospital	85	1897	Jessie L. Greene	May 31	...	78	11	2	8	12	...	85,000	...
389	Lockhaven, Pa.	Lockhaven Hospital	18	1897	Josephine H. Griswell	Aug. 31	0	5	2	3	6	8	10	25,000	6,000
390	McKeesport, Pa.	McKeesport Hospital	85	1894	Ellen M. Hunt	May 31	...	20	9	3	5	7	9	105,000	0
391	Meadville, Pa.	City Hospital	22	1887	Emma E. Gross	(b)	...	7	4	2	7	10	...	25,000	...
392	New Brighton, Pa.	Beaver Valley General Hospital	25	1898	Nona B. Spangler	Oct. 1	1	12	5	3	5	8	10	...	0
393	Newcastle, Pa.	Shenango Valley Hospital	50	1897	Hattie Cochran	May 1	0	12	4	3	8	10	12	44,786	0
394	Norristown, Pa.	Charity Hospital	52	1892	Rein Schneider	...	...	12	4	2	6	9	...	52,788	...
395	Oil City, Pa.	Oil City Hospital	38	1893	Mira B. Herrick	June 4	...	11	6	3	5	8	10	50,000	0
396	Philadelphia, Pa.	Children's Homeopathic Hospital	56	1896	Katharine Johnson	...	...	15	9	2	7	10	...	115,000	6,500
397	do	Children's Hospital	140	1895	F. V. Ludekens	Apr. 30	...	30	14	2	6	9	...	211,994	523,575
398	do	Frederick Douglass Memorial Hospital	18	1895	C. B. Earley	(b)	...	8	3	2	...	...	...	653,623	0
399	do	Germantown Hospital	120	1892	Maudie P. Vaughan	June 1	0	22	6	3	8	9	10	200,000	300,000
400	do	Gynecum Hospital	40	1889	Mary A. Knabb	June 30	0	12	4	2	10	10	...	65,000	...
401	do	Howard Hospital	42	1895	Maudie W. Boyd	June 1	...	15	5	2	3	4	...	100,000	82,000
402	do	Jefferson Medical College Hospital	150	1891	Susan C. Earle	May 15	...	50	19	3	6	7	8	...	...
403	do	Jewish Hospital	84	1892	Carrie S. Lower	May 30	0	22	6	3	6	12	15	250,000	275,000
404	do	Jewish Maternity Home	50	1891	...	May 10	0	9	5	1	5	...	...	16,750	3,154
405	do	Kensington Hospital for Women	50	1887	Margaret J. Maloney	...	0	14	0	2	6	10	...	45,000	100
406	do	Medico-Chirurgical Hospital	175	1890	Florence A. Bishop	May 30	...	41	11	3	...	...	...	750,000	0
407	do	Methodist Episcopal Hospital	80	1892	Alice M. Seabrook, M. D.	June 5	...	25	5	3	6	6	8	585,101	268,200
408	do	Orthopedic Hospital and Infirmary for Nervous Diseases	81	1887	Margaret Wilson	...	1	21	11	2	6	6	...	150,000	200,000
409	do	Pennsylvania Hospital	310	1876	Lucy Walker	...	62	16	3	3	10	10	...	...	75,000
410	do	Philadelphia Hospital	1,500	1885	Marion E. Smith	(b)	...	111	23	3	9	9	9	1,000,000	...
411	do	Philadelphia Lying-in Charity and Nurse School	44	...	Jennie M. Shaw	May 31	0	37	16	1	0	0	0	63,000	12,543
412	do	Polychemic Hospital	67	1891	Maud Banfield	...	0	21	7	3	5	5	12	121,000	...
413	do	Presbyterian Hospital	220	1889	Caroline I. Milne	...	...	55	10	3	0	9	12	...	...
414	do	Protestant Episcopal Hospital	400	1888	Mary S. Littlefield	June —	...	90	15	3	8	10	12	*294,452	*223,370
415	do	St. Agnes Hospital	200	1896	Sister M. Mauna	June 14	13	11	3	3	10,5	10,5	10,5	...	...
416	do	St. Joseph's Hospital	180	1893	Sister Angelina Davis	June 15	0	40	12	3	5	5	5	...	...
417	do	St. Luke's Homeopathic Hospital	29	1896	Alice Brownlee	Apr. 5	...	20	3	3	6	6	7	32,000	10,000

e \$50 at graduation.

b No definite session.

a Approximately.

* In 1901.

TABLE 2.—Statistics of training schools for nurses for the year 1902.—Continued.

Location.	Name of institution.	Beds for patients.	Opening of school for nurses.	Superintendent of school.	Session closes.	Pupils.			Years in the course.	Monthly allowance to pupils.			Estimated value of grounds and buildings of the hospital.	Endowment funds of the hospital.	Benefactions received during the year.
						Men.	Women.	Graduated in 1902.		First year.	Second year.	Third year.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
418 Philadelphia, Pa.	St. Timothy's Hospital.	75	1898	Laura M. Cunningham	Jan. 31	...	9	3	3	\$8	\$9	\$10	\$188,596	...	\$84,000
419 do do do do do do do	Samarian Hospital.	55	1894	Anna Williamson.	May 1	...	15	9	3	5	5	5	110,000	...	...
420 do do do do do do do	University Hospital.	285	1886	Jean W. Macpherson.	May 15	0	70	12	3	8	10	12	...	...	...
421 do do do do do do do	West Philadelphia Hospital for Women.	35	1889	Dorothea K. Skrivers.	Jan. 20	0	14	0	2	5	c 10	...	69,755	\$20,000	7,106
422 do do do do do do do	Women's Hospital.	130	1872	Abbie A. Pepper.	May 31	0	85	20	3	4	4	10	200,000	300,000	7,042
423 do do do do do do do	Women's Homeopathic Association Hospital.	80	1884	Susan M. Witmer.	...	0	30	9	3	4	4	10	150,000	80,000	5,000
424 Phenixville, Pa.	City Hospital.	34	1900	Constance V. Curtis.	...	0	12	2	2 ¹	a 4	a 8	a 4	35,000	6,400	2,500
425 Pottsville, Pa.	Homeopathic Hospital.	160	1885	Ida F. Giles.	Mar. 31	...	36	13	3	5	5	8	232,000	140,000	11,000
426 do do do do do do do	St. Francis Hospital.	225	1901	Katherine Hickey.	June 15	20	20	3	3	6	8	10	...	...	...
427 do do do do do do do	South Side Hospital.*	70	1895	(b)	...	...	17	5	3	8	10	12	95,000	10,000	...
428 do do do do do do do	Western Pennsylvania Hospital.	250	1893	Martha M. Russell.	June 12	60	19	3	3	...	...	...	*500,000	*12,000	...
429 Pittston, Pa.	Pittston Hospital.	40	1902	Mary A. Fisher.	Sept. 15	5	0	2	2	8	8	...	44,000	0	0
430 Pottstown, Pa.	Pottstown Hospital.	36	1896	E. F. Darling.	May 31	10	1	2 ¹	2 ¹	a 4	a 10	a 10	46,550	32,050	0
431 Pottsville, Pa.	Pottsville Hospital.	60	1895	Hattie G. Doran.	May 30	0	12	4	2	5	8	...	51,181	51,950	22,000
432 Pottsville, Pa.	Adrian Hospital.	60	1899	Mary J. Futs.	June 5	0	8	3	2	6	12	...	65,000	10,050	...
433 Reading, Pa.	Homeopathic Hospital.	22	1891	Ethel D. Clay.	June 30	0	18	4	2 ¹	a 6	a 7	a 8	25,000	0	0
434 do do do do do do do	Reading Hospital.	55	1886	Nina J. Fraser.	June 30	0	18	4	2 ¹	...	...	...	71,371	a 12,000	0
435 Roaring Spring, Pa.	Nelson Hospital.	40	1897	Grace E. M. Smith.	(b)	...	10	3	2	10	10	...	...	...	...
436 Scranton, Pa.	Hahnemann Hospital.	30	1897	Violet G. Grant.	Nov. 21	0	9	4	2	5	8	...	...	0	0
437 do do do do do do do	Moses Taylor Hospital.	84	1894	Martha Fitch.	Oct. 1	0	16	11	2	5	8	...	80,000	...	0
438 do do do do do do do	Scranton Private Hospital.	25	1893	Elin K. Kraemer.	Apr. 30	0	12	2	2	0	0	...	100,000	...	0
439 do do do do do do do	State Hospital of the Northern Anthracite Coal Region.	93	1893	Elin K. Kraemer.	June 1	...	21	8	2	5	8	...	100,000	...	...
440 South Bethlehem, Pa.	St. Luke's Hospital.	61	1895	Victoria White.	Oct. 18	0	15	7	3	...	...	...	100,000	75,062	0
441 Washington, Pa.	Washington Hospital.	18	1898	E. J. Walker.	June 6	0	8	4	2	4	10	...	16,000	0	...
442 Westchester, Pa.	Chester County Hospital.	150	1893	J. King.	May 31	0	17	7	3	6	8	...	60,000	29,000	475
443 Wilkesbarre, Pa.	City Hospital.	125	1888	Roberta M. West.	June 15	0	24	12	2	0	0	...	127,100	31,000	5,000
444 Williamsport, Pa.	Williamsport Hospital.	110	1896	Daisy B. Mann.	May 1	0	24	7	3	8	10	...	100,000	7,500	5,000
445 York, Pa.	York Hospital.	22	1886	Mary M. Tyler.	May 1	0	7	2	3	7	7	...	50,000	0	4,000
446 Newport, R. I.	Newport Hospital.	...	1887	Lucy V. Pickett.	Sept. 30	...	21	6	3	6	6	a 6	...	...	...
447 Providence, R. I.	Providence Lying-in Hospital.	15	1887	Jane A. Wright.	June —	0	14	27	3	10	10	...	17,076	48,708	0
448 do do do do do do do	Rhode Island Hospital.	325	1882	Lucy C. Ayers.	June —	70	5	5	3	8	8	...	1,000,000	723,607	...

514	Rochester, Minn.....	Rochester State Hospital.....	1,131	1890	June 1	25	18	7	2	15-22	19-25	585, 825	.....
515	St. Peter, Minn.....	St. Peter State Hospital for Insane.....	1,000	1888	May 16	9	30	13	2	15-25	21-25	850,000	.....
516	St. Joseph, Mo.....	State Hospital for Insane, No. 2,*	1,130	1898	Apr. 10	50	45	0	4	.....	.....	400,000	0
517	Concord, N. H.....	New Hampshire Asylum for the Insane.....	470	1888	June 1	.....	26	11	2	12-14	14-16	350,000	300,000
518	Morris Plains, N. J.....	New Jersey State Hospital.....	1,435	1895	June 18	18	25	5	2	22,16	24,18	3,200,000	0
519	Newark, N. J.....	Essex County Hospital for Insane.....	960	1886	Oct. 15	*11	*15	8	2	20,14	24,17	600,000	0
520	Binghamton, N. Y.....	Binghamton State Hospital *.	1,396	1892	May 15	20	20	15	2	20,14	22,16	1,000,000	.....
521	Brooklyn, N. Y.....	Long Island State Hospital at Flatbush.....	1,190	1896	do	6	14	12	2	20,14	22,16	.....	.....
522	Buffalo, N. Y.....	Buffalo State Hospital.....	1,794	1884	May 10	8	31	18	2	20,14	24,18	2,500,000	.....
523	Central Islip, N. Y.....	Manhattan State Hospital, Central Islip Division.....	2,480	1896	May 28	12	7	8	2	20,14	22,16	1,654,261	0
524	Gowanda, N. Y.....	Gowanda State Homeopathic Hospital.....	352	1898	Oct. 10	3	2	2	2	20,14	22,16	500,000	.....
525	Kings Park, N. Y.....	Long Island State Hospital.....	2,855	1896	May —	17	23	21	2	25,20	26	*3,700,000	.....
526	Middletown, N. Y.....	Middletown State Homeopathic Hospital.....	1,290	1888	May —	8	9	6	2	25,20	26,21	1,137,646	0
527	New York, N. Y.....	Manhattan State Hospital, East.....	1,931	1886	Apr. 30	41	.....	.....	2	20,14	22,16	1,622,527	.....
528	.....do.....	Manhattan State Hospital, West.....	2,071	1897	May 28	0	17	3	2	14-16	16-18	2,352,000	0
529	Ogdensburg, N. Y.....	St. Lawrence State Hospital.....	1,688	1892	June 1	20	45	18	2	20,14	24,18	2,600,000	.....
530	Poughkeepsie, N. Y.....	Hudson River State Hospital.....	2,100	1886	May 31	11	23	10	2	20,14	22,16	2,421,288	.....
531	Rochester, N. Y.....	Rochester State Hospital.....	622	1891	May 8	1	10	10	2	20,14	22,16	326,580	.....
532	Utica, N. Y.....	Utica State Hospital.....	1,132	1888	Apr. 19	11	14	5	2	20,14	24,18	1,085,000	0
533	Willard, N. Y.....	Willard State Hospital.....	2,305	1887	May 10	10	13	12	2	20,14	22,16	1,396,244	0
534	Cleveland, Ohio.....	Cleveland State Hospital.....	1,141	1893	May 30	17	19	12	2	25,18	29,20	1,500,000	0
535	Columbus, Ohio.....	Columbus State Hospital for Insane.....	1,400	1898	Apr. 1	42	45	12	3	25,16	*28,18	33,22	2,000,000
536	Massillon, Ohio.....	Massillon State Hospital.....	900	1898	May 20	8	15	13	2	25,16	30,20	1,200,000	0
537	Danville, Pa.....	State Hospital for the Insane.....	1,032	1889	June 15	20	23	19	2	18,14	30,21	726,023	0
538	Dixmont, Pa.....	Western Pennsylvania Hospital for Insane.....	867	1896	Apr. 30	70	40	3	.....	.....	.....	.....	.....
539	Norristown, Pa.....	Norristown State Hospital, men's department.....	1,110	1894	Oct. 31	60	.....	16	2	18	29	1,181,020	0
540	.....do.....	Norristown State Hospital, women's department.....	1,124	1897	June 5	.....	75	20	2	16	17	1,500,000	.....
541	Philadelphia, Pa.....	Friends' Asylum for the Insane.....	150	1894	June 12	30	35	7	2	18,13	20,15	300,000	.....
542	Providence, R. I.....	Butler Hospital.....	180	1897	June 15	38	32	10	2	23,14	25,15	*1,500,000	250,000
543	Columbia, S. C.....	State Hospital for the Insane.....	1,134	1892	.....	40	60	12	2	15,10	17,12	500,000	0
544	Waubury, Vt.....	Vermont State Hospital for Insane.....	527	1899	May 30	10	15	5	2	*22,15	*25,18	.....	0
545	Marion, Va.....	Southwestern State Hospital.....	470	1894	June —	5	4	4	2	15	16	250,000	.....

* In 1901.

a Approximately.

b No definite session.

c For hospitals for insane the number of inmates is given instead of beds for patients.

CHAPTER XLIII.

EDUCATION OF THE COLORED RACE.

References to preceding publications of the United States Bureau of Education in which this subject has been treated: Annual Reports—1870, pp. 61, 337-339; 1871, pp. 6, 7, 61-70; 1872, pp. xvii, xviii; 1873, p. lxvi; 1875, p. xxiii; 1876, p. xvi; 1877, pp. xxxiii-xxxviii; 1878, pp. xxviii-xxxiv; 1879, pp. xxxix-xlv; 1880, p. lviii; 1881, p. lxxxii; 1882-83, pp. xlviii-lvi, 85; 1883-84, p. liv; 1884-85, p. lxxvii; 1885-86, pp. 596, 650-656; 1886-87, pp. 790, 874-881; 1887-88, pp. 20, 21, 167, 199, 988-998; 1888-89, pp. 768, 1412-1439; 1889-90, pp. 620, 621, 624, 634, 1073-1102, 1388-1392, 1395-1485; 1890-91, pp. 620, 624, 792, 808, 915, 961-980, 1469; 1891-92, pp. 8, 686, 688, 713, 861-867, 1002, 1234-1237; 1892-93, pp. 15, 442, 1551-1572, 1976; 1893-94, pp. 1019-1061; 1894-95, pp. 1331-1424; 1895-96, pp. 2081, 2115; 1896-97, pp. 2295-2333; 1897-98, pp. 2479-2507; 1898-99, pp. 2201-2225; Introduction to Annual Report for 1898-99, pp. lxxxviii-xcii; 1899-1900, pp. 2501-2531; 1900-1901, pp. 2299-2331; Circulars of Information—No. 3, 1883, p. 63; No. 2, 1888, pp. 123-133; No. 3, 1888, p. 122; No. 5, 1888, pp. 53, 54, 59, 60, 80-86; No. 1, 1892, p. 71; Special report on District of Columbia for 1869, pp. 193, 300, 351-400. Special report, New Orleans Exposition, 1884-85, pp. 468-470, 775-781.

The fifteen tables of this chapter exhibiting the statistics of negro education need but little explanation. Table 1 shows the amount expended for the public education of both races in the South each year since 1870, and the common school enrollment of whites and negroes separately each year since 1876. For 1901-2 the common school expenditure for both races was \$37,567,552. About 20 per cent of this amount was expended upon the public schools for the negroes. The aggregate common school expenditure in the South since 1870 has been \$687,691,329. It is estimated that at least \$125,000,000 of this sum has been expended to support common schools for negro children.

Table 2, divided into two parts, summarizes the statistics of education in the common schools of the South for the year 1901-2, contrasting the schools for the two races. Tables 3, 4, 5, and 6 give condensed statistics of public high schools for the negroes, while Tables 7 to 12 summarize the statistics of private institutions devoted to the secondary and higher education of the colored race. Table 13 shows a list of public high schools for negroes, and Tables 14 and 15 give the statistics of private schools.

TABLE 1.—*Sixteen former slave States and the District of Columbia.*

Year.	Common school enrollment.		Expenditures (both races).	Year.	Common school enrollment.		Expenditures (both rates).
	White.	Colored.			White.	Colored.	
1870-71			\$10,385,464	1887-88	3,110,606	1,140,405	\$21,810,158
1871-72			11,623,238	1888-89	3,197,830	1,213,092	23,171,878
1872-73			11,176,048	1889-90	3,402,420	1,296,959	24,880,107
1873-74			11,823,775	1890-91	3,570,624	1,329,549	26,690,310
1874-75			13,021,514	1891-92	3,607,549	1,354,316	27,691,488
1875-76			12,033,865	1892-93	3,697,899	1,367,515	28,535,788
1876-77	1,827,189	571,506	11,231,073	1893-94	3,848,541	1,432,198	29,223,546
1877-78	2,034,946	675,150	12,093,091	1894-95	3,846,267	1,423,593	29,443,516
1878-79	2,013,684	685,942	12,174,141	1895-96	3,943,801	1,449,325	31,149,724
1879-80	2,215,674	784,709	12,678,685	1896-97	3,937,992	1,460,084	31,286,883
1880-81	2,234,877	802,374	13,656,814	1897-98	4,145,737	1,540,749	31,247,218
1881-82	2,249,263	802,982	15,241,740	1898-99	4,144,643	1,509,275	33,110,581
1882-83	2,370,110	817,240	16,363,471	1899-1900	4,261,369	1,560,070	34,805,568
1883-84	2,546,448	1,002,313	17,884,558	1900-1901 <i>a</i>	4,268,877	1,564,526	35,405,561
1884-85	2,676,911	1,030,463	19,253,874	1901-2 <i>a</i>	4,397,916	1,587,309	37,567,552
1885-86	2,773,145	1,048,659	20,208,113				
1886-87	2,975,773	1,118,556	20,821,969	Total			687,691,329

a Subject to correction.

TABLE 2.—Common school statistics of the South, 1901-2.

State.	Estimated number of persons 5 to 18 years of age.		Percentage of the whole.		Pupils enrolled in public schools.		Per cent of persons 5 to 18 years enrolled.	
	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.
Alabama.....	345,250	295,250	53.90	46.10	239,055	126,116	69.24	42.71
Arkansas.....	329,800	127,120	72.18	27.82	250,586	90,109	75.98	70.88
Delaware.....	a 40,094	a 8,888	81.85	18.15	a 30,754	a 6,141	76.70	69.09
District of Columbia.....	42,486	20,428	67.53	32.47	32,518	15,914	76.54	77.90
Florida.....	98,510	75,160	56.72	43.28	69,541	42,843	70.59	57.00
Georgia.....	b 389,470	b 363,050	51.76	48.24	298,181	204,706	76.56	56.39
Kentucky.....	596,410	87,654	87.19	12.81	436,014	62,975	73.11	71.84
Louisiana.....	241,600	227,500	51.50	48.50	125,272	73,624	51.85	32.36
Maryland.....	b 266,110	b 70,120	79.15	20.85	b 175,747	b 48,257	66.04	68.82
Mississippi.....	b 215,240	b 322,070	40.03	59.94	b 179,142	b 208,346	83.23	64.69
Missouri.....	896,850	45,971	95.12	4.88	671,697	31,360	74.90	68.22
North Carolina.....	424,800	225,900	65.28	34.72	314,871	149,798	74.12	66.31
South Carolina.....	186,480	292,000	38.97	61.03	127,657	144,786	68.46	49.58
Tennessee.....	b 945,960	b 157,885	75.85	24.15	bc 392,263	bc 106,747	79.09	67.61
Texas.....	840,050	227,660	78.68	21.32	568,267	144,362	67.65	63.41
Virginia.....	367,530	227,940	61.72	38.28	b 258,222	b 123,339	70.26	54.11
West Virginia.....	290,670	11,487	96.20	3.80	228,129	7,885	78.48	63.65
Total, 1901-2.....	6,067,310	2,786,083	68.53	31.47	4,397,916	1,587,309	72.49	56.97
Total, 1889-90.....	d 5,132,948	2,510,847	67.15	32.85	3,402,420	1,296,959	67.15	32.85

State.	Average daily attendance.		Per cent of enrollment.		Number of teachers.	
	White.	Colored.	White.	Colored.	White.	Colored.
Alabama.....	150,600	90,000	62.75	71.36	4,451	1,852
Arkansas.....	158,691	56,290	63.33	62.47	6,690	1,633
Delaware.....	a 21,500	a 3,800	69.91	61.88	a e 693	a e 138
District of Columbia.....	25,790	12,206	79.31	76.70	885	438
Florida.....	46,283	29,881	66.55	69.75	2,129	670
Georgia.....	f 190,802	f 124,553	63.99	60.84	f 6,828	f 3,691
Kentucky.....	275,231	40,314	63.12	64.02	8,067	1,434
Louisiana.....	90,425	49,817	72.18	67.66	3,219	1,052
Maryland.....	b 112,803	b 22,712	64.18	47.06	b 4,198	b 838
Mississippi.....	b 108,805	b 119,190	60.74	57.21	b 5,147	b 3,368
Missouri.....	g 451,720	g 21,079	67.25	67.22	15,598	749
North Carolina.....	185,598	83,405	58.94	55.68	5,898	2,833
South Carolina.....	98,679	109,699	77.30	75.77	3,427	2,405
Tennessee.....	b c 266,312	b c 71,779	67.89	67.24	b 7,543	b 1,941
Texas.....	433,384	91,016	76.26	63.05	12,984	3,186
Virginia.....	b 156,472	b 69,440	60.60	56.30	b 6,809	b 2,199
West Virginia.....	146,974	5,200	64.43	65.94	7,028	278
Total, 1901-2.....	2,919,469	1,000,381	66.38	63.02	100,994	28,705
Total, 1889-90.....	d 2,165,249	813,710	63.64	62.74	78,903	24,072

a In 1899-1900.

b In 1900-1901.

c Some missing data supplied.

d United States census.

e Estimated.

f Cities estimated.

g Approximately.

TABLE 3.—*Teachers and students in public high schools for the colored race in 1901-2.*

State.	Schools.	Teachers.			Pupils enrolled.								
		Male.	Female.	Total.	Total.			Elementary.			Secondary.		
					Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama	1	4	7	11	376	470	846	353	409	762	23	61	84
Arkansas	3	10	22	32	880	1,313	2,193	860	1,259	2,119	20	54	74
District of Columbia	1	15	10	25	135	488	573	0	0	0	135	488	573
Florida	2	4	16	20	295	482	777	285	465	750	10	17	27
Georgia	4	4	23	27	472	549	1,021	438	484	922	34	65	99
Illinois	2	2	3	5	29	64	93				29	64	93
Indiana	5	10	14	24	117	179	286	65	83	148	52	96	148
Kentucky	7	25	39	64	1,154	1,500	2,654	1,004	1,696	2,100	150	404	554
Louisiana	1	9	7	16	132	290	422	102	235	337	30	55	85
Maryland	1	8	4	12	107	146	253	47	18	65	60	128	188
Mississippi	8	9	48	57	1,420	2,169	3,589	1,534	1,836	3,170	86	383	419
Missouri	17	34	22	56	760	1,121	1,881	496	528	1,024	264	593	857
North Carolina	2	3	10	13	260	328	588	238	276	509	27	52	79
Ohio	1	2	2	4	19	34	53				19	34	53
Oklahoma	1	4	6	10	176	370	546	170	345	515	6	25	31
Pennsylvania	1	1	0	1	5	15	20				5	15	20
South Carolina	5	6	14	20	621	851	1,472	596	772	1,368	25	79	104
Tennessee	8	20	47	67	1,898	2,052	3,450	1,271	1,708	2,974	127	349	476
Texas	19	42	52	94	1,658	2,364	4,022	1,476	1,928	3,404	182	436	618
Virginia	6	6	34	40	750	1,220	1,970	623	869	1,492	127	351	478
West Virginia	4	14	11	25	323	331	654	287	280	567	36	51	87
Total	99	282	391	623	11,087	16,286	27,373	9,040	12,586	22,226	1,447	3,700	5,147

TABLE 4.—*Classification of colored students in public high schools by courses of study, 1901-2.*

State.	Students in clas- sical courses.			Students in scien- tific courses.			Students in Eng- lish course.			Students in busi- ness course.		
	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.
Alabama							23	61	84			
Arkansas				5	10	15	3	14	17			
District of Columbia	116	344	460	0	0	0						
Florida	24	50	74				4	8	12			
Georgia				16	34	50	13	30	43			
Illinois	34	55	89	6	10	16	20	33	53			
Indiana	18	40	58	26	79	105	11	30	41	0	9	9
Kentucky	1	5	6	0	0	0	132	290	422	6	30	36
Louisiana												
Maryland	0	15	15	2	3	5	95	285	380	80	294	374
Mississippi	15	42	57	165	356	521	40	75	115	13	4	17
Missouri	7	25	32	7	25	32	7	25	32	7	25	32
North Carolina	7	21	28	7	21	28	12	13	25			
Ohio	6	25	31									
Oklahoma	0	3	3									
Pennsylvania	15	55	70	18	32	50	73	91	164			
South Carolina	3	4	7	34	70	104	35	95	130	1	5	6
Tennessee	54	146	200	48	107	155	457	632	1,089			
Texas				27	50	77	293	619	912			
Virginia	13	16	29									
West Virginia												
Total	313	846	1,159	361	797	1,158	1,218	2,801	3,518	107	367	474

TABLE 5.—*Number of normal students, manual-training students, and graduates in colored public high schools in 1901-2.*

State.	Students in normal course.			Pupils receiving industrial training.			Graduates high-school course.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama							10	13	23
Arkansas				25	75	100	0	6	6
District of Columbia				0	0	0	20	62	82
Florida							1	1	2
Georgia				28	60	88			
Illinois				18	41	59	4	8	12
Indiana							3	11	14
Kentucky				0	30	30	14	57	71
Louisiana	1	5	6	132	200	332	1	5	6
Maryland	1	12	13	73	128	201	4	19	23
Mississippi	0	6	6	6	15	21	8	34	42
Missouri	5	57	62	82	307	389	27	97	124
North Carolina				20	0	20	5	13	18
Ohio							3	7	10
Oklahoma							0	2	2
Pennsylvania									
South Carolina	10	17	27				0	8	8
Tennessee							16	49	65
Texas				98	168	266	32	100	132
Virginia	4	9	13	0	41	41	21	57	78
West Virginia							6	6	12
Total	21	106	127	482	1,065	1,547	175	555	730

TABLE 6.—*Financial summary of the colored public high schools, 1901-2.*

State.	Number of schools reporting.	Volumes in libraries.	Value of libraries.	Number of schools reporting.	Value of grounds, furniture, and scientific apparatus.	Number of schools reporting.	Amount of State or municipal aid.	Number of schools reporting.	Amount received from tuition fees.	Number of schools reporting.	Amount received from other sources unclassified.	Number of schools reporting.	Total income for the year 1901-2.
Alabama													
Arkansas	3	503	\$333	2	\$13,500								
District of Columbia	1	1,400	2,300	1	136,300								
Florida	1	10	50	1	2,000								
Georgia	1	500	400	2	5,000								
Illinois	2	410	375	1	20,500	1	\$2,200	0		0		1	\$2,200
Indiana	4	966	750	1	12,500								
Kentucky	4	549	510	2	41,500			1	\$128			1	128
Louisiana	1	4,189	3,948	1	65,625	1	10,000	1	167	1	\$13,370	1	23,537
Maryland	1	272	200										
Mississippi	6	288	289	8	68,300	1	900	1	12	1	400	2	1,312
Missouri	16	3,212	3,025	10	149,600								
North Carolina	2	625	325	2	9,000	1	1,250					1	1,250
Ohio	1	500	400	1	5,000								
Oklahoma	1	75	30										
Pennsylvania	1	30	20										
South Carolina	1	150	50	3	11,500	1	113	1	62	0		1	175
Tennessee	6	1,277	1,460	8	105,650	1	650	1	20	0		1	670
Texas	14	3,386	2,590	17	164,201	4	6,045	2	218	1	132	2	6,395
Virginia	2	729	400	1	3,000								
West Virginia	3	1,000	850	3	26,000								
Total	71	20,071	18,305	64	839,176	10	21,158	7	607	3	13,902	10	35,667

TABLE 7.—*Teachers and students in secondary and higher schools for the colored race in 1901-2 (not including public high schools).*

State.	Schools.	Teachers.			Students.											
		Male.	Female.	Total.	Elementary.			Secondary.			Collegiate.			Total.		
					Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama.....	11	55	110	165	1,523	1,462	2,985	800	1,079	1,879	25	5	30	2,348	2,546	4,894
Arkansas.....	4	18	18	36	379	359	738	122	148	270	58	23	81	559	530	1,089
Delaware.....	1	4	2	6	.....	.....	.....	27	9	36	15	11	26	42	20	62
Dist. Columbia..	3	66	18	84	32	39	71	194	186	380	406	116	522	632	341	973
Florida.....	7	20	32	52	408	410	818	129	229	358	4	0	4	541	639	1,180
Georgia.....	18	78	172	250	1,533	2,558	4,091	767	1,038	1,805	158	73	231	2,458	3,669	6,127
Kentucky.....	5	21	13	34	72	81	153	187	125	312	42	29	71	301	235	536
Louisiana.....	6	44	66	110	1,118	1,337	2,455	197	261	458	56	14	70	1,371	1,612	2,983
Maryland.....	5	13	24	37	0	149	149	60	86	146	34	42	76	94	277	371
Mississippi.....	10	48	65	113	830	852	1,682	307	472	779	92	85	177	1,229	1,409	2,638
Missouri.....	2	17	10	27	40	48	88	136	122	258	6	6	12	182	176	358
New Jersey.....	1	5	7	12	18	17	35	37	53	90	0	0	0	55	70	125
North Carolina..	19	103	78	181	717	1,173	1,890	761	966	1,727	331	65	396	1,809	2,204	4,013
Ohio.....	1	23	8	31	.....	.....	.....	99	170	269	61	11	72	160	181	341
Oklahoma.....	1	7	2	9	67	101	168	16	27	43	.....	0	.....	83	128	211
Pennsylvania.....	2	15	6	21	74	106	180	24	82	106	199	0	199	297	188	455
South Carolina..	12	70	86	156	1,191	1,391	2,582	598	698	1,296	90	38	128	1,879	2,127	4,006
Tennessee.....	9	70	79	149	709	940	1,649	438	458	896	401	45	446	1,548	1,443	2,991
Texas.....	5	42	44	86	378	481	859	305	316	621	106	39	145	789	836	1,625
Virginia.....	11	75	88	163	726	1,023	1,749	624	637	1,261	53	21	74	1,403	1,681	3,084
West Virginia....	2	11	10	21	44	42	86	65	121	186	.....	.....	.....	109	163	272
Total.....	135	805	938	1,743	9,859	12,569	22,428	5,893	7,283	13,176	2,137	623	2,760	17,889	20,475	38,364

TABLE 8.—*Classification of colored students, by courses of study, in secondary and higher schools, 1901-2.*

State.	Students in classical courses.			Students in scientific courses.			Students in English course.			Students in business course.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama.....	11	17	28	30	16	46	986	500	1,486	13	15	28
Arkansas.....	14	5	19	0	1	1	132	122	254	10	8	18
Delaware.....	.....	.....	.....	13	0	13	.....	.....	.....	.....	.....	.....
Dist. of Columbia..	25	3	28	9	2	11	66	68	134	.....	.....	.....
Florida.....	42	40	82	0	0	0	230	324	554	0	0	0
Georgia.....	74	78	152	35	48	83	368	962	1,330	4	10	14
Kentucky.....	1	3	4	0	0	0	27	0	27	3	2	5
Louisiana.....	46	31	77	28	52	80	901	912	1,813	0	0	0
Maryland.....	20	5	25	0	0	0	29	53	82	0	0	0
Mississippi.....	49	61	110	2	9	11	514	475	989	35	16	51
Missouri.....	6	6	12	.....	.....	.....	.....	.....	.....	11	15	26
New Jersey.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Carolina..	147	26	173	63	28	91	772	718	1,490	35	20	55
Ohio.....	12	0	12	51	0	51	.....	.....	.....	22	20	42
Oklahoma.....	1	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania.....	146	0	146	.....	.....	.....	.....	.....	.....	2	8	10
South Carolina..	138	47	185	14	22	36	766	844	1,610	87	54	141
Tennessee.....	166	34	200	24	7	31	179	190	369	11	15	26
Texas.....	74	66	140	25	22	47	216	190	406	22	7	29
Virginia.....	71	84	155	10	26	36	309	502	811	10	10	20
West Virginia....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	1,043	507	1,550	304	233	537	5,495	5,860	11,355	265	200	465

TABLE 9.—*Number of colored normal students and graduates in secondary and higher schools, 1901-2.*

State.	Students in normal course.			Graduates of high school course.			Graduates of normal course.			Graduates of collegiate course.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama.....	275	513	788	27	13	40	21	36	57	1	0	1
Arkansas.....	53	29	82	2	2	4	8	6	14	4	2	6
Delaware.....	0	3	3							0	1	1
District of Columbia.....	21	183	204	15	0	15	15	101	116	8	1	9
Florida.....	27	82	109	5	5	10	3	8	11			
Georgia.....	26	208	234	29	41	70	8	33	41	16	2	18
Kentucky.....	79	119	198	0	4	4	7	5	12			
Louisiana.....	6	38	44	17	30	47	4	18	22	5	1	6
Maryland.....	34	51	85	2	1	3	3	7	10	4	1	5
Mississippi.....	207	311	518	116	147	263	26	36	62	20	2	22
Missouri.....	95	84	179				98	73	171	8	0	8
New Jersey.....	0	4	4				0	4	4			
North Carolina.....	387	538	925	79	14	93	161	118	279	18	2	20
Ohio.....	38	40	78									
Oklahoma.....	13	22	35									
Pennsylvania.....	7	46	53	2	8	10				37	0	37
South Carolina.....	141	140	281	39	15	54	72	69	141	7	3	10
Tennessee.....	196	408	604	11	4	15	11	53	64	56	3	59
Texas.....	64	91	155	8	1	9	8	6	14	4	1	5
Virginia.....	75	139	214	54	63	117	27	57	84	17	5	22
West Virginia.....	24	64	88				15	19	34			
Total.....	1,768	3,113	4,881	406	348	754	487	649	1,136	205	24	229

TABLE 10.—*Colored professional students and graduates in secondary and higher schools, 1901-2.*

State.	Students in professional courses.			Professional students and graduates.											
				Theology.		Law.		Medicine.		Dentistry.		Pharmacy.		Nurse training.	
	Male.	Female.	Total.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.
Alabama	120	20	140	120	0									20	...
Arkansas															
Delaware															
District of Columbia	392	16	408	61	12	96	20	153	27	34	7	34	17	30	13
Florida	3	0	3	3	0										
Georgia	144	14	158	144	25									14	2
Kentucky	20	0	20	19				1	0						
Louisiana	65	0	65	27	0	38	0								
Maryland	8	0	8	8	0										
Mississippi	27	42	69	27	2									42	9
Missouri															
New Jersey															
North Carolina	167	34	201	36	4	8	2	106	21			17	3	34	2
Ohio	21	0	21	21											
Oklahoma															
Pennsylvania	51	0	51	51											
South Carolina	47	35	82	47	0									35	0
Tennessee	364	0	364	70	0	13	0	281	0						
Texas	35	0	35	35	2										
Virginia	77	18	95	62	18	6	6	4	4	2	2	3	3	18	18
West Virginia															
Total	1,541	179	1,720	731	63	161	28	545	52	36	9	54	23	193	44

TABLE 11.—*Industrial training of colored students in secondary and higher schools, 1901-2.*

State.	Pupils receiving industrial training.			Students trained in industrial branches.												
	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
Alabama.....	1,223	1,320	2,543	261	319	46	...	19	17	48	53	14	21	916	104	1,497
Arkansas.....	107	177	284	...	36	...	...	...	9	26	9	...	25	166	20	4
Delaware.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
District of Columbia.....	145	314	459	...	83	...	...	...	12	...	...	...	50	109	...	205
Florida.....	153	384	537	48	68	...	...	5	6	...	...	...	4	348	114	173
Georgia.....	509	2,087	2,596	22	436	...	...	8	22	15	...	...	76	1,644	423	218
Kentucky.....	32	67	99	3	3	...	...	...	...	...	...	...	10	47	12	42
Louisiana.....	186	289	475	20	128	...	...	...	4	...	...	...	7	251	7	58
Maryland.....	73	237	310	36	4	...	...	...	1	...	...	...	6	217	46	57
Mississippi.....	363	913	1,276	148	100	...	39	4	85	23	8	...	3	689	529	272
Missouri.....	121	96	217	78	37	...	...	...	...	29	7	...	3	96	10	52
New Jersey.....	23	71	94	6	23	...	...	...	...	...	...	...	...	44	19	2
North Carolina.....	635	1,121	1,756	313	207	48	...	21	5	38	18	...	70	686	512	733
Ohio.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oklahoma.....	83	128	211	...	25	...	...	...	...	13	25	...	...	128	...	20
Pennsylvania.....	18	171	189	...	18	12	...	...	...	...	...	...	12	78	171	68
South Carolina.....	1,002	1,342	2,344	295	187	154	...	49	...	...	30	...	49	1,121	173	687
Tennessee.....	362	654	1,016	20	65	3	...	...	...	...	...	...	75	501	160	308
Texas.....	419	571	990	136	243	18	...	8	34	27	74	...	61	533	157	14
Virginia.....	856	1,486	2,342	800	225	50	...	9	133	185	29	...	52	1,400	874	296
West Virginia.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total.....	6,310	11,428	17,738	2,186	2,267	331	39	123	299	418	268	14	524	8,974	3,331	4,706

TABLE 12.—*Financial summary of the 135 secondary and higher colored schools, 1901-2.*

State.	Number of schools reporting.	Volumes.	Value.	Number of schools reporting.	Benefactions.	Number of schools reporting.	Value of grounds, buildings, furniture, and scientific apparatus.	Number of schools reporting.	Amount of State or municipal aid.
Alabama.....	10	21,721	\$16,557	3	\$193,794	11	\$685,612	4	\$17,260
Arkansas.....	3	1,875	1,225	...	...	2	43,000	...	...
Delaware.....	1	550	500	...	...	1	34,000	1	5,000
District of Columbia.....	2	43,099	50,700	...	...	1	700,000	1	35,100
Florida.....	5	2,928	2,750	1	1,746	6	76,400	2	5,000
Georgia.....	13	45,438	28,660	3	43,593	14	1,035,000	2	800
Kentucky.....	3	2,262	2,100	...	...	4	108,000	1	3,000
Louisiana.....	5	12,150	16,600	2	31,500	5	431,000	...	...
Maryland.....	2	6,000	6,000	...	...	3	70,500	1	2,000
Mississippi.....	8	14,912	17,700	...	...	8	467,000	2	28,476
Missouri.....	2	3,800	2,500	...	...	2	170,000	1	24,000
New Jersey.....	1	40	375	0	...	1	2,000	1	6,000
North Carolina.....	14	35,581	32,041	4	25,200	17	650,599	10	20,429
Ohio.....	1	6,009	6,000	...	...	1	155,000	1	35,000
Oklahoma.....	1	700	1,600	...	...	1	33,994	1	21,030
Pennsylvania.....	2	20,500	20,600	...	...	1	271,000	...	...
South Carolina.....	9	12,586	12,025	4	12,500	11	387,450	3	21,800
Tennessee.....	9	24,074	23,585	...	...	9	980,500	5	4,727
Texas.....	4	11,500	17,000	1	4,000	5	370,000	2	19,500
Virginia.....	8	25,116	18,347	2	127,920	11	1,953,997	2	23,383
West Virginia.....	2	6,760	8,000	...	...	2	154,200	2	18,000
Total.....	105	297,952	284,265	20	440,253	116	8,779,252	42	285,425

TABLE 12.—*Financial summary of the 135 secondary and higher colored schools, 1901-2—Continued.*

State.	Number of schools reporting.	Amount received from tuition fees.	Number of schools reporting.	Amount received from productive funds.	Number of schools reporting.	Amount received from sources unclassified.	Number of schools reporting.	Total income for the year 1901-2.
Alabama.....	9	\$10,755	3	\$12,623	7	\$42,047	10	\$82,685
Arkansas.....	1	2,611			1	2,525	1	5,136
Delaware.....					1	2,264	1	7,264
District of Columbia.....	1	1,200	1	7,500	2	6,700	2	50,590
Florida.....	5	2,326			7	22,097	7	29,423
Georgia.....	13	24,311	4	15,006	14	67,829	14	107,976
Kentucky.....	1	1,075			3	7,287	3	11,362
Louisiana.....	5	8,592	3	500	5	13,271	5	22,303
Maryland.....	2	1,627	3	6,250	1	6,000	3	15,877
Mississippi.....	5	17,500	2	12,892	8	33,625	9	92,493
Missouri.....	1	1,960			1	3,000	2	28,900
New Jersey.....	1	833	0		0		1	6,333
North Carolina.....	11	18,444	5	9,571	12	36,329	16	84,773
Ohio.....	1	3,000	1	1,800	1	3,000	1	42,800
Oklahoma.....					1	2,719	1	23,719
Pennsylvania.....	1	1,156	1	21,386	1	12,090	1	34,632
South Carolina.....	9	11,286	2	6,312	8	29,755	11	69,153
Tennessee.....	9	22,111	1	1,754	8	70,621	9	99,213
Texas.....	3	11,118			3	14,675	5	45,298
Virginia.....	9	9,491	5	65,839	11	174,374	11	273,037
West Virginia.....	2	525	2	3,289	2	12,050	2	28,864
Total.....	89	149,331	33	164,722	97	562,258	115	1,161,736

TABLE 13.—Public high schools for negroes—Teachers,

Location.	Name of school.	Teachers.		Pupils enrolled.						Students.					
		Male.	Female.	Total.		Elementary grades.		Secondary grades.		Classical course.		Scientific courses.		Male.	Female.
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14		
ALABAMA.															
1	Mobile	Broad Street Academy ..	4	7	376	470	353	409	23	61					
ARKANSAS.															
2	Fort Smith	Howard High School....	3	6	180	280	168	250	12	30					
3	Hot Springs	High School.....	1	5	200	298	197	284	3	14					
4	Pine Bluff	do	6	11	500	735	495	725	5	10			5	10	
DISTRICT OF COLUMBIA.															
5	Washington	High School.....	15	10	135	438	0	0	135	438	116	344	0	0	
FLORIDA.															
6	Fernandina	District School No. 1	1	5	100	250	95	240	5	10					
7	Gainesville	Union Academy.....	3	11	195	232	190	225	5	7					
GEORGIA.															
8	Madison.....	Madison High School ...	1	2	53	69	47	62	6	7					
9	Rome.....	High School.....	1	2	4	20			4	20	4	20			
10	Sandersville.....	do	1	4	140	160	136	152	4	8					
11	Waycross	do	1	15	275	300	255	270	20	30	20	30			
ILLINOIS.															
12	Cairo	Sumner High School	1	2	22	51			22	51			9	21	
13	East St. Louis ...	Lincoln High School....	1	1	7	13			7	13			7	13	
INDIANA.															
14	Evansville	Clark High School	3	1	23	41			23	41	23	41			
15	Jeffersonville.....	High School.....	2	7	8	19			8	19					
16	Madison.....	Broadway High School ..	2	0	6	10			6	10			6	10	
17	New Albany.....	Scribner High School ..	1	1	38	45	27	31	11	14	11	14			
18	Vincennes	High School.....	2	5	42	64	38	52	4	12					
KENTUCKY.															
19	Covington.....	William Grant High School.	1	2	11	30			11	30	11	30			
20	Frankfort	Clinton Street High School.	1	3	11	30			11	30			11	30	
21	Lexington.....	Russell High School.....	3	13	330	332	308	279	22	53					
22	Louisville	Central High School	14	10	454	595	380	379	74	216					
23	Owensboro	High School.....	3	5	184	312	169	272	15	40			15	40	
24	Paducah	Lincoln High School	1	0	10	16			10	16	7	10	0	9	
25	Paris	High School.....	2	6	154	185	147	166	7	19					
LOUISIANA.															
26	New Orleans	Southern University and Agricultural and Mechanical College.	9	7	132	290	102	235	30	55	1	5	0	0	
MARYLAND.															
27	Baltimore	Baltimore City Colored High School.	8	4	107	146	47	18	60	128					
MISSISSIPPI.															
28	Greenville.....	Greenville High School ..	0	8	259	340	253	325	6	15			2	3	
29	Grenada.....	Graded School	2	1	111	167	110	162	1	5					
30	Jackson.....	Graded School No. 2	1	12	300	550	295	538	5	12					
31	Okolona.....	Graded School	1	4	105	167	105	161	0	6					
32	Port Gibson	do	1	4	121	207	120	181	1	26					
33	Sardis	Panola High School.....	1	2	10	25			10	25	0	15			
34	Vernon.....	Blue Ridge Academy* ..	1	0	57	63	54	59	3	4					
35	Vicksburg.....	Cherry Street College ..	2	17	457	650	397	410	60	240					

* Statistics of 1900-1901.

students, courses of study, etc., 1901-2.

Students.						Gradu- ates.	Pupils receiving manual training.				Volumes in library.	Value of grounds, build- ings, furniture, and sci- entific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1901-2.
English course.		Busi- ness course.		Normal course.													
Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.							
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
	23	61				10	13										

a Includes \$12,893 from United States Government.

TABLE 13.—Public high schools for negroes—Teachers,

Location.	Name of school.	Teachers.		Pupils enrolled.						Students.			
		Male.	Female.	Total.		Elementary grades.		Secondary grades.		Classical course.		Scientific courses.	
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
MISSOURI.													
36	Boonville.....	1	3	133	140	125	114	8	26				
37	Brunswick.....	1	1	44	64	34	50	10	14			10	14
38	Carrollton.....	1	1	8	13			8	13				
39	Chillicothe.....	1	0	60	63	59	57	1	6			1	6
40	Glasgow.....	3	1	27	22			27	22				
41	Hannibal.....	2	1	15	26			15	26	1	6	1	4
42	Harrisonville.....	1	1	45	35	39	31	6	4				
	School.												
43	Higginsville.....	1	0	99	86	98	80	1	6	0	0	1	6
44	Kansas City.....	4	3	64	121			64	121			64	121
45	Louisiana.....	2	2	69	92	64	79	5	13	5	13		
46	Macon.....	1	3	10	14			10	14	4	6		
47	Marshall.....	1	0	4	14			4	14				0
48	Mexico.....	1	0	7	16			7	16	0	0	7	0
49	Moberly.....	2	2	84	133	77	117	7	16			7	16
50	Richmond.....	1	0	2	8			2	8	0	0	0	0
51	St. Joseph.....	3	1	17	53			17	53	5	17	2	7
52	St. Louis.....	8	3	72	221	0	0	72	221	0	0	72	182
NORTH CAROLINA.													
53	Durham.....	1	10	248	307	233	276	15	31	7	25	7	25
54	Reidsville.....	2	0	12	21			12	21				
OHIO.													
55	Xenia.....	2	2	19	34			19	34	7	21	7	21
	East Main Street High School.												
OKLAHOMA.													
56	Guthrie.....	4	6	176	370	170	345	6	25	6	25		
PENNSYLVANIA.													
57	Carlisle.....	1	0	5	15			5	15	0	3		
SOUTH CAROLINA.													
58	Columbia.....	3	11	521	698	514	658	7	40	7	40		
59	Easley.....	0	1	18	50	18	43	0	7				
60	Spartanburg.....	1	0	8	15			8	15	8	15	8	15
61	Williston.....	1	1	65	75	64	71	1	4	0	0	1	4
62	Yorkville.....	1	1	9	13			9	13			9	13
TENNESSEE.													
63	Chattanooga.....	3	13	416	540	399	495	17	45	0	0	14	40
64	Clarksville.....	2	12	469	614	466	597	3	17				
65	Dickson.....	1	2	75	104	71	101	4	3				
66	Knoxville.....	2	7	122	181	110	136	12	45			3	12
67	McMinnville.....	1	1	40	46	25	31	15	15			15	15
68	Memphis.....	3	0	15	71			15	71				
69	Murfreesboro.....	3	3	11	21			11	21	3	4	2	3
70	Nashville.....	5	9	250	475	200	343	50	132				
	Pearl High School.												
TEXAS.													
71	Bastrop.....	1	0	7	9			7	9	7	9		
72	Beaumont.....	2	3	100	150	96	145	4	5				
73	Bryan.....	3	3	155	197	150	184	5	13				
74	Calvert.....	1	5	176	249	172	237	4	12	4	12		
75	Dallas.....	1	1	9	57			9	57	9	57		
76	El Paso.....	1	2	74	80	70	70	4	10				
77	Fort Worth.....	2	2	16	28			16	28	16	28		
78	Galveston.....	4	2	90	143	81	128	9	15				
79	Gonzales.....	1	3	107	102	104	87	3	15	3	15		

* Statistics of 1900-1901.

students, courses of study, etc., 1901-2—Continued.

Students.						Graduates.		Pupils receiving manual training.		Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1901-2.
English course.		Business course.		Normal course.												
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
8	26						1	1		300						36
							0	5		100	\$5,000					37
							1	4	0	75	3,000					38
							0	5		600	6,000					39
							3	2		207	2,200					40
12	22	0	0	0	0	0	0	0	0	50	2,400					41
6	4	6	4			0	4	10	11	360	2,500					42
0	0	0	0	0	0	0	0	0	0	57	1,000					43
						12	13									44
							1	2		444						45
							0	1		27	2,500					46
0	0	7	0	0	0		1	5	0	50						47
							1	3		300						48
2	6	0	0	0	0	0	0	0	0	156						49
12	17	0	0	5	18	0	0	3	0	109						50
0	0	0	0	0	39	7	49	72	221	127	25,000					51
										250	100,000					52
7	25	7	25			5	9	20	0	600	8,000					53
						0	4			25	1,000	\$1,250				\$1,250
12	13					3	7			500	5,000					55
						0	2			75						56
										30						57
0	7					0	6			150	10,000	113	\$62	0	0	175
64	71			1	4	0	2	0	0		500					60
9	13			9	13			0	0		1,000					61
		1	5			4	7			50	40,000					63
						0	5			125	11,000					64
9	3					2	13			102	1,500					65
						0	1			800	15,000					66
15	71					0	1				750	650	20	0	0	670
11	21					2	11			150	20,000					68
						8	12				2,400					69
										50	15,000					70
7	9					1	2				8,000	1,300	50			1,350
						1	2	8	15							72
172	237					1	1			160	5,260					73
						1	13			150	2,500					74
4	10					1	1			543	35,000					75
						1	1			300	15,000					76
9	15					1	4			207	10,000	2,855	0	0	0	2,855
						14	36	90	143	200	1,725					77
											3,000					78

TABLE 13.—Public high schools for negroes—Teachers,

	Location.	Name of school.	Teachers.		Pupils enrolled.						Students.			
			Male.	Female.	Total.		Elementary grades.		Secondary grad.s.		Classical course.		Scientific courses.	
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	TEXAS—cont'd.													
80	Hempstead.....	High school*	1	0	3	13	.....	.....	3	13	.....	.....	.....	.....
81	Houston.....	do	7	10	320	462	292	348	28	114	.....	.....	10	44
82	Mexia.....	do	1	2	59	84	55	79	4	5	.....	.....	.....	.....
83	Navasota.....	do	2	3	100	200	88	183	12	17	.....	.....	.....	.....
84	Orange.....	do.*	1	0	11	25	.....	.....	11	25	.....	.....	.....	.....
85	Palestine.....	Lincoln High School	2	4	135	170	125	160	10	10	.....	.....	10	10
86	Paris.....	High School	2	7	250	326	243	307	7	19	7	19	.....	.....
87	San Antonio.....	Riverside High School	2	0	3	21	.....	.....	3	21	.....	.....	3	21
88	Waco.....	High School	6	3	35	42	.....	.....	35	42	.....	.....	25	32
89	Waxahachie.....	do	2	2	8	6	.....	.....	8	6	8	6	.....	.....
	VIRGINIA.													
90	Danville.....	High School*	1	1	18	26	.....	.....	18	26	0	0	15	16
91	Lynchburg.....	do	1	3	38	93	26	59	12	34	.....	.....	12	34
92	Manchester.....	do	2	7	204	350	195	325	9	25	.....	.....	.....	.....
93	Petersburg.....	Peabody High School	1	11	350	440	335	399	15	41	0	0	0	0
94	Richmond.....	High and Normal School	0	10	70	221	0	0	70	221	0	0	0	0
95	Winchester.....	Winchester Graded School	1	2	70	90	67	86	3	4	0	0	0	0
	WEST VIRGINIA.													
96	Clarksburg.....	High School	2	2	76	82	71	71	5	11	.....	.....	.....	.....
97	Huntington.....	Douglass High School	7	4	120	125	110	110	10	15	10	15	.....	.....
98	Parkersburg.....	Sumner High School*	3	4	80	92	73	79	7	13	.....	.....	.....	.....
99	Point Pleasant ..	Langston Academy	2	1	47	32	33	20	14	12	3	1	.....	.....

* Statistics of 1900-1901.

students, courses of study, etc., 1901-2—Continued.

Students.						Graduates.	Pupils receiving manual training.		Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1901-2.	
English course.		Business course.		Normal course.												
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	3	13				1	1			20						80
	4	5				3	14			630	\$30,150					81
	5	25				0	4			20	1,500	\$900	\$168		\$132	\$1,200
						2	2				2,000					82
						0	3			203	1,750	990	0	0	0	990
						2	0				4,316					83
						0	4			400	9,000					84
						0	3	0	10	200	10,000					85
						2	10			153	20,000					86
						2	0			200	5,000					87
																88
																89

TABLE 14.—Secondary and higher schools for negroes—

	Location.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.	
				White.		Colored.		Total.	Total.	
				Male.	Female.	Male.	Female.		Male.	Female.
	1	2	3	4	5	6	7	8	9	10
ALABAMA.										
1	Athens	Trinity Normal School ^a	Nonsect	2	12	3	4	21	105	164
4	Calhoun	Calhoun Colored School.....	Nonsect							
2	Huntsville.....	Central Alabama Academy ^a	Nonsect			4	3	7	79	125
3	Irma	Kowaliga Academic and Industrial Institute.	Nonsect							
3	Marion	Lincoln Normal School.....	Cong		8			8	103	201
4	Mobile	Emerson Normal Institute	Cong	1	5	0	1	7	110	156
5	Montgomery	State Normal School for Colored Students.	Nonsect	2	3	5	16	26	424	647
6	Normal.....	Agricultural and Mechanical College.	Nonsect			13	13	26	211	244
7	Selma	Alabama Baptist Colored University.	Bapt.....			4	9	13	125	286
8	Talladega	Talladega College	Cong	6	17	1	2	26	232	302
9	Troy	Troy Industrial Academy ^a	Nonsect							
10	Tuscaloosa	Oak City Academy	Bapt.....				1	1	40	50
	do	Stillman Institute	Presb	2				2	37	0
11	Tuskegee	Tuskegee Normal and Industrial School.*	Nonsect			12	16	28	832	371
ARKANSAS.										
	Argenta	Shorter University ^a	Nonsect							
12	Arkadelphia	Arkadelphia Academy	Bapt.....			1	1	2	15	20
13	Little Rock.....	Arkansas Baptist College	Bapt.....	3		3	8	14	200	170
14	do	Philander Smith College	M. E.	1	4	5	3	13	221	243
15	Pine Bluff	Branch Normal College	Nonsect	2	0	3	2	7	123	97
	Southland.....	Southland College ^a	Nonsect							
DELAWARE.										
16	Dover	State College for Colored Students.*	Nonsect			4	2	6	42	20
DISTRICT OF COLUMBIA.										
17	Washington	Howard University.....	Nonsect	42	2	24	5	73	620	251
18	do	National Kindergarten Training School.*	Nonsect	0	4	0	0	4	0	22
19	do	Washington Normal School No. 2.	Nonsect	0	0	0	7	7	12	68
FLORIDA.										
20	Jacksonville.....	Cookman Institute	M. E.		1	2	1	4	118	95
21	do	Edward Waters College	A. M. E.	0	0	3	2	5	86	65
22	do	Florida Baptist Academy	Bapt.....			3	7	10	94	128
	Live Oak.....	Florida Institute ^a	Nonsect							
23	Martin	Fessenden Academy*.....	Nonsect			1	4	5	116	122
24	Ocala	Emerson Memorial Home*.....	M. E.		3			3	0	64
25	Orange Park	Normal and Manual Training School.	Cong	2	6		1	9	68	71
26	Tallahassee	Florida State Normal and Industrial College.	Nonsect	0	0	9	7	16	59	94
GEORGIA.										
27	Athens	Jeruel Academy ^a	Nonsect							
	do	Knox Institute and Industrial School.	Cong			2	4	6	126	167
28	Atlanta.....	Atlanta Baptist College	Bapt.....	3	2	6	2	13	157	0
29	do	Atlanta University	Nonsect	4	8	2	1	15	100	182
30	do	Morris Brown College*.....	A. M. E.			8	7	15	310	202
31	do	Spelman Seminary	Bapt.....	0	39	0	3	42	0	693
32	do	Storrs School	Cong	0	8	0	1	9	138	191
33	Augusta	Haines Normal and Industrial Institute.	Presb			4	15	19	164	343
34	do	Paine College	Meth	3	1	3	4	11	113	143
35	do	Walker Baptist Institute*.....	Bapt.....	0	0	3	5	8	49	102

* Statistics of 1900-1901.

^a No report.

Teachers, students, courses of study, etc., 1901-2.

Pupils enrolled.						Students.										Graduates.					
Elementary grades.		Secondary grades.		Collegiate grades.		Classical course.		Scientific courses.		English course.		Normal course.		Business course.		High school course.		Normal course.		Collegiate course.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
105	164																				1
79	123	0	2																		2
103	201	0	0	0	0	0	0	0	0	36	11			0	0	0	0	2	9	0	0
103	133	7	23			4	16	8	7	7	23	5	3			3	1	3	1		4
191	174	233	473									181	375					9	8		5
111	116	100	128									68	90	13	15			5	7		6
		125	286					18	5												7
146	268	68	29	18	5	7	1	9	4	21	45	21	45			5	3	2	11	1	0
40	50									40	50										9
5	0	25	0	7	0																10
640	233	242	138							882	371					29	9				11
6	12	9	8									9	8								12
136	116	21	36	43	18	1	1	0	1	132	122			1	1	2	2			0	2
158	156	48	83	15	4	13	3							9	7			4	5	4	0
79	75	44	21	0	1	0	1	0	0			44	21			0	0	4	1	0	14
																					15
		27	9	15	11			13	0			0	3							0	1
32	39	182	96	406	116	25	3	9	2	66	68	9	93			15	0	3	21	8	1
		0	22									0	22					0	12		17
		12	68	0	0	0	0	0	0	0	0	12	68					12	68	0	0
																					19
102	85	16	10			16	10			102	85	0	16	0	0	5	0	0	1	0	0
68	49	14	16	4	0	4	0	0	0			0	22	30	0	0	0	0	1	0	20
72	98	22	30			22	30			37	60	22	30					0			21
																					22
91	89	25	33							32	21	0	18			0	5				23
		0	64							0	64										24
41	43	27	28	0	0													1	0		25
34	46	25	48	0	0	0	0	0	0	59	94	5	18	0	0	0	0	2	6	0	0
118	148	8	19			8	19			118	148					1	2				27
87	0	36	0	34	0	10	0	0	0	36	0					9	0	0	0	3	0
0	0	66	167	34	15	34	15									4	4	0	13	3	1
259	194	18	8	33	0	10	0	11	0			1	31	4	10				4	0	29
0	552	0	106	0	35			0	18	0	509	0	20			0	13	0	3	0	30
138	191	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	31
39	81	125	262																		32
		104	140	9	3															3	33
		15	45	0	0	0	0	0	0	4	3	0	0	0	0	11	19			0	34
34	57	104	140	9	3	0	0	0	0	4	3	0	0	0	0	4	3	0	0	0	35

TABLE 14.—Secondary and higher schools for negroes—

	Location.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.	
				White.		Colored.		Total.	Male.	Female.
				Male.	Female.	Male.	Female.			
	1	2	3	4	5	6	7	8	9	10
GEORGIA—cont'd.										
36	College.....	Georgia State Industrial College.	Nonsect			13	1	14	328	81
37	Fort Valley	Fort Valley High and Industrial School.	Nonsect	4	6	4	6	20	114	136
38	Lagrange.....	La Grange Baptist Academy...	Bapt.....			1	2	3	73	90
39	McIntosh.....	Dorchester Academy.....	Cong	1	11	1	0	13	154	204
40	Macon.....	Ballard Normal School.....	Cong	1	11	1	1	14	130	390
41	do	Central City College.....	Bapt.....	0	0	5	9	14	165	200
	Savannah.....	Beach Institute ^a.....	.....						
42	South Atlanta.....	Clark University.....	M. E.	2	7	3	9	21	227	353
43	do	Gammon Theological Seminary	M. E.	3	1	1	.....	5	60	2
44	Thomasville.....	Allen Normal and Industrial School.	Cong	0	8	0	0	8	50	190
KENTUCKY.										
45	Cane Spring.....	Eckstein Norton University....	Nonsect			4	6	10	36	47
46	Frankfort.....	State Normal School *.....	Nonsect	0	0	7	3	10	76	116
47	Lebanon.....	St. Augustine's School for Colored Children.	R. C.	0	1	0	0	1	22	20
48	Louisville.....	Louisville Christian Bible School.*	Christian...	1	0	1	0	2	27	0
49	do	State University.....	Bapt.....			8	3	11	140	52
LOUISIANA.										
50	Alexandria.....	Alexandria Academy.....	Meth.....				2	2	47	56
51	do	Central Louisiana Academy....	Bapt.....			1	3	4	69	117
52	Baldwin.....	Gilbert Academy and Industrial College.	M. E.			8	7	15	94	96
53	New Orleans.....	Leland University.....	Bapt.....	5	5	14	16	40	665	605
54	do	New Orleans University *.....	M. E.	4	4	8	2	18	212	313
55	do	Straight University.....	Cong	2	25	2	2	31	284	425
MARYLAND.										
56	Baltimore.....	Baltimore Normal School *.....	Nonsect	1	0	0	1	2	13	40
57	do	Morgan College *.....	M. E.	2	2	1	0	5	45	20
58	do	St. Francis Academy.....	R. C.				15	15	0	63
59	Melvale.....	Industrial Home for Colored Girls.*	Nonsect		4			4	0	120
60	Princess Anne.....	Princess Anne Academy *.....	M. E.	4	0	5	2	11	36	34
MISSISSIPPI.										
61	Clinton.....	Mount Hermon Female Seminary.	Nonsect		5		2	7	0	95
62	Edwards.....	Southern Christian Institute...	Christian...	3	5	2	1	11	58	51
63	Holly Springs.....	Mississippi State Normal School.	Nonsect	1	0	6	2	9	82	121
64	do	Rust University.....	M. E.	3	6	3	0	12	169	200
65	Jackson.....	Jackson College.....	Bapt.....	3	4	1	2	10	67	93
66	Meridian.....	Lincoln School.....	Cong		6		2	8	150	180
	do	Meridian Academy ^a.....	.....						
67	Natchez.....	Natchez College *.....	Bapt.....			2	3	5	73	150
68	Tougaloo.....	Tougaloo University.....	Cong	7	16			23	235	267
69	Westpoint.....	Mary Holmes Seminary.....	Presb.....	1	11	0	0	12	0	222
70	Westside.....	Alcorn Agricultural and Mechanical College.*	Nonsect	0	0	16	0	16	395	30
MISSOURI.										
71	Jefferson City.....	Lincoln Institute.....	Nonsect	2	0	10	5	17	132	121
72	Sedalia.....	George R. Smith College.....	M. E.	1	3	4	2	10	50	55
NEW JERSEY.										
73	Bordentown.....	Manual Training and Industrial School.	Nonsect	2	1	3	6	12	55	70

* Statistics of 1900-1901.

^aNo report.

Teachers, students, courses of study, etc., 1901-2—Continued.

Pupils enrolled.						Students.										Graduates.					
Elementary grades.		Secondary grades.		Collegiate grades.		Classical course.		Scientific courses.		English course.		Normal course.		Business course.		High school course.		Normal course.		Collegiate course.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
100	41	200	30	28	10					114	136	10	22	0	0	0	0	1	0	0	0
104	114	10	22	0	0	0	0	0	0												36
64	54	9	36	0	0					78	90	3	8								37
132	185	22	19	0	0	0	0	0	0	22	19	3	2			0	0	3	2	0	38
115	344	15	46	0	0	11	42					3	4			0	0	3	4	0	39
124	183	40	16	1	2	1	2	24	30			1	4			0	0				40
																					41
172	257	36	88	19	8					1	57	2	84					0	9	3	42
		60	2																		43
47	157	3	33	0	0							3	33					1	5		44
23	31	11	14	2	2	1	3					3	3	3	2			3	1		45
27	30	49	86	0	0							76	116			0	4	4	4	0	46
22	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	47
		27	0							27	0										48
		100	25	40	27																49
30	28	17	28							46	53	1	2			1	2	2	7		50
50	80	19	37							69	117					1	5				51
74	65	12	22	8	9					94	95					1	0				52
591	553	64	50	10	2	10	4	21	41	665	605							2	4	3	53
141	264	35	46	36	3	10	2	1	1			0	29			6	12	0	7	1	54
232	347	50	78	2	0	26	25	6	10	27	42	5	7			8	11			1	55
0	0	9	27	4	13					13	40	4	13					1	4		56
0	0	36	19	9	1	20	5	0	0	16	13	9	10	0	0	0	0	0	4	1	57
0	29	0	34																		58
0	120																				59
0	0	15	6	21	28	0	0	0	0	0	0	21	28	0	0	2	1	2	3	0	60
0	47	0	48							0	48	0	48								61
32	32	20	16	6	3													1	0		62
		82	121			10	10											10	10		63
125	125		41	75	8	1				75	128	100	110	10	10	14	23	1	3	4	64
35	73	32	20			7	8			60	85	100	110			4	2				65
100	80	50	100			12	30									30	50	10	14		66
43	97	28	52	2	1	2	1	2	1							40	43	1	2	9	67
205	225	25	38	5	4	10	11			11	33	25	32			3	7	3	7	1	68
0	154	0	68					0	8	0	154					0	17				69
290	19	70	9	35	2	0	0	0	0	368	27	0	0	25	6	25	6			6	70
35	41	95	80	2	0	2	0					95	80					95	65	8	71
5	7	41	42	4	6	4	6							11	15			3	4	0	72
18	17	37	53	0	0			0	0			0	4	0	0	0	0	0	4	0	73

TABLE 14.—Secondary and higher schools for negroes—

	Location.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.	
				White.		Colored.		Total.	Total.	
				Male.	Female.	Male.	Female.		Male.	Female.
	1	2	3	4	5	6	7	8	9	10
NORTH CAROLINA.										
71	Beaufort	Washburn Seminary	Nonsect	1	4	1	0	6	67	90
75	Charlotte	Biddle University	Presb.			14		14	200	0
76	Clinton	Clinton Normal and Industrial School.*	Nonsect			2	1	3	53	60
77	Concord	Scotia Seminary	Presb.	1	11	0	5	17	0	283
78	Elizabeth City....	Elizabeth City State Normal School.*	Nonsect			2	2	4	37	93
79	Fayetteville.....	State Colored Normal School*.	Nonsect			2	1	3	30	63
80	Franklinton.....	Albion Academy, State Normal School.*	Presb.			6	4	10	132	167
81	.....do	Franklinton Christian College.	Christian ...	1	3	3		7	61	56
	Greensboro	State Colored Normal School ^a								
82	Greensboro	Bennett College	M. E.		3	4	3	10	118	139
83	.....do	The Agricultural and Mechanical College for the Colored Race.	Nonsect	1	0	8	0	9	91	0
	Highpoint.....	High Point Normal and Industrial School. ^a								
	Kings Mountain..	Lincoln Academy ^a								
84	Liberty	Liberty Normal School*	Nonsect	3	2	0	0	5	85	90
	Lumberton.....	Whitin Normal School ^a								
85	Peedee	Barrett Collegiate and Industrial Institute.	Nonsect	0	0	3	2	5	70	75
86	Plymouth	Plymouth State Normal School.	Nonsect	2	1	2	1	6	35	171
87	Raleigh	St. Augustine's School	P. E.	2	4	6	6	18	155	170
88	.....do	Shaw University	Bapt.	10	4	8	4	26	246	170
89	Salisbury	Livingstone College*	A. M. E. Z.			7	8	15	143	207
	.....do	State Colored Normal School ^a								
	Wilmington.....	Gregory Normal School ^a								
90	Windsor	Bertie Academy*	Bapt.	0	0	1	2	3	46	73
91	Winston	The Slater Industrial and State Normal School.*	Nonsect	1		8	4	13	117	146
92	Winton	Waters Normal Institute	Bapt.			4	3	7	123	151
OHIO.										
93	Wilberforce	Wilberforce University*	A. M. E.			23	8	31	160	181
OKLAHOMA.										
94	Langston	Colored Agricultural and Normal University.				7	2	9	83	128
PENNSYLVANIA.										
95	Lincoln University.	Lincoln University*	Presb.	12	0			12	199	0
96	Philadelphia	Institute for Colored Youth	Friends.....	0	0	3	6	9	98	188
SOUTH CAROLINA.										
97	Allendale	Francis Daniel Pastorius School*	Nonsect			2	2	4	120	90
98	Aiken	Schofield Normal and Industrial School.	Nonsect	1	4	6	3	14	98	121
	Beaufort.....	Harbison Institute ^a								
	Camden	Browning Home School ^a								
99	Charleston	Avery Normal Institute	Cong.	1	6	0	1	8	113	239
100	.....do	Wallingford Academy	Presb.			1	3	4	57	83
101	Chester	Brainerd Institute*	Presb.	2	4	1	3	10	90	147
102	Columbia	Allen University	A. M. E.			7	7	14	144	213
103	.....do	Benedict College	Bapt.	4	8	6	2	20	188	255
104	Frogmore	Penn Normal, Industrial and Agricultural School.	Nonsect		2	5	8	15	160	110
105	Greenwood.....	Brewer Normal School	Cong.	1	8	0	0	9	95	161
106	Lancaster	Lancaster Normal and Industrial Institute.	A. M. E. Z.			1	3	4	95	167

* Statistics of 1900-1901.

^a No report.

2083

Pupils enrolled.						Students.										Graduates.					
Elementary grades.		Secondary grades.		Collegiate grades.		Classical course.		Scientific courses.		English course.		Normal course.		Business course.		High school course.		Normal course.		Collegiate course.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
58	74	9	16					1	3	66	88					1	1				
38	47	92	0	108	0	89	0	7	0	92	0	57	0			57	0	57	0	15	0
0	258	0	25					0	9	0	16	0	9					0	0		
		37	98									37	93					2	5		
21	27	111	68					11	2	111	140	30	63			2	0	0	9		
48	38	13	18							5	6	11	2			1	0				
69	114	45	25	4	0	4	0			118	139	30	35	4	5			4	5	1	0
65	0	26	0							84	0					6	1				
30	25	20	35	35	30	5	8	8	10	20	20	5	10	6	0	5	8	3	5	0	0
30	35	25	30	15	10	8	4	8	4	30	35	30	35	25	15	2	0	4	2	1	0
14	83	21	88									21	88					4	1		
132	147	15	15	8	8	3	5					23	23					0	4		
68	133	37	28	141	9	10	9			37	28	37	42					0	2	1	2
		123	199	20	28	0	28	0				37									
33	35	13	38	0	0	0	0	0	0	33	35	13	38	0	0	0	0	0	0	0	0
66	81	51	65													1	1	7	4		
45	76	78	75							123	151	78	75			4	8	78	75		
		99	170	61	11	12	0	51	0			38	40	22	20					8	4
67	101	16	27			1	1					13	22								
0	0	0	0	199	0	146	0													37	0
74	106	24	82									7	46	2	8	2	8				
75	60	45	30							120	90	12	4								
89	115	9	6									2	4					2	4		
77	103	36	186	0	0	3	7	10	16	100	239	0	16			7	1	0	16		
42	56	15	27							15	27	15	27								
82	139	8	8			1				0	7					2					

TABLE 14.—Secondary and higher schools for negroes—

Location,	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.	
			White.		Colored.		Total.	Total.	
			Male.	Female.	Male.	Female.		Male.	Female.
1	2	3	4	5	6	7	8	9	10
SOUTH CAROLINA—continued.									
107 Orangeburg	Clafin University	Meth	4	6	15	8	33	359	277
108 ..do	Colored Normal, Industrial, Agricultural, and Mechanical College.	Nonsect			13	8	21	360	264
TENNESSEE.									
109 Dickson	Wayman Academy	Nonsect			1	2	3	77	104
110 Jackson	Lane College*	M. E.	1	0	3	6	10	159	113
111 Jonesboro	Warner Institute	Cong			1	2	3	51	69
112 Knoxville	Knoxville College	U. Presb	9	12	2	2	25	125	178
113 Memphis	Le Moyne Normal Institute	Cong	1	9	2	6	18	250	375
114 Morristown	Morristown Normal College*	M. E.	1	11	3	2	17	138	213
115 Nashville	Fisk University	Cong	1	11	0	0	18	203	126
116 ..do	Roger Williams University	Bapt	3	7	2	1	13	134	87
117 ..do	Walden University*	Meth			34	8	42	411	178
TEXAS.									
118 Austin	Tillotson College	Cong	3	10	0	0	13	59	89
Crockett	Mary Allen Seminary ^a								
Hearne	Hearne Academy, Normal and Industrial Institute. ^a								
119 Marshall	Bishop College	Bapt	5	12	3	1	21	210	231
120 ..do	Wiley University	M. E.		2	6	8	16	242	260
121 Prairievew	Prairie View State Normal and Industrial College.	Nonsect			18	3	21	148	162
122 Waco	Paul Quinn College	A. M. E.			7	8	15	130	94
VIRGINIA.									
123 Alexandria	William McKinley Normal and Industrial School.	Nonsect			2	3	5	29	30
Burkeville	Ingleside Seminary ^a								
124 Cappahosic	Gloucester Agricultural and Industrial School.	Nonsect	0	0	3	6	9	52	78
125 Claremont	Temperance, Industrial and Collegiate Institute.	Nonsect			3	4	7	49	68
126 Hampton	Hampton Normal and Agricultural Institute.	Nonsect	29	37	5	2	73	559	520
..do	Spiller Academy ^a								
Lawrenceville	St. Paul Normal and Industrial School. ^a								
Lynchburg	Virginia Theological Seminary and College. ^a								
127 Manassas	Manassas Industrial School	Nonsect			4	4	8	19	55
128 Norfolk	Norfolk Mission College	U. Presb	4	7	1	4	16	228	431
129 Petersburg	Bishop Payne Divinity School	P. E.	2		1		3	17	0
130 ..do	Virginia Normal and Industrial Institute.		0	0	6	6	12	112	204
131 Richmond	Hartshorn Memorial College	Bapt	1	7	0	2	10	0	145
132 ..do	Virginia Union College	Bapt	6	3	7	1	17	218	0
133 Suffolk	St. Paul's Universalist Mission School.	Universalist			1	2	3	120	150
WEST VIRGINIA.									
134 Harpers Ferry	Storer College	Free Bapt			2	6	8	47	80
135 Institute	West Virginia Colored Institute.	Nonsect			9	4	13	62	83

* Statistics of 1900-1901.

^a No report.

Teachers, students, courses of study, etc., 1901-2—Continued.

Pupils enrolled.						Students.										Graduates.					
Elementary grades.		Secondary grades.		Collegiate grades.		Classical course.		Scientific courses.		English course.		Normal course.		Business course.		High school course.		Normal course.		Collegiate course.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
184	149	151	123	24	5	65	12			89	65	21	51			21	2	7	18	5	3
205	163	110	76	45	25	45	25			315	239	42	23	87	54			45	25		107
																					108
74	102	3	2																		109
104	103	53	10	2	0	30	7	0	0	90	96	12	2	0	0	3	1	0	0	0	110
37	38	14	31	0	0	0	0	0	1	51	68	0	0	0	0	0	0	0	0	0	111
63	120	44	51	18	7	11	2	4	5	0	0	44	51	0	0	0	0	6	7	3	112
170	275	80	100	0	0							80	100			0	0				113
100	144	38	69			11	25					38	69	4	10			1	9		114
76	92	67	10	60	24	71	0	5	0			2	111					0	19	9	115
38	26	68	60	28	1	28	0	0	1	38	26	5	39	0	0	8	3	1	9	3	116
47	40	71	125	293	13	15	0	15	0			15	36	7	5					41	117
31	63	28	26	0	0	2	0	9	8	12	6	12	6								118
121	142	80	88	9	1	40	45			2	7	30	44								119
168	224	49	20	34	16	26	18			32	20	6	26	18	5	8	1	0	1	0	120
38	33	94	122	16	7	6	3			148	139	16	7	4	2			8	5	0	121
20	19	63	60	47	15			16	14	22	18	0	8							3	122
29	30	0	0	0	0	0	0	0	0	0	0	0	0	0	0			0	0	0	123
41	39	11	19	0	0	0	0	0	0	52	78	0	0	3	6	0	0	0	0	0	124
28	32	12	15	9	21	12	9	10	14	31	25	18	10	7	4	17	18	10	15	7	125
167	231	392	289										14	21							126
		19	55													25	40				127
206	359	22	72			22	72			206	359	6	20			5	4				128
5	0			12	0																129
44	97	52	107	16	0	16	0	0	0	0	0	17	35	0	0	0	0	16	32	6	130
0	105	0	40					0	12			0	13					0	9		131
106	0	96	0	16	0	16	0	0	0	0	0	0	0	0	0	7	0	0	0	4	132
100	110	20	40			5	3			20	40	20	40			0	1	1	1		133
24	20	23	60									23	60					7	9		134
20	22	42	61									1	4					8	10		135

TABLE 15.—*Secondary and higher schools for negroes—Professional*

	Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.									
		Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
ALABAMA.																	
1	Trinity Normal School <i>a</i>	0	0	0	101	160	261	146	68	.....	.....	.....	.....	.....	.....	.....	.....
	Calhoun Colored School.....	0	0	0	20	35	55	.....	35	.....	.....	.....	.....	.....	.....	.....	.....
2	Central Alabama Academy <i>a</i>	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Kowaliga Academic and Industrial Institute.....	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	Lincoln Normal School.....	0	0	0	0	150	150	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	Emerson Normal Institute.....	0	0	0	10	70	80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	State Normal School for Colored Students.....	0	0	0	87	329	416	.....	30	.....	.....	.....	.....	.....	.....	.....	.....
6	Agricultural and Mechanical College.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	Alabama Baptist Colored University.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Talladega College.....	40	0	40	123	205	328	.....	90	5	.....	.....	.....	8	.....	.....	.....
	Troy Industrial Academy <i>a</i>.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	Oak City Academy.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	Stillman Institute.....	9	0	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	Tuskegee Normal and Industrial School.*	71	20	91	882	371	1,253	115	96	41	.....	19	17	40	53	14	21
ARKANSAS.																	
	Shorter University <i>a</i>.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	Arkadelphia Academy.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	Arkansas Baptist College.....	.....	.....	.....	9	1	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	10
14	Philander Smith College.....	.....	.....	.....	19	101	120	.....	.....	.....	.....	.....	.....	.....	.....	.....	15
15	Branch Normal College.....	.....	.....	.....	79	75	154	.....	36	.....	.....	.....	9	26	9	.....	.....
	Southland College <i>a</i>.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
DELAWARE.																	
16	State College for Colored Students.*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
DISTRICT OF COLUMBIA.																	
17	Howard University.....	392	16	408	145	68	213	.....	83	.....	.....	.....	12	.....	.....	.....	50
18	National Kindergarten Training School.*	0	0	0	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	Washington Normal School, No. 2.....	.....	.....	.....	0	246	246	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
FLORIDA.																	
20	Cookman Institute.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	Edward Waters College.....	.....	.....	.....	0	6	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	Florida Baptist Academy.....	3	0	3	26	31	57	26	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	Florida Institute.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Fessenden Academy*.....	0	0	0	0	122	122	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
24	Emerson Memorial Home*.....	0	0	0	0	60	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
25	Normal and Manual Training School.....	.....	.....	.....	68	71	139	.....	58	.....	.....	.....	.....	.....	.....	.....	.....
26	Florida State Normal and Industrial College.....	.....	.....	.....	59	94	153	22	10	.....	.....	5	.....	6	.....	.....	4
GEORGIA.																	
	Jeruel Academy <i>a</i>.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
27	Knox Institute and Industrial School.....	.....	.....	.....	42	103	145	.....	42	.....	.....	.....	.....	.....	.....	.....	11

* Statistics of 1900-1901.

a No report.

and industrial training—Equipment and income, 1901-2.

Students trained in industrial branches.			Chief sources of support.	Value of benefactions or bequests in 1901-1902.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1901-2.	
Sewing.	Cooking.	Other trades.										
18	19	20	21	22	23	24	25	26	27	28	29	
90	41	22	Donations.....	\$28,285	2,186	\$2,800	0	\$700	\$408	\$68	\$1,176	1
20	20	25	Northern philanthropy and tuition.	.....	300	15,000	\$260	100	.....	3,845	4,205	2
150	....	50	American Miss. Assn.	.....	200	3,000	0	700	0	0	700	3
80	....	....	do	.....	500	18,000	.....	1,407	.....	2,484	3,891	4
329	....	87	State, Slater Fund, Peabody Fund.	.....	300	40,000	8,500	2,000	.....	4,900	15,400	5
....	....	....	State and U. S.	.....	3,735	69,196	4,000	.....	.....	11,150	15,150	6
....	....	....	.....	800	500	30,150	.....	2,200	.....	.....	2,200	7
179	9	328	Benevolent contributions and endowment.	.....	7,000	140,000	0	1,500	4,500	7,000	13,000	8
....	....	....	Tuition.....	.....	.....	600	.....	270	.....	.....	270	9
68	34	985	Church.....	.....	2,000	10,000	.....	.....	.....	.....	.....	10
....	....	....	State, endowment, donations.	164,709	5,000	356,866	4,500	1,878	7,715	12,600	26,693	11
....	....	....	Tuition and Baptist Association.	.....	25	3,000	.....	.....	.....	.....	.....	12
101	....	4	Freedmen's Aid and South. Ed. Soc., of M. E. Church.	.....	250	40,000	.....	.....	.....	.....	.....	13
65	20	....	.....	.....	1,600	.....	.....	2,611	.....	2,525	5,136	14
....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15
....	....	....	United States.	.....	550	34,000	5,000	.....	.....	2,264	7,264	16
68	....	....	U. S. and endowment.	.....	42,364	700,000	335,100	.....	.....	.....	.....	17
....	....	....	Tuition and subscriptions.	.....	.....	.....	.....	1,200	7,500	6,500	49,100	18
41	....	205	City.....	.....	735	.....	.....	.....	.....	200	1,400	19
....	....	....	Freedman's Aid Soc. of the M. E. Church.	.....	.....	.....	.....	703	0	885	1,588	20
....	6	....	A. M. E. Church, tuition.	.....	.....	400	.....	380	0	3,880	4,260	21
31	31	....	Am. Bapt. H. M. Soc.	.....	500	10,000	.....	543	.....	600	1,143	22
122	12	....	Amer. Miss. Assn., tuition.	.....	1,000	4,000	500	100	.....	1,000	1,600	23
60	20	50	W. H. M. S., M. E. Church.	1,746	150	7,000	.....	.....	.....	982	982	24
71	....	68	Amer. Miss. Assn., tuition.	.....	500	20,000	.....	600	.....	2,250	2,850	25
64	45	55	State and United States.	.....	778	35,000	4,500	.....	.....	12,500	17,000	26
103	....	....	Tuition and the Amer. Miss. Assn.	.....	150	4,500	.....	.....	.....	.....	.....	27

b From United States Government.

TABLE 15.—Secondary and higher schools for negroes—Professional

Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.									
	Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
GEORGIA—continued.																
28 Atlanta Baptist College.....	24	0	24	...	...	...	...	...	...	...	...	...	...	...	...	...
29 Atlanta University.....	...	...	...	66	167	233	6	29	...	...	...	...	10	...	...	9
30 Morris Brown College*.....	23	0	23	0	0	0	0	0	0	0	0	0	0	0	0	0
31 Spelman Seminary.....	0	14	14	0	525	525	...	...	...	...	...	...	...	...	...	27
32 Storrs School.....	0	0	0	6	96	102	...	...	...	...	...	...	...	...	...	...
33 Haines Normal and Industrial Institute.....	...	...	...	65	250	315	...	65	...	...	...	...	...	...	...	14
34 Paine College.....	35	0	35	...	...	...	...	...	...	...	...	...	...	...	...	...
35 Walker Baptist Institute*..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36 Georgia State Industrial College.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
37 Fort Valley High and Industrial School.....	0	0	0	22	42	64	16	22	...	...	2	...	12	15	...	...
38 La Grange Baptist Academy.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
39 Dorchester Academy.....	0	0	0	82	81	163	...	82	...	...	6	...	...	...	...	...
40 Ballard Normal School.....	0	0	0	75	225	300	...	75	...	...	...	...	...	...	...	...
41 Central City College.....	...	...	...	40	89	129	...	40	...	...	...	...	...	...	...	15
42 Beach Institute ^a.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Clark University.....	...	...	...	81	389	470	...	81	...	...	...	...	...	...	...	...
43 Gammon Theological Seminary.....	62	0	62	...	...	...	...	...	...	...	...	...	...	...	...	...
44 Allen Normal and Industrial School.....	...	...	...	30	120	150	...	...	...	...	...	...	...	...	...	...
KENTUCKY.																
45 Eckstein Norton University.....	1	0	1	10	47	57	3	3	...	...	...	...	...	...	...	10
46 State Normal School*.....	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...
47 St. Augustine's School for Colored Children.....	0	0	0	22	20	42	...	...	...	...	...	...	...	...	...	...
48 Louisville Christian Bible School*.....	19	0	19	0	0	0	...	...	...	...	...	...	...	...	...	...
49 State University.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
LOUISIANA.																
50 Alexandria Academy.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
51 Central Louisiana Academy.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
52 Gilbert Academy and Industrial College.....	...	...	...	36	31	67	10	6	...	...	...	4	...	...	...	7
53 Leland University.....	27	0	27	50	33	83	10	50	...	...	...	...	...	...	...	...
54 New Orleans University*.....	38	0	38	...	...	...	...	...	...	...	...	...	...	...	...	...
55 Straight University.....	...	...	...	100	225	325	...	72	...	...	...	...	...	...	...	...
MARYLAND.																
56 Baltimore Normal School*.....	0	0	0	2	2	4	...	...	...	...	...	...	...	...	...	...
57 Morgan College*.....	8	0	8	35	18	53	...	...	...	...	...	...	...	...	...	...
58 St. Francis Academy.....	...	...	...	0	63	63	...	...	...	...	...	...	...	...	...	...
59 Industrial Home for Colored Girls*.....	0	0	0	0	120	120	...	...	...	...	...	...	...	...	...	...
60 Princess Anne Academy*.....	0	0	0	36	34	70	36	4	...	...	...	...	1	0	...	6

* Statistics of 1900-1901.

^aNo report.

and industrial training—Equipment and income, 1901-2—Continued.

Students trained in industrial branches.			Chief sources of support.	Value of benefactions or bequests in 1901-1902.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1901-2.	
Sewing.	Cooking.	Other trades.										
18	19	20	21	22	23	24	25	26	27	28	29	
85	55	52	Amer. Baptist Home Mission Society.	.....	2,500	\$75,000	0	\$300	\$1,040	\$6,318	\$7,658	28
0	0	0	Benevolent contribution.	\$35,000	11,500	1,000	0	2,300	1,650	100	4,050	29
445	116	0	Tuition.....	.....	1,800	100,500	.....	4,500	.....	5,500	10,000	30
102	70	166	W. A. B. H. Miss. Soc., Slater Fund.	.....	3,674	300,000	0	3,688	316	23,933	27,937	31
.....	.....	.....	Amer. Miss. Assn.	.....	200	3,500	0	1,788	0	1,636	3,424	32
.....	.....	.....	Northern Presbyterian Church.	.....	.....	.....	.....	.....	.....	.....	.....	33
0	0	0	M. E. Church, South Walker Bapt. Assn., Amer. Bapt. Home Miss. Soc.	0	200	7,000	0	628	0	2,956	3,584	34
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	35
42	20	.....	Tuition, State and donations.	8,293	614	19,000	\$500	800	.....	5,000	6,300	36
81	25	.....	State, public school funds and tuition.	.....	.....	1,500	300	63	.....	114	477	37
225	.....	.....	Tuition and Amer. Miss. Assn.	0	700	13,000	0	628	0	5,805	6,433	38
89	60	.....	Miss. Bapt. Convention, tuition.	.....	600	40,000	0	2,700	0	3,630	6,330	39
318	71	.....	Church and contributions.	300	1,200	20,000	3,000	.....	.....	3,000	6,000	40
.....	.....	.....	Freedmen's Aid and So. Ed. Soc., M. E. Church.	.....	12,000	100,000	.....	.....	12,000	412	12,412	41
154	6	.....	Amer. Miss. Assn. Cong. Church.	.....	300	.....	.....	696	.....	2,425	3,121	42
47	12	.....	Contributions.....	0	500	20,000	0	900	.....	687	1,587	43
.....	.....	.....	State and United States.	.....	962	38,000	.....	175	.....	3,600	6,775	44
.....	42	.....	Church.....	.....	.....	.....	.....	.....	.....	.....	.....	45
.....	.....	.....	Christian Woman's Board of Missions.	.....	800	5,000	0	0	.....	3,000	3,000	46
.....	.....	.....	.....	.....	.....	45,000	.....	.....	.....	.....	.....	47
.....	.....	.....	Tuition, Freedmen's Aid.	.....	.....	.....	.....	238	50	31	319	48
26	7	7	8th Dist. Bapt. Assn.	.....	150	5,000	.....	700	.....	300	1,000	49
.....	.....	.....	Freedmen's Aid and So. Ed. Soc., M. E. Church.	.....	2,500	75,000	.....	484	.....	2,000	2,484	50
.....	23	.....	Endowment.....	.....	2,000	150,000	.....	.....	.....	.....	.....	51
.....	.....	.....	Freedmen's Aid Soc., M. E. Church.	30,000	5,000	126,000	.....	3,000	400	4,100	7,500	52
225	23	.....	Northern Cong. Ch...	1,500	2,500	75,000	0	4,110	50	6,840	11,000	53
.....	4	53	State.....	0	2,000	20,000	2,000	0	250	0	2,250	54
63	12	.....	M. E. Ch. and tuition.	.....	4,000	30,500	.....	1,200	1,000	6,000	8,200	55
120	.....	.....	City and State.....	.....	.....	.....	.....	.....	.....	.....	.....	56
34	34	.....	Maryland Agri. Col...	0	0	20,000	0	427	5,000	0	5,427	57

TABLE 15.—*Secondary and higher schools for negroes—Professional*

	Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.									
		Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	MISSISSIPPI.																
61	Mount Hermon Female Seminary.				0	95	95										
62	Southern Christian Institute	14	0	14	23	33	56	25	16			4			8		3
63	Mississippi State Normal School.				0	121	121										
64	Rust University.....	0	32	32	25	150	175	15	12								
65	Jackson College	12	0	12	0	81	81										
66	Lincoln School.....				40	50	90										
	Meridian Academy ^a																
67	Natchez College*.....	0	0	0	0	0	0										
68	Tougaloo University.....	1	10	11	72	159	231	21	72					23			
69	Mary Holmes Seminary				0	222	222										
70	Alcorn Agricultural and Mechanical College.*	0	0	0	203	2	205	87			39		85				
	MISSOURI.																
71	Lincoln Institute				73	66	139	30	37					29	7		3
72	George R. Smith College.....	0	0	0	48	30	78	48									
	NEW JERSEY.																
73	Manual Training and Industrial School.	0	0	0	23	71	94	6	23								
	NORTH CAROLINA.																
74	Washburn Seminary.....				47	75	122		47								
75	Biddle University.....	12	0	12	92	0	92		19	17							12
76	Clinton Normal and Industrial School.*	0	0	0	20	0	20	20	5								
77	Scotia Seminary				0	283	283										
78	Elizabeth City State Normal School.*	0	0	0	37	93	130										
79	State Colored Normal School*	0	0	0	30	63	93										
80	Albion Academy, State Normal School.*	0	0	0	120	97	217	120	60								3
81	Franklinton Christian College.	6	0	6	12	28	40										
	State Colored Normal School ^a																
82	Bennett College.....				0	70	70										
83	The Agricultural and Mechanical College for the Colored Race.				91	0	91	50	40	3			5	18	8		
	High Point Normal and Industrial School. ^a																
	Lincoln Academy ^a																
84	Liberty Normal School*....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Whitin Normal School ^a																
85	Barrett Collegiate and Industrial Institute.	1	25	26	25	30	55	26	12	14		18					55
86	Plymouth State Normal School.				21	171	192										
87	St. Augustine's School	0	9	9	50	70	120	7	24	14		3					
88	Shaw University.....	148	0	148	90	100	190	90						29	10		
89	Livingstone College*.....																

* Statistics of 1900-1901.

^aNo report.

and industrial training—Equipment and income, 1901-2—Continued.

Students trained in industrial branches.			Chief sources of support.	Value of benefactions or bequests in 1901-1902.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1901-2.	
Sewing.	Cooking.	Other trades.										
18	19	20	21	22	23	24	25	26	27	28	29	
50	50	...	Board, tuition, and donations.	.....	400	\$25,000	.....	\$500	\$300	\$1,200	\$2,000	61
22	5	...	State .....	.....	612	.....	.....	.....	.....	.....	.....	62
121	...	...	State .....	.....	1,400	12,000	\$2,250	.....	.....	.....	2,250	63
115	150	...	Tuition, Freedmen's Aid Society.	.....	5,000	130,000	.....	13,000	.....	5,000	18,000	64
...	81	...	Amer. Bapt. Home Miss. Society.	.....	.....	.....	.....	900	.....	4,858	5,758	65
...	90	...	American Missionary Assn. tuition.	.....	300	4,000	0	600	.....	2,000	2,600	66
...	...	...	Baptist State Convention.	.....	.....	15,000	.....	.....	.....	3,000	3,000	67
159	102	22	Amer. Miss. Assn.	.....	4,000	100,000	.....	2,500	.....	10,000	12,500	68
222	222	...	Northern Presbyterian Church.	.....	700	45,000	.....	.....	.....	6,767	6,767	69
...	79	...	State and United States.	.....	2,500	136,000	26,226	.....	12,592	800	39,618	70
66	...	52	State and United States.	.....	300	100,000	24,000	.....	.....	3,000	27,000	71
30	10	...	Freedmen's Aid and So. Ed. Soc. of the M. E. Church.	0	3,500	70,000	0	1,900	0	0	1,900	72
44	19	2	State	0	400	2,000	6,000	333	0	0	6,333	73
75	...	47	.....	.....	50	6,250	.....	.....	.....	.....	.....	74
...	52	...	.....	.....	12,800	200,000	.....	4,000	250	3,750	8,000	75
...	12	...	Subscription and county.	\$200	.....	600	180	50	.....	125	355	76
283	283	...	Tuition and northern Presb. Church.	.....	2,200	65,000	0	600	1,300	.....	1,900	77
...	130	...	State .....	.....	.....	2,000	2,000	.....	.....	350	2,350	78
...	93	...	do .....	.....	130	2,500	2,000	.....	.....	200	2,200	79
...	97	86	State and donations.	.....	1,500	15,000	2,100	.....	.....	8,000	10,100	80
25	25	...	Endowment and tuition.	.....	.....	.....	.....	.....	.....	.....	.....	81
70	17	...	Freedmen's Aid and Southern Ed. Soc.	.....	3,000	30,000	0	.....	.....	.....	.....	82
...	91	...	State and United States.	.....	875	63,299	7,500	286	.....	11,559	19,345	83
0	0	0	Tuition, State .....	.....	550	2,500	150	2,050	.....	.....	2,200	84
22	20	...	Donations .....	.....	300	6,000	.....	200	.....	300	500	85
...	192	...	State .....	.....	21	1,800	1,857	.....	.....	.....	1,857	86
70	70	...	Tuition and endowt.	6,600	.....	.....	.....	2,856	1,741	.....	4,597	87
100	...	30	Am. Bapt. Home Miss. Soc., tuition, cont.	12,726	1,500	92,000	.....	4,683	280	1,074	6,037	88
...	...	...	.....	5,674	12,000	125,150	1,600	3,350	6,000	1,350	12,300	89

TABLE 15.—Secondary and higher schools for negroes—Professional

	Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.									
		Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	NORTH CAROLINA—cont'd.																
	State Colored Normal School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Gregory Normal School <i>a</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
90	Bertie Academy*.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
91	The Slater Industrial and State Normal School*.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
92	Waters Normal Institute.....	...	...	...	0	41	41	...	...	...	...	...	...	...	...	...	...
	OHIO.																
93	Wilberforce University*....	21	0	21	...	...	...	...	...	...	...	...	...	...	...	...	...
	OKLAHOMA.																
94	Colored Agricultural and Normal University.	...	...	...	83	128	211	...	25	...	...	...	...	13	25	...	...
	PENNSYLVANIA.																
95	Lincoln University*.....	51	0	51	...	...	...	...	...	...	...	...	...	...	...	...	...
96	Institute for Colored Youth.	...	...	...	18	171	189	...	18	12	...	...	...	...	...	...	12
	SOUTH CAROLINA.																
97	Francis Daniel Pastorius School.*	...	...	...	8	16	24	...	6	2	...	...	...	...	...	...	...
98	Schofield Normal and Industrial School.	...	...	...	34	115	149	10	9	...	...	...	...	...	...	...	4
	Harbison Institute <i>a</i>.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Browning Home School <i>a</i>.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
99	Avery Normal Institute.....	0	0	0	16	72	88	...	...	...	...	...	...	...	...	...	...
100	Wallingford Academy.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
101	Brainerd Institute*.....	...	...	...	50	139	189	35	22	...	...	4	...	...	...	...	4
102	Allen University.....	...	...	...	6	0	6	...	...	...	...	...	...	...	...	...	6
103	Benedict College.....	47	5	52	188	255	443	20	6	...	...	6	...	...	...	...	20
104	Penn Normal, Industrial, and Agricultural School.	0	30	30	50	30	80	50	50	...	...	...	...	...	...	...	3
105	Brewer Normal School.....	0	0	0	0	161	161	...	...	...	...	...	...	...	...	...	...
106	Lancaster Normal and Industrial Institute.	...	...	...	24	42	66	18	9	...	...	...	...	...	...	...	3
107	Claflin University.....	...	...	...	266	248	514	12	22	74	...	9	...	...	...	...	9
108	Colored Normal, Industrial, Agricultural, and Mechanical College.	...	...	...	360	264	624	150	63	78	...	30	...	...	30	...	...
	TENNESSEE.																
109	Wayman Academy.....	44	0	44	6	0	6	...	...	...	...	...	...	...	...	...	6
110	Lane College*.....	0	0	0	6	26	32	6	...	...	...	...	...	...	...	...	...
111	Warner Institute.....	3	0	3	82	86	168	14	40	...	...	...	...	...	...	...	28
112	Knoxville College.....	0	0	0	170	275	445	...	25	...	...	...	...	...	...	...	22
113	Le Moyne Normal Institute.	0	0	0	15	113	128	...	...	3	...	...	...	...	...	...	12
114	Morristown Normal College.*	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...
115	Fisk University.....	6	0	6	76	92	168	...	...	...	...	...	...	...	...	...	...
116	Roger Williams University..	5	0	5	7	62	69	...	...	...	...	...	...	...	...	...	7
117	Walden University*.....	306	0	306	...	...	...	...	...	...	...	...	...	...	...	...	...

* Statistics of 1900-1901.

a No report.

and industrial training—Equipment and income, 1901-2—Continued.

Students trained in industrial branches.			Chief sources of support.	Value of benefactions or bequests in 1901-1902.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1901-2.
Sewing.	Cooking.	Other trades.									
18	19	20	21	22	23	24	25	26	27	28	29
0	0	0	Baptist Church.	0	50	\$1,500	0	\$150	0	\$565	\$715
			State, Peabody Fund, contributions.			25,000	\$2,857	219		5,891	8,967
41			Am. Bapt. Home Miss. Soc. of New York.		600	12,000	185			3,165	3,350
					6,000	155,000	35,000	3,000	\$1,800	3,000	42,800
128		20	Territory and Morrill Fund.		700	33,994	21,000			2,719	23,719
78	171	68	Endowment		16,500	271,000	0	1,156	21,386	12,090	34,632
					4,000						96
12	4		Tuition, contributions.	\$400	500					600	600
115	25	66	do	2,000		30,000	200	190		5,751	6,141
58		58	Tuition and Amer. Miss. Assn.		650	18,500	0	2,700	0	3,200	5,900
			Tuition and Miss. Bd.			2,500		162	62		224
139	43	42	Presbyterian Church.		250	10,000					101
			A. M. E. Church.			30,000	0	1,089	0	0	1,089
255	40	136	Tuition, Amer. Bapt. Home Miss. Soc.		3,386	25,200		1,780	6,250	550	8,580
30	30	50	Contributions	100	300	7,000	0	270	0	3,300	3,570
161			Benevolent contributions.		350	12,000		895			895
42	6	36	Church and State		400	8,000	600	200		600	1,400
109	25	226	Freedmen's Aid, S. E. Soc., Slater Fund.	10,000	6,000	150,000		4,000		10,000	14,000
200		73	State		750	94,250	21,000			5,754	26,754
			Tuition		76	1,500		300			300
			Tuition, church	0	1,500	35,000	45	1,438	0	6,000	7,483
26	26		Amer. Miss. Assn.		24	6,000	820	12	0	480	812
67	40		Presb. Church, State	0	2,000	110,000	4,000	450	0	10,000	14,450
175	25	198	Tuition, benevolence.	0	2,700	45,000	50	4,500		4,000	8,550
113	69		M. E. Church and friends.		1,500	75,000		1,363		5,646	7,009
58		110	Amer. Miss. Assn. and tuition.		7,274	400,000	0	4,500	1,754	17,446	23,700
62			Amer. Baptist Home Miss. Soc., tuition.	0	4,000	150,000	0	1,288	0	8,121	9,409
					5,000	158,000	312	8,260		18,928	27,500

TABLE 15.—*Secondary and higher schools for negroes—Professional*

Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.									
	Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machinework.	Shoemaking.	Printing.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
TEXAS.																
118 Tillotson College.....																
Mary Allen Seminary ^a																
Hearne Academy, Normal and Industrial Institute. ^a																
119 Bishop College.....	35	0	35	183	145	328		183			6	30	9			30
120 Wiley University				26	172	198		2	18		2					14
121 Prairie View State Normal and Industrial College.	0	0	0	148	162	310	74	48				4	18	74		
122 Paul Quinn College.....				62	92	154	62	10								17
VIRGINIA.																
123 William McKinley Normal and Industrial School.	0	0	0	20	20	40										7
Ingleside Seminary ^a																
124 Gloucester Agricultural and Industrial School.	0	0	0	52	78	130	130	11								
125 Temperance Industrial, and Collegiate Institute.	23	18	41	38	34	72	16	25	38				9	20		
126 Hampton Normal and Agricultural Institute.				559	520	1,079	559	38	12		9		28	9		7
Spiller Academy ^a																
St. Paul Normal and Industrial School. ^a																
Virginia Theological Seminary and College. ^a																
127 Manassas Industrial School.				19	55	74	11	18					15			
128 Norfolk Mission College				35	375	410										88
129 Virginia Normal and Industrial Institute.	0	0	0	0	204	204										
130 Bishop Payne Divinity School.	12	0	12													
131 Hartshorn Memorial College.				0	100	100										
132 Virginia Union College.....	42	0	42	133	0	133	84	133				133	133			
133 St. Paul's Universalist Mission School.	0	0	0	0	100	100										
WEST VIRGINIA.																
134 Storer College.....																
135 The West Virginia Colored Institute.																

^aNo report.

and industrial training—Equipment and income, 1901-2—Continued.

Students trained in industrial branches.			Chief sources of support.	Value of benefactions or bequests in 1901-1902.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1901-2.	
Sewing.	Cooking.	Other trades.										
18	19	20	21	22	23	24	25	26	27	28	29	
			Amer. Miss. Assn. and tuition.		2,000	\$40,000		\$550		\$7,000	\$7,550	118
145	19		Amer. Baptist Home Mission Society.		4,000	150,000	\$1,500				1,500	119
172	76		Freedmen's Aid, S. E. Soc. M. E. Church.		4,800	30,000		5,000		3,000	8,000	120
124	62		State, United States		700	100,000	18,000				18,000	121
92		14	Tuition and church	\$4,000		50,000	0	5,568		4,675	10,243	122
40	10		Subscriptions.			5,000	0	0	0	1,572	1,572	123
65	65		Amer. Miss. Assn.			40,000	0	480	0	5,875	6,355	124
29	41		Contributions		3,416	4,997	0	612	\$710	1,216	2,538	125
520	520	89	U.S., endowment, and contributions.	125,420	11,000	1,290,500	8,333	497	60,679	116,372	185,881	126
55	52	74	Donations		300	15,000	0	2,025		4,000	6,025	127
287	86		Church and tuition		600	70,000	0	1,750	0	7,720	9,470	128
204			State		2,500	157,000	15,000	1,112	0	2,698	18,510	129
			Endowment, contributions.	2,500	1,000	20,000	0	0	400	7,600	8,000	130
100	100		Missionary societies			50,000		1,031		4,874	5,905	131
		133	Amer. Baptist Home Mission Society.		6,000	300,000		1,909	4,000	21,947	27,856	132
100			Universalist General Convention.		300	1,500		75	50	500	625	133
			Endowment		5,200	50,000	1,000	400	3,000	3,000	7,400	134
					1,560	104,200	12,000	125	289	9,050	21,464	135

CHAPTER XLIV.

STATISTICS OF REFORM SCHOOLS.

There were 92 reform schools in the United States reporting to this Office for the year 1901-2. In these schools 624 teachers were employed in the instruction of 29,612 pupils. Of those under instruction 18,469 were learning useful trades. The reformatories had 35,247 inmates, 28,981 males and 6,266 females. During the year 13,602 youths were committed and 11,944 discharged. Of the number in the institutions 29,007 were white and 4,589 colored, 1,651 not reported as to race. There were 12,827 inmates, children of native parents and 9,992 of foreign-born parents, the remainder not reported as to parentage. There were 2,219 inmates who could neither read nor write and 3,232 who could only read when admitted.

The number of assistants caring for inmates, not including those wholly engaged as teachers, was 2,057. The grounds and buildings belonging to the institutions had an aggregate valuation of \$20,647,337. During the year the sum of \$3,441,390 was expended for support of reformatories and \$774,963 for buildings and improvements. The items mentioned above are given for each State in Tables 1 and 2.

Of the 92 schools 34 were in the North Atlantic Division. These schools had 275 teachers and 13,044 pupils, 9,528 of the latter receiving industrial training. The number of inmates reported was 15,846, of which number 13,846 were males and 2,000 females. The value of grounds and buildings was \$9,780,312, on which the expenditure for the year amounted to \$386,508. For the support of the 34 schools the sum of \$1,527,178 was expended.

The South Atlantic Division had 15 reform schools with 72 teachers, 2,594 pupils in school departments and 1,140 in industrial training. Of the 2,927 inmates there were 2,508 males and 419 females. The value of grounds and buildings was \$1,670,801, on which was expended for the year the sum of \$30,344. The amount expended for the support of the 15 schools was only \$174,717.

The South Central Division reported only 6 schools with 30 teachers, 970 pupils in school and 129 receiving industrial training. The number of inmates was 1,811, of whom 1,297 were males and 514 females. Buildings and grounds were valued at \$210,000, on which the sum of \$3,150 was expended during the year. The 7 schools expended \$63,015 in running expenses.

In the North Central Division there were 30 reform schools with 224 teachers and 11,738 pupils, 6,894 in industrial training. The total number of inmates was 13,229, of whom 10,072 were males and 3,157 females. Buildings and grounds were valued at \$8,009,451. The sum of \$308,469 was expended during the year for buildings and improvements and \$1,426,328 for running expenses.

The Western Division reported 7 schools with 23 instructors and 1,266 pupils, 778 in industrial training. The total number of inmates was 1,434, of whom 1,258 were males and 176 females. Grounds and buildings were valued at \$976,773. Improvements were made at a cost of \$46,492. The sum of \$250,152 was necessary to the support of the 7 schools.

TABLE 1.—Summary of statistics of reform schools, 1901-2.

State or Territory.	Number of schools.	Number of teachers.	Number of pupils.	Number taught trades.	Inmates.			Value of grounds and buildings.	Expenditures.	
					Male.	Female.	Total.		Buildings and improvements.	For support.
1	2	3	4	5	6	7	8	9	10	11
United States	92	624	29,612	18,469	28,981	6,266	35,247	\$20,647,337	\$774,963	\$3,441,390
North Atlantic Division	34	275	13,044	9,528	13,846	2,000	15,846	9,780,312	386,508	1,527,178
South Atlantic Division	15	72	2,594	1,140	2,508	419	2,927	1,670,801	30,344	174,717
South Central Division	6	30	970	129	1,297	514	1,811	210,000	3,150	63,015
North Central Division	30	224	11,738	6,894	10,072	3,157	13,229	8,009,451	308,469	1,426,328
Western Division	7	23	1,266	778	1,258	176	1,434	976,773	46,492	250,152
North Atlantic Division:										
Maine	2	6	271	70	201	149	350	215,000	.....	.....
New Hampshire	1	3	154	154	126	28	154	100,000	.....	6,000
Vermont	1	3	.....	30	130	30	160	24,272	.....	.....
Massachusetts	11	55	1,831	915	1,567	264	1,831	911,322	112,958	246,963
Rhode Island	2	7	439	182	363	76	439	223,700	396	60,699
Connecticut	2	17	754	318	409	345	754	420,000	4,852	113,117
New York	8	136	5,740	6,166	7,697	606	8,303	4,979,458	141,981	588,976
New Jersey	3	13	888	479	743	145	888	524,974	118,238	143,992
Pennsylvania	4	35	2,967	1,214	2,610	357	2,967	2,381,586	8,083	367,431
South Atlantic Division:										
Delaware	3	14	163	100	145	18	163	147,000	5,379	26,556
Maryland	7	34	1,682	521	1,484	258	1,742	1,025,000	11,080	92,106
District of Columbia	2	16	239	239	409	67	476	350,000	.....	16,452
Virginia	1	3	230	.....	230	.....	230	23,801	485	13,603
West Virginia	2	5	280	280	240	76	316	125,000	13,400	26,000
North Carolina .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Florida .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Central Division:										
Kentucky	1	10	215	0	0	256	256	.....	.....	11,520
Tennessee	2	17	94	94	636	258	894	125,000	650	6,000
Alabama	1	.....	80	15	80	.....	80	.....	.....	.....
Mississippi .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana	1	1	518	20	518	0	518	35,000	.....	6,890
Texas	1	2	63	.....	63	0	63	50,000	2,500	38,605
Arkansas .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oklahoma .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:										
Ohio	4	38	2,343	694	2,185	518	2,703	2,483,655	66,787	313,683
Indiana	2	8	1,115	498	945	170	1,115	269,000	5,965	99,493
Illinois	6	33	3,057	2,239	3,127	790	3,917	1,691,085	73,335	328,803
Michigan	4	56	1,511	658	780	714	1,494	837,474	94,475	163,566
Wisconsin	2	20	724	724	454	270	724	494,139	3,369	80,961
Minnesota	2	18	570	578	605	72	677	652,514	26,570	122,100
Iowa	2	17	795	725	598	197	795	333,684	503	74,414
Missouri	3	17	900	202	864	269	1,133	744,000	35,465	116,429
North Dakota .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nebraska	3	12	253	235	157	96	253	213,400	2,000	60,148
Kansas	2	5	470	341	357	61	418	290,500	.....	66,731
Western Division:										
Montana	1	2	96	9	84	12	96	50,000	.....	.....
Wyoming .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	2	6	397	282	312	85	397	152,000	29,000	97,890
New Mexico .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	1	3	185	138	150	35	185	48,285	2,500	22,500
Oregon	1	2	181	54	181	0	181	150,000	.....	.....
California	2	10	407	295	531	44	575	576,488	14,992	130,352

TABLE 2.—*Summary of statistics of reform schools, 1901-2.*

State or Territory.	Inmates committed and discharged during year.		Race.		Nativity.		Illiteracy.		Number of assistants caring for inmates.
	Committed.	Discharged.	White.	Colored.	Native parents.	Foreign - born parents.	Could only read.	Could neither read nor write.	
1	2	3	4	5	6	7	8	9	10
United States.....	13,602	11,944	29,007	4,589	12,827	9,992	3,232	2,219	2,057
North Atlantic Division.....	6,730	4,943	13,519	1,313	4,580	6,059	1,136	1,184	858
South Atlantic Division.....	890	838	1,906	885	2,160	213	658	261	185
South Central Division.....	331	495	1,285	447	249	101	70	24	125
North Central Division.....	5,164	5,236	10,969	1,888	4,929	3,309	1,299	736	752
Western Division.....	487	432	1,328	106	909	310	69	14	137
North Atlantic Division:									
Maine.....	65	82	346	4	.....	.....	.....	.....	8
New Hampshire.....	59	55	153	1	49	95	50	5	12
Vermont.....	101	25	154	6	75	50	.....	6	19
Massachusetts.....	781	784	1,188	38	514	517	21	40	135
Rhode Island.....	302	275	405	34	144	295	32	14	32
Connecticut.....	196	271	275	70	32	22	.....	0	23
New York.....	3,934	2,355	7,840	463	2,113	4,339	1,010	777	355
New Jersey.....	166	71	741	147	109	31	.....	.....	74
Pennsylvania.....	1,106	1,025	2,417	550	1,544	680	23	342	200
South Atlantic Division:									
Delaware.....	38	45	59	104	70	0	70	5	21
Maryland.....	457	559	1,256	426	1,415	179	271	98	90
District of Columbia.....	196	160	150	326	223	16	122	80	32
Virginia.....	83	74	230	0	224	6	195	35	13
West Virginia.....	116	.....	211	29	228	12	.....	43	29
North Carolina.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Florida.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Central Division:									
Kentucky.....	.....	.....	256	0	164	92	.....	.....	20
Tennessee.....	71	46	820	75	85	9	70	21	78
Alabama.....	50	4	.....	.....	.....	.....	.....	.....	5
Mississippi.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana.....	210	445	186	332	.....	.....	.....	.....	4
Texas.....	.....	.....	23	40	.....	.....	.....	.....	18
Arkansas.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oklahoma.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:									
Ohio.....	1,129	1,118	2,330	373	371	442	162	79	112
Indiana.....	271	450	886	229	967	148	379	264	60
Illinois.....	1,414	1,386	3,231	686	1,429	1,340	200	114	202
Michigan.....	727	746	1,027	42	52	73	55	42	82
Wisconsin.....	327	316	719	5	235	307	75	52	52
Minnesota.....	289	281	656	31	294	383	29	40	59
Iowa.....	120	76	694	101	448	158	35	40	42
Missouri.....	553	593	912	221	722	397	356	91	83
North Dakota.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nebraska.....	110	44	233	19	42	18	8	4	18
Kansas.....	224	226	281	131	369	43	.....	10	37
Western Division:									
Montana.....	63	44	92	4	.....	.....	.....	.....	13
Wyoming.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado.....	133	159	347	50	212	185	4	5	29
New Mexico.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington.....	88	103	177	8	136	49	5	7	11
Oregon.....	62	35	180	1	51	11	60	2	17
California.....	141	91	532	43	510	65	0	0	67

TABLE 3.—Statistics of industrial

	Post-office.	Name.	Executive officer.	Number of assist-ants.			Inmates.		
				Male.	Female.	Total.	Sex.		
							Male.	Female.	Total.
	1	2	3	4	5	6	7	8	9
1	East Lake, Ala.....	Alabama Boys' Industrial School.	C. D. Griffin.....	3	2	5	80	...	80
2	Waterman, Cal.....	Preston School of Industry.	C. B. Riddick, D. D....	16	11	27	144	...	144
3	Whittier, Cal.....	Whittier State School....	Sherman Smith.....	39	11	40	387	44	431
4	Golden, Colo.....	State Industrial School for Boys.	Walter W. Branson....	15	7	22	312	0	312
5	Morrison, Colo.....	State Industrial School for Girls.	Sarah C. Irish.....	2	5	7	0	85	85
6	Meriden, Conn.....	Connecticut State Reform School.	Chas. M. Williams.....	...	...	...	409	0	409
7	Middletown, Conn...	Industrial School for Girls.	William G. Fairbank...	6	17	23	0	345	345
8	Clayton, Del.....	St. Joseph's Industrial School for Colored Boys.	Rev. Louis B. Pastorth...	4	7	11	70	0	70
9	Marshallton, Del....	Ferris Industrial School....	Wm. J. Wilcox.....	6	4	10	75	0	75
10	Wilmington, Del...	Delaware Industrial School for Girls.	Emma S. Jackson.....	...	...	...	18	...	18
11	Washington, D. C...	The Reform School of the District of Columbia.	Isaac D. Porter.....	22	10	32	409	0	409
12	do.....	Reform School for Girls of the District of Columbia.	Miss Amy J. Rule.....	...	...	...	67	...	67
13	Augusta, Ga.....	Richmond County Reformatory Institute.	No report.	...	...	...	...	...	...
14	Chicago, Ill.....	Erring Woman's Refuge for Reform.	Elizabeth Stone.....	1	7	8	203	...	203
15	do.....	John Worthy School.....	John J. Sloan.....	8	37	45	969	0	969
16	Geneva, Ill.....	State Training School for Girls.	Ophelia L. Amigh.....	...	23	23	262	...	262
17	Glenwood, Ill.....	Illinois Manual Training School Farm.	Oscar L. Dudley.....	10	25	35	618	35	653
18	Pontiac, Ill.....	State Reform School.....	M. M. Mallary.....	80	0	80	1,540	0	1,540
19	South Evanston, Ill.	Illinois Industrial School for Girls.	Louise C. Johnson....	2	9	11	0	290	290
20	Indianapolis, Ind..	Indiana Industrial School for Girls.	Miss E. E. Rhodes....	...	14	14	0	170	170
21	Plainfield, Ind.....	Indiana Reform School for Boys.	Eugene E. York.....	28	18	46	945	0	945
22	Eldora, Iowa.....	Industrial School for Boys.	B. J. Miles.....	18	12	30	598	0	598
23	Mitchellville, Iowa..	Industrial School for Girls.	F. O. Fitzgerald.....	...	12	12	197	...	197
24	Beloit, Kans.....	State Industrial School for Girls.	Julia B. Perry.....	...	11	11	61	...	61
25	North Topeka, Kans	Boys' Industrial School....	H. W. Charles.....	15	11	26	357	0	357
26	Louisville, Ky.....	Industrial School of Reform.	No report.	...	...	...	...	...	...
27	Newport, Ky.....	House of the Good Shepherd.	Mother M. Baptist Jackson.	3	17	20	256	...	256
28	New Orleans, La.....	Boys' House of Refuge....	Michael J. Mokler....	4	0	4	518	0	518
29	Hallowell, Me.....	Maine Industrial School for Girls.	Mary E. King.....	1	7	8	149	...	149
30	Portland, Me.....	State Reform School.....	Edwin P. Wentworth..	...	...	...	201	0	201
31	Arbutus, Md.....	Baltimore Manual Labor School for Indigent Boys.	E. Stabler.....	30	0	30	90	0	90
32	Baltimore City, Md.	Female House of Refuge...	Mary Everett.....	...	...	...	88	...	88
33	Baltimore, Md.....	House of Refuge.....	J. M. Hendrix.....	17	4	21	211	0	211
34	do.....	St. Elizabeth's Home for Colored Children.	Mother Mary Mildred.	...	15	15	60	...	60
35	Baltimore, Md. (Sta. D.)	St. Mary's Industrial School for Boys.	Brother Dominic.....	0	0	0	867	0	867
36	Cheltenham, Md...	House of Reformation (for colored boys).	John E. Dorsey.....	19	4	23	316	0	316
37	Melvale, Md.....	Industrial Home for Colored Girls.	Miss Maude Moore....	...	1	1	110	...	110
38	Boston, Mass.....	House of Reformation....	Sumner D. Seavey.....	9	5	14	176	0	176
39	North Chelmsford, Mass.	Middlesex County Truant School.	M. A. Warren.....	3	5	8	210	0	210
40	Goshen, Mass.....	Hampshire and Franklin County Truant School.	August D. Cordtsen...	0	1	1	1	0	1
41	Lancaster, Mass....	State Industrial School for Girls.	Mrs. F. F. Morse.....	1	19	20	0	264	264

and reform schools for 1901-2.

Inmates.								Schools.								Value of grounds and build- ings.	Expenditures.	
Race.		Nativ- ity.		Illit- eracy.		During year.		Number of teachers.			Number of pupils.			Hours of daily sessions.	Number taught mechan- ical trades.		Buildings and improve- ments.	For support.
White.	Colored.	Native parents.	Foreign-born par- ents.	Could only read.	Could neither read nor write.	Committed.	Discharged.	Male.	Female.	Total.	Male.	Female.	Total.					
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
						50	4				80			2-4	15			1
135	9	107	37			57	31	3	0	3	144	0	144	3	32	\$306,952		\$41,816
397	34	403	28	0	0	84	56	3	5	7	228	35	263	3	263	269,536	\$14,992	88,536
280	32	184	128	0	4	110	139	3	1	4	312	0	312	3 1/2	197	125,000	12,000	82,000
67	18	28	57	4	1	23	20	0	2	2	0	85	85	5	85	27,000	17,000	15,300
						144	188	2	5	7	409	0	409	3 1/2	168	190,000	4,852	71,716
275	70	32	22		0	52	83		10	10	0	345	345	4	150	230,000		41,401
0	70	70	0	70	0		20	9	1	10	70	0	70		70	80,000	2,000	12,000
41	34					28	24		1	1	75	0	75	2 3/4	12	45,000	3,379	12,270
18					5	10	1		3	3		18	18	8	18	22,000		2,286
146	263	157	15	122	50	172	159	10	0	10	172	0	172	4	172	350,000		16,452
4	63	66	1		30	24	1		6	6		67	67	3	67			
117	86					123	103		1	1		203	203	4	18	65,000	970	15,039
916	53	285	684		65	665	655	8	4	12	969		969	6	969	175,000	1,400	54,480
227	35					86	48		2	2		262	262	3	262	138,806	70,965	29,305
600	53								6	6	618	0	618	5 1/2	150	276,000		40,984
1,111	429	944	596	50	24	455	580	9	0	9	715	0	715	4-6	590	961,279		188,995
260	30	200	60	150	25	85		0	3	3		290	290	5	250	75,000		
155	15	170			10	41	8		3	3		170	170	4	170	100,000	2,965	39,493
731	214	797	148	379	254	230	442	3	2	5	945	0	945	4	328	169,000	3,000	60,000
523	75	448	158	35	40	120	76	7	7	14	598	0	598	4	528	234,334		45,000
171	26								3	3		197	197	4 1/2	197	99,350	503	29,414
50	11	56	5			61	66		3	3		182	182	5	123	115,500		25,731
231	120	313	38		10	163	160	1	1	2	288	0	288	5	218	175,000		41,000
256	0	164	92					1	9	10		215	215	6	0			11,520
186	332					210	445	1	0	1	518	0	518		20	35,000		6,890
146	3					12	22		2	2		70	70	3 1/2	70	50,000		26
200	1					53	60		4	4	201	0	201	4-5		165,000		28
90		90		20	12	30	31	1	1	2	90	0	90	6	20	25,000	2,000	7,000
88		70	18	7	3	18	16		6	6		88	88	4	88	60,000		11,000
211	0	156	50	45	30	69	79	5	2	7	211	0	211	3 1/2	100	300,000		38,755
														4	30	40,000		32
867	0	673	111	156	30	238	278	12	0	12	867	0	867	4 1/2	173	400,000	9,080	14,351
0	316	316		43	23	66	113	3	1	4	316	0	316	4	0	200,000		21,000
	110	110				36	42		3	3		110	110	2-4 1/2	110			
171	5	23	139	0	0	100	53	4	4	8	176	0	176	4 1/2	64	63,000	4,000	15,000
206	4			2	17	90	76	2	4	6	210	0	210	5 1/2	90	112,000		20,982
1		1	1			0	1		1	1	1	0	1					38
174	18	69	182	2	3	92	84	0	8	8		264	264	3	264	136,190		55,761

TABLE 3.—Statistics of industrial and

Post-office.	Name.	Executive officer.	Number of assistants.			Inmates.		
			Male.	Female.	Total.	Sex.		
						Male.	Female.	Total.
1	2	3	4	5	6	7	8	9
40 Lawrence, Mass....	Essex County Truant School.*	H. E. Swan.....	3	3	6	35	0	35
41 Oakdale, Mass.....	Worcester County Truant School.	Frank L. Johnson....	1	4	5	20	0	20
42 Salem, Mass.....	Plummer Farm School....	Charles A. Johnson....	1	12	3	48	0	48
43 Springfield, Mass....	Hampden County Truant School.	Erwin G. Ward.....	1	4	5	51	0	51
44 Walpole, Mass.....	Norfolk, Bristol, and Plymouth Counties Union Truant School.	James H. Craig.....	2	5	7	63	0	63
45 Westboro, Mass.....	Lyman School for Boys....	Theodore F. Chapin..	21	18	39	533	0	533
46 West Roxbury, Mass.	Parental School, City of Boston.	D. P. Dame.....	13	14	27	430	0	430
47 Adrian, Mich.....	State Industrial Home for Girls.	Lucy M. Sickles.....	0	0	0	550	550	
48 Coldwater, Mich...	Michigan State Public School.	John B. Montgomery..	0	10	10	86	56	142
49 Detroit, Mich.....	House of the Good Shepherd.	Mother M. of St. Lawrence Brady.	0	30	30	0	108	108
50 Lansing, Mich.....	Industrial School for Boys..	J. E. St. John.....	22	20	42	694	0	694
51 Red Wing, Minn...	State Training School for Boys and Girls.*	J. W. Brown.....	18	19	37	314	71	385
52 St. Cloud, Minn...	Minnesota State Reformatory.	Frank L. Randall....	22	0	22	291	1	292
53 Boonville, Mo.....	State Reform School for Boys.	Lyman D. Drake.....	20	8	28	360	0	360
54 Chillicothe, Mo.....	State Industrial Home for Girls.	Mrs. L. U. De Bolt....	4	8	12	0	119	119
55 St. Louis, Mo.....	House of Refuge.....	William C. Nolte.....	31	17	48	504	150	654
56 Miles City, Mont...	Montana State Reform School.	Clark B. Dickinson....	8	5	13	84	12	96
57 Geneva, Nebr.....	Girls' Industrial School....	Horace M. Clark.....	2	0	2	0	60	60
58 Kearney, Nebr.....	State Industrial School for Juvenile Delinquents.	Dr. J. V. Beghtol....	14	0	14	145	0	145
59 Milford, Nebr.....	Nebraska Industrial Home.	Miss Margaret Kealy..	...	2	2	12	36	48
60 Manchester, N. H..	State Industrial School....	T. W. Robinson.....	8	4	12	126	28	154
61 Jamesburg, N. J....	State Home for Boys.....	John E. Wilder.....	29	14	43	550	0	550
62 Trenton, N. J.....	State Home for Girls.....	Mrs. Myrtle B. Eyler..	0	12	12	0	145	145
63 Verona, N. J.....	Newark City Home.....	C. M. Harrison.....	16	3	19	193	0	193
64 Brooklyn, N. Y....	Brooklyn Truant School...	Henry Spurde.....	5	6	11	214	0	214
65 Canaan, Four Corners, N. Y.	Berkshire Industrial Farm.	W. W. Mayo.....	8	4	12	111	0	111
66 Elmira, N. Y.....	New York State Reformatory.	Frank W. Robertson..	115	0	115	2,110	0	2,110
67 Hudson, N. Y.....	House of Refuge for Women.	Hortense V. Bruce, M. D.	...	25	25	...	206	206
68 New York, N. Y....	New York Juvenile Asylum.	C. D. Hilles.....	22	33	55	1,264	309	1,573
69 ..do.....	Society for the Reformation of Juvenile Delinquents.	Omar V. Sage.....	56	39	95	747	91	838
70 Westchester, N. Y..	New York Catholic Protectory.	Rev. Brother Leontine.	32	0	32	3,011	0	3,011
71 Utica, N. Y.....	St. Vincent Industrial Home	Brother Gregory.....	10	0	10	240	0	240
72 Cincinnati, Ohio...	Cincinnati House of Refuge	James Allison.....	4	6	10	586	206	792
73 Lancaster, Ohio...	Boys' Industrial School....	C. B. Adams.....	12	10	22	1,260	0	1,260
74 Mansfield, Ohio...	Ohio State Reformatory....	J. A. Leonard.....	56	0	56	339	0	339
75 Rathbone, Ohio...	Girls' Industrial Home.....	A. W. Stiles.....	0	24	24	0	312	312
76 Salem, Oreg.....	Oregon State Reform School	H. E. Bickers.....	11	6	17	181	0	181
77 Glen Mills, Pa.....	House of Refuge.....	F. H. Nibecker.....	19	20	39	1,097	0	1,097
78 Huntingdon, Pa....	Pennsylvania Industrial Reformatory.	T. B. Patton.....	90	0	90	734	0	734
79 Morgantza, Pa.....	Pennsylvania Reform School.	J. A. Quay.....	37	20	57	779	223	1,002
80 Philadelphia, Pa...	The House of Refuge.....	M. A. Campbell.....	0	14	14	0	124	134
81 Howard, R. I.....	Oaklawn School for Girls..	James H. Eastman....	0	4	4	0	76	76
82 ..do.....	Sockanisset School for Boys.	..do.....	17	11	28	363	0	363

* Statistics of 1900-1901.

reform schools for 1901-2—Continued.

Inmates.										Schools.						Value of grounds and build- ings.	Expenditures.			
Race.		Nativ- ity.		Illit- eracy.		During year.		Number of teachers.			Number of pupils.			Hours of daily sessions.	Number taught mecha- nical trades.		Buildings and improve- ments.	For support.		
White.	Colored.	Native parents.	Foreign-born par- ents.	Could only read.	Could neither read nor write.	Committed.	Discharged.	Male.	Female.	Total.	Male.	Female.	Total.							
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		
34	1	18	17	3	5	31	28	0	1	1	35	0	35	4	35	\$20,500	.....	\$9,865	40
20	....	20	....	....	....	....	10	....	1	1	20	0	20	5	20	150,000	.....	6,000	41
47	1	30	17	0	2	19	17	....	1	1	48	0	48	4	12	30,000	.....	6,300	42
51	0	3	48	12	7	22	26	0	1	1	51	0	51	44	....	23,000	.....	5,657	43
62	1	4	59	2	0	26	32	0	2	2	63	0	63	44	0	12,000	\$2,000	9,800	44	
422	8	346	84	0	6	185	264	2	14	16	533	0	533	4	0	228,370	16,958	74,347	45	
114	11	52	73	55	29	127	137	0	34	34	0	550	550	6	150	136,262	90,000	43,251	46	
135	7	....	....	....	....	140	168	1	3	4	86	56	142	5	....	300,000	34,500	32,500	48
108	....	....	....	....	....	108	93	0	5	5	0	125	125	3	108	0	0	0	49
670	24	....	....	....	13	352	348	....	13	13	694	0	694	4	400	307,425	36,096	75,578	50
376	19	171	214	28	32	157	159	2	5	7	310	70	380	4	385	352,514	9,413	67,291	51	
280	12	123	169	1	8	132	122	11	0	11	190	0	190	2	193	300,000	17,157	54,809	52	
290	70	236	114	337	23	277	229	4	1	5	360	0	360	4	55	375,000	4,000	35,000	53	
119	0	109	10	19	32	28	13	....	4	4	....	119	119	6	119	150,000	24,000	23,238	54
503	151	377	273	....	36	248	351	1	7	8	349	72	421	5½	28	219,000	7,465	58,191	55
92	4	....	....	....	....	63	44	1	1	2	84	12	96	3	9	50,000	....	....	56
52	8	42	18	8	4	19	6	0	7	7	0	60	60	8	60	50,000	2,000	13,000	57	
138	7	....	....	....	....	58	38	4	0	4	145	0	145	5	145	125,000	....	37,700	58
43	4	0	0	0	0	33	....	0	1	1	12	36	48	3	30	38,400	....	9,448	59
153	1	49	95	56	5	59	55	0	3	3	126	28	154	6	154	100,000	....	6,000	60
435	115	....	....	....	....	131	2	....	8	8	550	0	550	3½	276	200,000	2,848	80,835	61
120	25	109	31	....	....	30	26	0	2	2	0	145	145	3	145	126,324	32,141	23,359	62
186	7	....	....	....	....	25	23	0	3	3	193	0	193	3	58	198,650	83,249	39,800	63
204	10	94	152	8	2	214	214	1	3	4	214	0	214	5	214	50,000	0	11,978	64	
111	....	....	....	....	....	31	31	0	2	2	111	0	111	4	15	40,000	25,000	15,000	65
1,956	154	1391	719	440	400	755	549	30	0	30	2,110	0	2,110	2	1,096	1,457,970	55,555	208,715	66	
189	17	193	13	6	19	71	79	1	3	4	....	165	165	3	171	306,488	18,300	61,496	67
1,399	174	....	332	131	121	713	668	1	19	201	264	309	1,573	5	671	1,000,000	12,000	93,778	68
741	97	135	350	....	....	486	489	0	21	211	177	150	1,327	4-5	838	535,000	31,126	178,009	69
3,000	11	300	2,711	250	175	1,521	1,587	50	0	50	....	....	....	5	3,011	1,500,000	....	....	70
240	....	....	12	180	60	143	138	5	0	5	240	0	240	5	150	90,000	....	20,000	71
628	164	278	100	52	65	369	360	0	8	8	316	116	432	21	302	250,000	8,000	60,269	72	
1,150	110	93	342	....	2	420	463	6	10	16	1,260	0	1,260	4½	....	750,000	35,886	126,778	73
300	39	0	0	105	5	230	200	5	0	5	339	0	339	2	80	1,183,655	14,121	91,916	74	
252	60	5	7	110	95	0	9	0	312	312	5	312	300,000	12,280	54,720	75
180	1	51	11	60	2	62	35	2	0	2	181	0	181	4	54	150,000	....	....	76
882	215	250	122	1	115	331	336	0	13	13	....	1,097	1,097	4	346	782,946	....	152,526	77
612	122	601	133	....	....	280	245	6	0	6	....	734	734	1	734	1,000,000	....	89,512	78
823	174	613	389	....	210	382	389	7	4	11	779	223	1,002	5	....	598,640	8,083	96,212	79
95	39	80	36	22	17	63	55	0	5	5	0	134	134	4½	134	....	....	29,181	80
70	6	40	26	1	4	25	27	0	1	1	0	76	76	3	....	....	396	6,045	81
335	28	104	259	31	10	277	248	0	6	6	363	0	363	5	182	....	....	54,634	82

TABLE 3.—*Statistics of industrial and*

Post-office.	Name.	Executive officer.	Number of assist-ants.			Inmates.		
			Male.	Female.	Total.	Sex.		
						Male.	Female.	Total.
1	2	3	4	5	6	7	8	9
83 Plankinton, S. Dak	Dakota Reform School	No report.						
Jersey, Tenn.....	Hamilton County Indus- trial School.	J. C. Kalleen.....	4	4	8	76	18	94
84 Nashville, Tenn	Tennessee Industrial School	W. C. Kilmington.....	50	20	70	560	240	800
85 Gatesville, Tex	House of Correction and Reformatory.	L. J. Tankersley	18	0	18	63	0	63
Ogden, Utah.....	Reform School	No report.						
86 Vergennes, Vt.....	Vermont Industrial School.	S. A. Andrews	8	11	19	130	30	160
87 School, Va.....	Laurel Industrial School...	John W. Cringan	10	3	13	230	0	230
88 Pruntytown, W. Va.	West Virginia Reform School for Boys.*	O. E. Darnell.....	20	7	27	240	0	240
89 Salem, W. Va	West Virginia Industrial Home for Girls.	Miss Elizabeth Clohan	0	2	2	0	76	76
90 Chehalis, Wash	Washington State Reform School.	Thos. P. Westendorf ..	4	7	11	150	35	185
91 Waukesha, Wis.....	Wisconsin Industrial School for Boys.	Chas. O. Merica	23	16	39	454	0	454
92 Milwaukee, Wis	Wisconsin Industrial School for Girls.	Mrs. Emma F. Bland .	0	13	13	0	270	270

* Statistics of 1900-1901.

reform schools for 1901-2—Continued.

Inmates.								Schools.								Value of grounds and build- ings.	Expenditures.	
Race.		Nativ- ity.		Illit- eracy.		During year.		Number of teachers.			Number of pupils.			Hours of daily sessions.	Number taught mechan- ical trades.		Buildings and improve- ments.	For support.
White.	Colored.	Native parents.	Foreign-born par- ents.	Could only read.	Could neither read nor write.	Committed.	Discharged.	Male.	Female.	Total.	Male.	Female.	Total.					
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
70	24	85	9	70	24	71	46	1	2	3	76	18	94	4	94	\$15,000	\$650	\$6,000
750	51	.....	.....	.....	.....	.....	.....	2	14	14	.....	.....	.....	4	.....	110,000	.....	84
23	40	.....	.....	.....	.....	.....	.....	.....	0	2	63	0	63	8	.....	50,000	2,500	38,605
154	6	75	50	.....	6	101	25	0	3	3	.....	.....	.....	6	30	24,272	.....	86
230	0	224	6	195	35	83	74	2	1	3	230	0	230	7	.....	23,801	485	13,603
211	29	228	12	.....	25	94	.....	4	0	4	240	0	240	3	240	100,000	2,400	20,000
.....	.....	.....	.....	18	22	.....	.....	1	1	.....	40	40	4	40	.....	25,000	11,000	6,000
177	8	136	49	5	7	88	103	0	3	3	150	35	185	3	138	48,285	2,500	22,500
454	0	43	229	65	52	272	300	10	3	13	454	0	454	4	454	332,999	369	50,494
265	5	192	78	10	0	55	16	0	7	7	0	270	270	64	270	161,140	3,000	30,467

TABLE 4.—*Statistics of reform schools—Manual and industrial training—Branches taught.*

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
Alabama Boys' Industrial School, East Lake, Ala.	In industrial training	1	56	.....	56
	Sewing	1	.....	.....	.....
	Cooking	1	.....	.....	.....
	Carpentry	1	.....	.....	.....
	Farm or garden work	1	.....	.....	.....
	Printing	1	.....	.....	.....
Whittier State School, Whittier, Cal.	In industrial training .....	.....	228	35	263
	Carpentry .....	.....	8	.....	8
	Cooking .....	.....	10	6	16
	Dressmaking .....	.....	.....	6	6
	Dining room .....	.....	32	5	37
	Housekeeping .....	.....	12	5	17
	Laundrying .....	.....	8	6	14
	Farm or garden work .....	.....	60	.....	60
	Baking .....	.....	7	.....	7
	Printing .....	.....	9	.....	9
	Engineering .....	.....	6	.....	6
	Painting .....	.....	5	.....	5
	Tailoring .....	.....	24	.....	24
	Shoemaking .....	.....	7	.....	7
	Blacksmithing .....	.....	8	.....	8
State Industrial School, Golden, Colo.	In industrial training .....	.....	197	.....	197
	Free-hand drawing	1	39	.....	39
	Mechanical drawing	1	39	.....	39
	Sewing	1	17	.....	17
	Cooking	1	15	.....	15
	Sloyd or knife work	1	70	.....	70
	Carpentry	1	8	.....	8
	Carving	1	4	.....	4
	Vise work	1	6	.....	6
	Machine-shop work	1	6	.....	6
	Farm or garden work	1	25	.....	25
	Printing	1	14	.....	14
	Painting	1	2	.....	2
	Engineering	1	8	.....	8
	Laundrying	1	20	.....	20
	Baking	1	8	.....	8
	Shoemaking	1	18	.....	18
State Industrial School for Girls, Morrison, Colo.	In industrial training .....	.....	.....	85	85
	Sewing	1	.....	85	85
	Cooking	1	.....	85	85
Connecticut School for Boys, Meriden, Conn.	In industrial training .....	.....	120	.....	120
	Sewing	1	12	.....	12
	Carpentry	1	120	.....	120
	Wood turning	1	48	.....	48
	Farm or garden work	2	24	.....	24
	Printing	1	20	.....	20
Connecticut Industrial School for Girls, Middletown, Conn.	In industrial training .....	.....	.....	150	150
	Sewing	1	.....	75	75
	Cooking	1	.....	75	75
St. Joseph's Industrial School, Clayton, Del.	In industrial training .....	.....	70	.....	70
	Paper cutting and folding	1	4	.....	4
	Sewing	1	7	.....	7
	Cooking	3	4	.....	4
	Carpentry	1	4	.....	4
	Machine-shop work	1	2	.....	2
	Farm or garden work	1	10	.....	10
	Printing	1	8	.....	8
	Painting	1	4	.....	4
	Baking	1	4	.....	4
The Ferris Industrial School for Boys, Marshallton, Del.	In industrial training .....	.....	75	.....	75
	Sewing	1	.....	.....	.....
	Cooking	1	4	.....	4
	Carpentry	1	7	.....	7
	Wood turning	1	7	.....	7
	Farm or garden work	3	75	.....	75
	Painting	1	7	.....	7
	In industrial training .....	.....	.....	18	18
Delaware Industrial School for Girls, Wilmington, Del.	Sewing	1	.....	18	18
	Cooking	1	.....	18	18
	In industrial training .....	.....	.....	67	67
Reform School for Girls of the District of Columbia.	.....do .....	.....	172	.....	172
	Sewing	1	8	.....	8
Reform School of the District of Columbia.	Cooking	1	5	.....	5
	Sloyd or knife work	1	80	.....	80
	Carpentry	1	2	.....	2
	Farm or garden work	1	40	.....	40

TABLE 4.—Statistics of reform schools—Manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
Chicago Erring Woman's Refuge for Reform, Chicago, Ill.	In industrial training .....	.....	.....	92	92
	Sewing	4	.....	92	92
	Cooking	2	.....	92	92
John Worthy School, Chicago, Ill....	In industrial training .....	.....	969	.....	969
State Training School for Girls.....	do .....	.....	.....	262	262
	Sewing	1	.....	262	262
	Cooking	1	.....	262	262
Illinois Manual Training School Farm, Glenwood, Ill.	In industrial training .....	.....	150	.....	150
Illinois Industrial School for Girls, Evanston, Ill.	do .....	.....	.....	250	250
Illinois State Reformatory, Pontiac, Ill.	do .....	.....	590	.....	590
	Free-hand drawing	1	30	.....	30
	Sewing	1	45	.....	45
	Cooking	3	35	.....	35
	Carpentry	3	35	.....	35
	Wood turning .....	.....	5	.....	5
	Carving .....	.....	7	.....	7
	Forging	2	35	.....	35
	Sheet-metal work	1	6	.....	6
	Barbering	1	15	.....	15
	Farm or garden work	3	50	.....	50
	Bricklaying	2	15	.....	15
	Printing	1	35	.....	35
	Painting	1	16	.....	16
	Electrical engineering	2	20	.....	20
	Stone cutting	2	150	.....	150
	Shoe and harness making	1	15	.....	15
	Picture-frame making	4	65	.....	65
Indiana Industrial School for Girls, Indianapolis, Ind.	In industrial training .....	.....	.....	170	170
	Sewing	2	.....	50	50
	Cooking	2	.....	11	11
Indiana Reform School for Boys, Plainfield, Ind.	In industrial training .....	.....	328	.....	328
	Sewing	2	76	.....	76
	Cooking	2	18	.....	18
	Sloyd or knife work	1	70	.....	70
	Carpentry	1	25	.....	25
	Wood turning	1	15	.....	15
	Machine-shop work	1	11	.....	11
	Forging	1	15	.....	15
	Vise work	1	16	.....	16
	Shoemaking	1	40	.....	40
	Farm or garden work	3	101	.....	101
	Bricklaying	1	12	.....	12
	Printing	1	45	.....	45
	Painting	1	8	.....	8
	Tailoring	1	32	.....	32
	Laundrying	2	24	.....	24
	Baking	1	6	.....	6
	Dairying	1	8	.....	8
Industrial School for Girls, Mitchellville, Iowa.	In industrial training .....	.....	.....	197	197
	Sewing	2	.....	32	32
	Cooking	1	.....	60	60
	Baking	1	.....	20	20
	Laundrying	1	.....	32	32
	Dormitory work .....	.....	.....	40	40
Iowa Industrial School for Boys, Eldora, Iowa.	In industrial training .....	.....	528	.....	528
	Sewing	2	60	.....	60
	Cooking	3	20	.....	20
	Carpentry	1	12	.....	12
	Wood turning	1	12	.....	12
	Forging	1	6	.....	6
	Farm or garden work	2	60	.....	60
	Painting	1	6	.....	6
	Shoemaking	1	30	.....	30
	Harness making	1	10	.....	10
	Florist	1	5	.....	5
State Industrial School for Girls, Beloit, Kans.	In industrial training .....	.....	.....	123	123
	Free-hand drawing .....	.....	.....	88	88
	Sewing .....	.....	.....	100	100
	Cooking .....	.....	.....	50	50
	Laundrying .....	.....	.....	80	80
	Pattern making .....	.....	.....	132	132
Boys' Industrial School, Topeka, Kans.	In industrial training .....	.....	218	.....	218
	Sewing	2	10	.....	10
	Cooking	2	20	.....	20
	Sloyd or knife work	1	51	.....	51
	Carpentry	1	4	.....	4
	Wood turning	1	10	.....	10

TABLE 4.—*Statistics of reform schools—Manual and industrial training—Branches taught—Continued.*

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
Boys' Industrial School, Topeka, Kans.—Continued.	Machine-shop work	1	10	.....	10
	Shoemaking	1	20	.....	20
	Farm or garden work	1	50	.....	50
	Bricklaying	1	8	.....	8
	Painting	1	5	.....	5
House of the Good Shepherd, Fort Thomas, Ky.	Harness making	1	10	.....	10
	In industrial training .....	.....	116	.....	116
	Sewing	3	100	.....	100
	Cooking	1	4	.....	4
	Crocheting	1	80	.....	80
	Housework	2	18	.....	18
	Laundering	1	14	.....	14
Boys' House of Refuge, New Orleans, La.	In industrial training .....	.....	20	.....	20
	.....do .....	.....	70	.....	70
The Maine Industrial School for Girls, Hallowell, Me.	Sewing	2	56	.....	56
	Cooking	1	14	.....	14
State Reform School, Portland, Me.	Sewing	1	15	.....	15
	Cooking	4	15	.....	15
	Carpentry	1	40	.....	40
	Wood turning	1	20	.....	20
	Farm or garden work	2	100	.....	100
House of Refuge, Baltimore, Md.	In industrial training .....	.....	100	.....	100
	Sewing	1	19	.....	19
	Cooking	1	6	.....	6
	Carpentry	1	63	.....	63
	Wood turning .....	.....	.....	.....	.....
	Carving .....	.....	.....	.....	.....
	Molding (metal)	1	68	.....	68
	Vise work .....	.....	.....	.....	.....
	Machine-shop work .....	.....	.....	.....	.....
	Farm or garden work	1	2	.....	2
Female House of Refuge, Baltimore, Md.	Printing	1	41	.....	41
	In industrial training .....	.....	88	.....	88
St. Elizabeth's Home for Colored Children, Baltimore, Md.	Sewing	2	88	.....	88
	In industrial training .....	.....	60	.....	60
Industrial Home for Colored Girls, Melvale, Md.	In industrial training .....	.....	110	.....	110
	Sewing	3	110	.....	110
House of Reformation for Colored Boys, Cheltenham, Md.	Cooking	1	25	.....	25
	In industrial training .....	.....	33	.....	33
	Cooking	2	10	.....	10
	Carpentry	1	1	.....	1
	Machine-shop work	1	2	.....	2
St. Mary's Industrial School for Boys, Baltimore, Md.	Farm or garden work	3	20	.....	20
	In industrial training .....	.....	438	.....	438
	Free-hand drawing	4	250	.....	250
	Mechanical drawing	2	45	.....	45
	Paper cutting and folding	1	18	.....	18
	Wood turning	2	5	.....	5
	Carving	2	5	.....	5
	Sewing	5	32	.....	32
	Cooking	2	10	.....	10
	Laundry work	2	10	.....	10
	Farm or garden work	2	12	.....	12
	Bricklaying	2	5	.....	5
	Printing	1	18	.....	18
	Carpentry	2	6	.....	6
	Pattern making	2	8	.....	8
	Forging	1	4	.....	4
	Vise work	1	4	.....	4
	Machine-shop work	2	5	.....	5
	Steam fitting	2	6	.....	6
	Painting	2	6	.....	6
	Applied electricity	1	3	.....	3
	Electrical engineering	1	2	.....	2
House of Reformation, Boston, Mass.	In industrial training .....	.....	176	.....	176
	Free-hand drawing	4	172	.....	172
	Mechanical drawing	2	110	.....	110
	Paper cutting and folding	2	50	.....	50
	Sewing	1	21	.....	21
	Sloyd or knife work	1	110	.....	110
	Carpentry	1	8	.....	8
	Farm or garden work	1	25	.....	25
	Printing	1	26	.....	26
	Shoemaking	1	32	.....	32

TABLE 4.—*Statistics of reform schools—Manual and industrial training—Branches taught—Continued.*

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
State Industrial School for Girls, Lancaster, Mass.	In industrial training	7	264	264	264
	Free-hand drawing	7	163	163	163
	Paper cutting and folding	7	163	163	163
	Sewing	14	163	163	163
	Cooking	7	14	14	14
	Farm or garden work	2	176	176	176
	Painting	7	50	50	50
Middlesex Truant School, North Chelmsford, Mass. The Worcester County Truant School, Oakdale, Mass.	In industrial training	1	90	90	90
	Sloyd or knife work	1	90	90	90
	In industrial training	1	20	20	20
	Free-hand drawing	1	20	20	20
	Mechanical drawing	1	20	20	20
	Paper cutting and folding	1	20	20	20
	Sewing	1	20	20	20
	Cooking	1	20	20	20
	Sloyd or knife work	1	20	20	20
	Carpentry	1	20	20	20
Plummer Farm School, Salem, Mass.	In industrial training	1	48	48	48
	Carpentry	1	12	12	12
	Farm or garden work	2	30	30	30
	Chair seating	1	48	48	48
Hampden County Truant School, Springfield, Mass.	In industrial training	1	49	49	49
	Free-hand drawing	1	31	31	31
	Sloyd or knife work	1	49	49	49
Norfolk, Bristol, and Plymouth Union Truant School, Walpole, Mass.	In industrial training	1	39	39	39
	Farm or garden work	3	39	39	39
Parental School, West Roxbury, Mass.	In industrial training	1	430	430	430
	Paper cutting and folding	1	80	80	80
	Sloyd or knife work	2	350	350	350
	Farm or garden work	3	90	90	90
State Industrial Home for Girls, Adrian, Mich.	In industrial training	1	150	150	150
	Sewing	1	150	150	150
	Cooking	1	150	150	150
	Floriculture	1	24	24	24
Industrial School for Boys, Lansing, Mich.	In industrial training	1	400	400	400
	Sewing	1	70	70	70
	Carpentry	1	50	50	50
	Shoemaking	1	35	35	35
	Bakery	1	14	14	14
	Steam laundry	1	15	15	15
	Farm or garden work	5	133	133	133
	Printing	1	50	50	50
	Painting	1	22	22	22
	Chair caning	1	60	60	60
	In industrial training	1	193	193	193
	Sewing	2	16	16	16
	Cooking	1	7	7	7
	Carpentry	1	2	2	2
	Quarrying	1	15	15	15
Minnesota State Reformatory, St. Cloud, Minn.	Stone cutting	1	35	35	35
	Laundry	1	2	2	2
	Blacksmithing	1	9	9	9
	Farm or garden work	1	47	47	47
	Bricklaying	1	5	5	5
	Printing	1	1	1	1
	Painting	1	2	2	2
	Plumbing and engineering	2	11	11	11
	Shoemaking	1	4	4	4
	In industrial training	1	150	150	150
	Sewing	2	24	24	24
	Cooking	2	30	30	30
	Carpentry	1	12	12	12
	Wood turning	1	3	3	3
	Plumbing	1	16	16	16
Reform School for Boys, Boonville, Mo.	Forging	1	8	8	8
	Wheelwright	1	8	8	8
	Farm or garden work	2	80	80	80
	Brick laying	1	20	20	20
	Printing	1	16	16	16
	Painting	1	8	8	8
	In industrial training	1	119	119	119
	Sewing	3	119	119	119
	Cooking	3	119	119	119
	In industrial training	1	21	7	28
State Industrial Home for Girls, Chillicothe, Mo.	Sewing	1	18	18	18
	Cooking	5	11	11	16
St. Louis House of Refuge, St. Louis, Mo.	In industrial training	1	18	18	18
	Sewing	1	11	11	16

TABLE 4.—Statistics of reform schools—Manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
St. Louis House of Refuge, St. Louis, Mo.—Continued.	Carpentry		4		4
	Wood turning		1		1
	Baking		8		8
	Laundering		16	6	22
	Shoemaking		8		8
	Forging		1		1
	Sheet-metal work		1		1
	Machine-shop work		2		2
	Farm or garden work	1	15		15
	Printing		2		2
	Painting		3		3
	Nursing			5	5
	In industrial training		9		9
Montana State Reform School, Miles City, Mont.	In industrial training				
	Sewing			60	60
	Cooking			60	60
	Dairying			60	60
	Housekeeping			60	60
Girls Industrial School of Nebraska, Geneva, Nebr.	In industrial training				
	Cooking				
	Dairying				
	Housekeeping				
	In industrial training				
	Cooking	2	10		10
	Carpentry	1	6		6
	Laundering	1	6		6
	Shoemaking	1	12		12
	Tailoring	1	14		14
Boys Industrial School for Juvenile Offenders, Kearney, Nebr.	Machine-shop work	1	4		4
	Farm or garden work	3	36		36
	Printing	1	12		12
	In industrial training			30	30
	In industrial training				
	Sewing		126	28	154
	Cooking				
Nebraska Industrial Home, Milford, Nebr.	In industrial training				
	Sewing	2	276		276
	Cooking	3	21		21
	Sloyd or knife work	1	25		25
	Carpentry	1	45		45
	Baking	2	5		5
	Laundering	1	3		3
	Brush making	2	3		3
	Machine-shop work	1	75		75
	Blacksmithing	3	8		8
	Farm or garden work	1	3		3
	Bricklaying	5	50		50
	Painting	1	5		5
	Brickmaking	1	3		3
	In industrial training	3	12		12
	Sewing			145	145
	Cooking			145	145
	In industrial training	3		35	35
Newark City Home, Verona, N. J...	In industrial training		58		58
	Sewing	1	10		10
	Cooking	1	6		6
	Sloyd or knife work	1	2		2
	Carpentry	1	2		2
	Farm or garden work	1	20		20
	Printing	1	13		13
	Painting	1	7		7
	In industrial training		214		214
	Mechanical drawing	1	100		100
	Sewing	1	214		214
	Sloyd or knife work	1	100		100
	Carpentry	1	50		50
Brooklyn Truant School, Brooklyn, N. Y.	Carving	1	6		6
	Iron works	1	100		100
	Farm or garden work	1	214		214
	In industrial training	1	20		20
	Cooking	1	3		3
	Forging	1	6		6
	Farm or garden work	1	20		20
	Painting	1	6		6
	Mechanical drawing	1	600		600
	Sewing	1	35		35
Berkshire Industrial Farm, Canaan Four Corners, N. Y.	Carpentry	1	108		108
	Forging	1	74		74
	Sheet-metal work	1	31		31
	Molding (metal)	1	65		65
	Machine-shop work	1	80		80
	In industrial training				
	Sewing				
New York State Reformatory, Elmira, N. Y.	In industrial training				
	Sewing				
	Carpentry				
	Forging				
	Sheet-metal work				
	Molding (metal)				
	Machine-shop work				

TABLE 4.—Statistics of reform schools—Manual and industrial training—Branches taught—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
New York State Reformatory, Elmira, N. Y.—Continued.	Farm or garden work.....	1	15	.....	15
	Bricklaying.....	1	97	.....	97
	Printing.....	1	50	.....	50
	Painting.....	1	28	.....	28
	Barbering.....	3	47	.....	47
	Bookbinding.....	1	28	.....	28
	Brass smithing.....	1	14	.....	14
	Cabinetmaking.....	1	24	.....	24
	Clothing cutting.....	1	24	.....	24
	Electricity.....	1	15	.....	15
	Frescoing.....	1	57	.....	57
	Hard-wood finishing.....	1	15	.....	15
	Horseshoeing.....	1	40	.....	40
	House painting.....	1	28	.....	28
	Machine woodworking.....	1	24	.....	24
	Machinists.....	1	80	.....	80
	Molding.....	1	65	.....	65
	Paint mixing.....	1	12	.....	12
	Plastering.....	1	22	.....	22
	Plumbing.....	1	61	.....	61
	Shoemaking.....	1	30	.....	30
	Sign painting.....	1	18	.....	18
	Steam fitting.....	1	30	.....	30
	Stonecutting.....	1	17	.....	17
	Stone masonry.....	1	14	.....	14
	Tinsmithing.....	1	31	.....	31
	Upholstering.....	1	34	.....	34
House of Refuge for Women, Hud- son, N. Y.	In industrial training.....	.....	.....	200	200
	Sewing.....	2	.....	141	141
	Cooking.....	1	.....	109	109
	Laundrying.....	1	.....	97	97
Society for the Reformation of Ju- venile Delinquents of New York City, Harlem, N. Y.	In industrial training.....	.....	747	91	838
	Free-hand drawing.....	1	288	.....	288
	Mechanical drawing.....	1	80	.....	80
	Clay modeling.....	1	216	.....	216
	Paper cutting and folding.....	1	35	.....	35
	Sewing.....	2	6	90	96
	Cooking.....	4	19	90	109
	Slord or knife work.....	1	216	.....	216
	Carpentry.....	2	90	.....	90
	Wood turning.....	1	90	.....	90
	Carving.....	1	216	.....	216
	Tailoring.....	2	62	.....	62
	Plumbing.....	2	80	.....	80
	Baking.....	1	12	.....	12
	Blacksmithing.....	1	26	.....	26
	Electricity.....	1	2	.....	2
	Farm or garden work.....	3	37	.....	37
	Mason work.....	1	4	.....	4
	Printing.....	1	35	.....	35
	Painting.....	1	16	.....	16
	Shoemaking.....	1	30	.....	30
	Other work.....	20	269	22	291
	In industrial training.....	.....	511	160	671
	Paper cutting and folding.....	3	96	35	131
	Sewing.....	6	132	75	207
	Cooking.....	3	20	.....	20
	Carpentry.....	1	2	.....	2
	Shoemaking.....	1	45	.....	45
	Bakery.....	1	10	.....	10
New York Juvenile Asylum, New York, N. Y.	Farm or garden work.....	1	8	.....	8
	Printing.....	1	20	.....	20
	Painting.....	1	2	.....	2
	Laundrying.....	1	20	.....	20
	Other domestic work.....	.....	150	50	200
	In industrial training.....	.....	3,011	.....	3,011
	Free-hand drawing.....	1	25	.....	25
	Mechanical drawing.....	1	25	.....	25
	Clay modeling.....	1	25	.....	25
	Paper cutting and folding.....	5	25	.....	25
New York Catholic Protectory, New York, N. Y.	Sewing.....	3	25	.....	25
	Carpentry.....	1	5	.....	5
	Machine-shop work.....	1	10	.....	10
	Farm or garden work.....	1	25	.....	25
	Bricklaying.....	1	5	.....	5
	Printing.....	5	150	.....	150
	Painting.....	2	10	.....	10

TABLE 4.—*Statistics of reform schools—Manual and industrial training—Branches taught—Continued.*

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
St. Vincent Industrial School, Utica, N. Y.	In industrial training	.....	150	.....	150
	Sewing	1	25	.....	25
The Cincinnati House of Refuge, Cincinnati, Ohio.	Knitting socks	1	100	.....	100
	Farm or garden work	2	25	.....	25
	In industrial training	.....	225	77	302
	Sewing	2	.....	18	18
	Cooking	1	.....	7	7
	Sloyd or knife work	1	45	.....	45
	Carpentry	1	12	.....	12
	Wood turning	1	4	.....	4
	Carving	1	6	.....	6
	Tailoring	1	24	.....	24
	Shoemaking	1	17	.....	17
	Bakery	1	3	.....	3
	Engine room	2	2	.....	2
	Farm or garden work	1	9	.....	9
	Bricklaying	1	4	.....	4
	Printing	1	18	.....	18
	Painting	1	4	.....	4
	Floriculture	1	5	.....	5
	Machine-shop work	1	71	.....	71
	Vise work	.....	.....	.....	.....
Girls' Industrial Home, Rathbone, Ohio.	Forging	.....	.....	.....	.....
	In industrial training	.....	.....	312	312
	Free-hand drawing	.....	.....	300	300
Ohio State Reformatory, Mansfield, Ohio.	In industrial training	.....	80	.....	80
	Mechanical drawing	1	10	.....	10
	Cooking	.....	8	.....	8
	Carpentry	.....	8	.....	8
	Forging	.....	4	.....	4
	Machine-shop work	.....	4	.....	4
	Farm or garden work	.....	20	.....	20
	Bricklaying	.....	12	.....	12
	Printing	.....	4	.....	4
	Stonecutting	.....	10	.....	10
Boys' Industrial School of Ohio, Lancaster, Ohio.	In industrial training	.....	1,260	.....	1,260
	Sewing	1	60	.....	60
	Tailoring	2	60	.....	60
	Cooking	4	98	.....	98
	Carpentry	1	16	.....	16
	Wood turning	.....	4	.....	4
	Bakery	1	16	.....	16
	Tinning	1	8	.....	8
	Brickmaking	1	40	.....	40
	Steam fitting and plumbing	1	12	.....	12
	Electricity	1	20	.....	20
	Pumping station	1	8	.....	8
	Fruit raising	1	32	.....	32
	Stone quarrying	1	20	.....	20
	Street grading and paving	1	60	.....	60
	Floriculture	1	20	.....	20
	Farm or garden work	3	100	.....	100
	Bricklaying	1	16	.....	16
	Shoemaking	1	60	.....	60
	Printing	1	60	.....	60
Oregon State Reform School, Salem, Oreg.	Painting	1	8	.....	8
	In industrial training	.....	54	.....	54
	Sewing	.....	18	.....	18
	Cooking	.....	12	.....	12
	Carpentry	.....	6	.....	6
	Shoemaking	.....	12	.....	12
	Forging	.....	4	.....	4
	Farm or garden work	2	16	.....	16
	In industrial training	.....	346	.....	346
	Sewing	1	83	.....	83
House of Refuge, boys' department, Glen Mills, Pa.	Tailoring	1	67	.....	67
	Carpentry	2	44	.....	44
	Cooking and housework	.....	179	.....	179
	Laundrying	2	69	.....	69
	Baking	1	19	.....	19
	Shoemaking	1	40	.....	40
	Boiler-house work	4	32	.....	32
	Electricity	2	8	.....	8
	Blacksmithing	1	15	.....	15
	Farm or garden work	3	326	.....	326
	Bricklaying	1	22	.....	22

TABLE 4.—*Statistics of reform schools—Manual and industrial training—Branches taught—Continued.*

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
House of Refuge, boys' department, Glen Mills, Pa.—Continued.	Printing.....	1	61	.....	61
	Painting.....	1	25	.....	25
Pennsylvania Industrial Reformatory, Huntingdon, Pa.	Office work.....	.....	4	.....	4
	In industrial training.....	.....	734	.....	734
	Free-hand drawing.....	1	58	.....	58
	Mechanical drawing.....	1	58	.....	58
	Sewing.....	1	16	.....	16
	Cooking.....	4	21	.....	21
	Sloyd or knife work.....	2	58	.....	58
	Carpentry.....	3	15	.....	15
	Wood turning.....	1	13	.....	13
	Carving.....	1	4	.....	4
	Forging.....	1	7	.....	7
	Molding (metal).....	1	5	.....	5
	Machine-shop work.....	2	12	.....	12
	Farm or garden work.....	2	25	.....	25
	Bricklaying.....	2	40	.....	40
	Printing.....	1	9	.....	9
	Painting.....	4	56	.....	56
	In industrial training.....	.....	779	223	1,002
	Mechanical drawing.....	2	132	.....	132
	Knitting.....	1	.....	17	17
Pennsylvania Reform School, Morganza, Pa.	Sewing.....	2	.....	44	44
	Cooking and kitchen work.....	4	51	97	148
	Sloyd or knife work.....	1	50	.....	50
	Carpentry.....	1	9	.....	9
	Plumbing.....	2	7	.....	7
	Shoemaking.....	1	29	.....	29
	Forge and iron work.....	1	16	.....	16
	Tailoring.....	1	70	.....	70
	Barbering.....	.....	14	.....	14
	Laundering.....	2	.....	47	47
	Farm or garden work.....	.....	157	.....	157
	Bricklaying.....	1	31	.....	31
	Printing.....	1	34	.....	34
	Baking.....	1	13	.....	13
	Domestic work.....	10	113	.....	131
	In industrial training.....	.....	.....	134	134
	Sewing.....	.....	.....	134	134
	Cooking.....	.....	.....	134	134
	Dressmaking.....	.....	50	.....	50
	Home work.....	.....	.....	134	134
	Laundering.....	.....	.....	134	134
Oaklawn School, Howard, R. I.....	In industrial training.....	.....	.....	49	49
	Sewing.....	1	.....	49	49
	Cooking.....	1	.....	5	5
	Housework.....	.....	.....	20	20
	Farm or garden work.....	1	.....	2	2
Sockanosset School for Boys, Howard, R. I.	In industrial training.....	.....	182	.....	182
	Mechanical drawing.....	.....	12	.....	12
	Sewing.....	1	22	.....	22
	Cooking.....	2	12	.....	12
	Carpentry.....	1	12	.....	12
	Engineering.....	1	7	.....	7
	Forging.....	1	16	.....	16
	Machine-shop work.....	1	12	.....	12
	Farm or garden work.....	1	8	.....	8
	Bricklaying.....	1	12	.....	12
	Printing.....	1	11	.....	11
	Painting.....	1	4	.....	4
	In industrial training.....	.....	76	18	94
	Sewing.....	3	8	18	26
	Cooking.....	3	6	18	24
Hamilton County Industrial School and Farm, Jersey, Tenn.	Carpentry.....	1	3	.....	3
	Shoemaking.....	1	6	.....	6
	Harness making.....	1	6	.....	6
	Broom making.....	1	8	.....	8
	Housework.....	.....	.....	18	18
	Farm or garden work.....	3	56	.....	56
	Painting.....	1	3	.....	3
	Chair caning.....	1	8	.....	8
	Nursery work.....	2	12	.....	12
	In industrial training.....	.....	.....	30	30
Vermont Industrial School, Vergennes, Vt.	Sewing.....	1	.....	30	30
	Cooking.....	2	.....	30	30
	Printing.....	1	1	.....	1

TABLE 4.—*Statistics of reform schools—Manual and industrial training—Branches taught—Continued.*

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
Industrial Home for Girls, Industrial, W. Va.	In industrial training .....	.....	.....	40	40
	Sewing .....	.....	.....	40	40
	Cooking .....	.....	.....	40	40
Washington State Reform School, Chehalis, Wash.	In industrial training .....	.....	120	18	138
	Free-hand drawing	1	9	.....	9
	Mechanical drawing	1	9	.....	9
	Sewing	1	16	11	27
	Carpentry	1	9	.....	9
	Farm or garden work	1	18	.....	18
Wisconsin Industrial School for Boys, Waukesha, Wis.	In industrial training .....	.....	454	.....	454
	Free-hand drawing	1	226	.....	226
	Mechanical drawing	1	226	.....	226
	Clay modeling	1	116	.....	116
	Paper cutting and folding	1	116	.....	116
	Sewing	2	6	.....	6
	Cooking	1	19	.....	19
	Sloyd or knife work	1	116	.....	116
	Carpentry	1	10	.....	10
	Wood turning	2	87	.....	87
	Carving	1	116	.....	116
	Tailoring	1	34	.....	34
	Shoemaking	1	15	.....	15
	Engineering	3	7	.....	7
	Pattern making	1	15	.....	15
	Forging	1	75	.....	75
	Molding (metal)	1	15	.....	15
	Vise work	1	83	.....	83
	Machine-shop work	1	83	.....	83
	Farm or garden work	4	75	.....	75
	Painting	1	10	.....	10
	Laundering	1	16	.....	16
	Office work	1	3	.....	3
Industrial School for Girls, Milwaukee, Wis.	In industrial training .....	.....	.....	270	270
	Sewing	6	.....	270	270
	Cooking	5	.....	200	200

CHAPTER XLV.

SCHOOLS FOR THE DEFECTIVE CLASSES.

This chapter includes statistics of schools for the blind, schools for the deaf, and schools for the feeble-minded reporting to this Office for the year 1901-2.

Schools for the blind.—The total number of schools reporting was 39, with 487 instructors—163 males and 324 females—including 159 in music and 131 in industrial training. The total number of pupils was 4,315, the number of males being 2,363 and females 1,952. In the kindergartens there were 470 pupils; in vocal music, 2,076; in instrumental music, 2,242; and in industrial training, 2,948. There were 141 graduates. The total number of volumes in the libraries was 105,804. The value of scientific instruments was \$99,115, and the value of grounds and buildings \$7,118,125. The sum of \$77,877 was expended for buildings and improvements and \$1,072,512 for support.

Schools for the deaf.—There are represented in this report 121 schools for the deaf, with 1,315 instructors and 11,938 pupils. The 57 State institutions report 1,118 instructors—379 male and 739 female. There were 440 teachers of articulation, 42 in auricular perception, and 299 in the industrial departments. The total number of pupils reported was 10,624, the number of males being 5,862 and the females 4,762. The number taught by the manual method was 3,122, the number by the purely oral method 3,803, and the number by the combined system 4,597. There were 776 pupils in the kindergartens, and the schools reported 283 graduates. The libraries of these institutions contained 103,300 volumes; the value of scientific apparatus was \$17,860 and of grounds and buildings \$12,795,359. The sum of \$467,124 was expended for buildings and improvements and \$2,189,677 for salaries and support.

The 49 public day schools for the deaf had 122 instructors—9 males and 113 females—94 in articulation, 40 in aural development, and 47 in industrial training. Of the 835 pupils, 457 were boys and 378 girls. The number taught by the manual method was 9, by the purely oral method 710, and by the combined system 116. There were 77 pupils in the kindergartens. As many of these schools are departments of regular city systems, the cost of maintenance could not be accurately ascertained.

The 15 private institutions for the deaf had 75 teachers—16 males and 59 females—54 being teachers of articulation, 14 of aural development, and 26 in industrial training. There were 479 pupils—202 males and 277 females. The number taught by the manual method was 59, by the purely oral method 165, and by the combined system 222. There were 82 pupils in the kindergartens (22 graduates).

Schools for the feeble-minded.—There were 20 State schools reporting, with 277 teachers—61 males and 216 females—139 being in industrial training. There are 801 assistants caring for inmates. The State schools had 12,079 pupils—6,433 males and 5,646 females—983 being in the kindergartens. These institutions had buildings and grounds valued at \$7,321,893. The sum of \$653,147 was expended for buildings and improvements and \$1,657,466 for support.

There were 12 private schools for the feeble-minded, with 62 teachers and 495 pupils—298 boys and 197 girls.

TABLE 1.—*Summary of statistics of schools for the blind, 1901-2.*

State or Territory.	Number of institutions.	Instructors.				
		Male.	Female.	Total.	Music.	Industrial.
1	2	3	4	5	6	7
United States	39	163	324	487	159	131
North Atlantic Division	5	33	86	119	43	27
South Atlantic Division	8	37	51	88	32	25
South Central Division	9	31	62	93	28	27
North Central Division	11	47	107	154	45	32
Western Division	6	15	18	33	11	10
North Atlantic Division:						
Maine						
New Hampshire						
Vermont						
Massachusetts	1	15	40	55	20	10
Rhode Island						
Connecticut						
New York	2	10	28	38	10	7
New Jersey						
Pennsylvania	2	8	18	26	13	10
South Atlantic Division:						
Delaware						
Maryland	2	13	9	22	5	8
District of Columbia						
Virginia	1	4	5	9	2	2
West Virginia	1	2	7	9	3	2
North Carolina	1	12	18	30	9	9
South Carolina	1	2	4	6	3	2
Georgia	1	4	7	11	3	3
Florida	1		1	1	7	9
South Central Division:						
Kentucky	1	3	6	9	2	3
Tennessee	1	2	15	17	5	5
Alabama	1	5	6	11	4	3
Mississippi	1	2	6	8	3	2
Louisiana	1	3	5	8	2	4
Texas	2	10	13	23	8	4
Arkansas	1	6	8	14	3	4
Oklahoma						
Indian Territory	1	0	3	3	1	2
North Central Division:						
Ohio	1	9	14	23	9	4
Indiana	1	3	17	20	4	2
Illinois	1	8	16	24	5	5
Michigan	1	4	8	12	3	4
Wisconsin	1	3	12	15	4	5
Minnesota	1	4	7	11	4	2
Iowa	1	5	7	12	4	3
Missouri	1	3	10	13	3	3
North Dakota						
South Dakota	1	1	2	3	2	0
Nebraska	1	4	5	9	3	2
Kansas	1	3	9	12	4	2
Western Division:						
Montana	1	1	1	2	1	1
Wyoming						
Colorado	1	4	5	9	3	2
New Mexico						
Arizona						
Utah	1	4	4	8	2	4
Nevada						
Idaho						
Washington	1	2	3	5	2	2
Oregon	1	2	2	4	1	1
California	1	2	3	5	2	

TABLE 2.—Summary of statistics of schools for the blind, 1901-2.

State or Territory.	Pupils.							
	Male.	Female.	Total.	Vocal music.	Instrumental music.	Kindergarten.	Graduates 1901-2.	Industrial department.
1	2	3	4	5	6	7	8	9
United States	2,363	1,952	4,315	2,076	2,242	470	141	2,948
North Atlantic Division	495	410	905	306	409	165	42	657
South Atlantic Division	349	300	649	471	434	47	13	512
South Central Division	562	484	1,046	654	474	71	18	613
North Central Division	843	676	1,519	610	841	187	64	1,052
Western Division	114	82	196	35	84	0	4	114
North Atlantic Division:								
Maine								
New Hampshire								
Vermont								
Massachusetts	128	122	250	27	104	91	2	172
Rhode Island								
Connecticut								
New York	198	143	341	174	139	47	6	240
New Jersey								
Pennsylvania	169	145	314	105	166	27	34	245
South Atlantic Division:								
Delaware								
Maryland	70	61	131	100	89	12	6	93
District of Columbia								
Virginia	40	37	77	62	68	0	2	77
West Virginia	27	25	52	52	40	0	1	43
North Carolina	115	109	224	156	138	35	2	197
South Carolina	30	21	51	51	50		2	51
Georgia	61	43	104	50	50			42
Florida	6	4	10	0	7	0	0	9
South Central Division:								
Kentucky	71	72	143	143	55			80
Tennessee	92	115	207	175	131	0	8	177
Alabama	51	34	85	85	70	0	0	77
Mississippi	27	20	47	4	28		2	35
Louisiana	20	18	38	16	29	16		26
Texas	194	122	316	59	73	18	4	80
Arkansas	101	97	198	160	78	29	4	128
Oklahoma								
Indian Territory	6	6	12	12	10	8	0	10
North Central Division:								
Ohio	203	134	337	29	208	43	9	209
Indiana	75	83	158	68	71		9	114
Illinois	150	99	249	112	109	42	7	125
Michigan	64	65	129	28	66	25	5	104
Wisconsin	50	44	94	58	21	10	9	30
Minnesota	52	33	85	55	57	25	3	82
Iowa	95	71	166	95	106	20	11	153
Missouri	61	53	114	12	69	22	3	84
North Dakota								
South Dakota	16	8	24	8	23	0	0	0
Nebraska	31	31	62	44	37	0	2	62
Kansas								
Western Division:								
Montana	7	6	13		13		1	7
Wyoming								
Colorado	32	25	57	0	32		1	55
New Mexico								
Arizona								
Utah	7	6	13	5	12	0	0	13
Nevada								
Idaho								
Washington	9	9	18	18	10	0	1	12
Oregon	17	15	32	12	17			27
California	42	21	63				1	

TABLE 3.—*Summary of statistics of schools for the blind, 1901-2.*

State or Territory.	Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Expendi- tures for grounds and buildings.	Expendi- tures for salaries and other expenses.
1	2	3	4	5	6
United States.....	105,804	\$99,115	\$7,118,125	\$77,877	\$1,072,521
North Atlantic Division.....	41,837	23,807	2,003,419	27,371	315,726
South Atlantic Division.....	12,456	19,850	961,500	19,810	190,116
South Central Division.....	12,225	26,000	933,000	1,600	149,062
North Central Division.....	34,730	24,158	2,127,206	27,830	345,432
Western Division.....	4,556	5,350	1,093,000	1,266	72,185
North Atlantic Division:					
Maine.....					
New Hampshire.....					
Vermont.....					
Massachusetts.....	17,443		568,092	11,101	128,662
Rhode Island.....					
Connecticut.....					
New York.....	11,753	12,307	619,477	4,465	97,276
New Jersey.....					
Pennsylvania.....	12,641	11,500	815,850	11,805	89,788
South Atlantic Division:					
Delaware.....					
Maryland.....	3,106	7,000	426,500		48,565
District of Columbia.....					
Virginia.....	1,850	1,000	65,660		15,000
West Virginia.....	500	2,500	150,000	5,000	42,560
North Carolina.....	4,500	5,000	200,000	10,000	55,000
South Carolina.....					
Georgia.....	3,000	4,000	100,000		18,000
Florida.....		350	20,000	4,810	11,051
South Central Division:					
Kentucky.....		1,500	125,000		29,180
Tennessee.....	3,150	5,000	238,000		
Alabama.....	1,821	1,000	65,000	0	18,600
Mississippi.....	875	3,000	50,000	500	5,000
Louisiana.....	779		40,000		10,000
Texas.....	4,150	12,500	115,000	1,100	71,937
Arkansas.....	1,300	3,000	300,000		13,945
Oklahoma.....					
Indian Territory.....	150				1,000
North Central Division:					
Ohio.....	4,000		500,000		72,118
Indiana.....	1,800	2,501	521,381	2,497	29,745
Illinois.....	8,450	1,000	267,925	2,784	58,872
Michigan.....	3,300	7,707	114,550	10,000	30,700
Wisconsin.....	4,800		225,000		34,000
Minnesota.....	2,440	6,750	60,000	800	22,000
Iowa.....	5,840	3,000	100,000		27,084
Missouri.....	1,200	500	100,000		29,500
North Dakota.....					
South Dakota.....	200	1,000	20,000	11,500	3,100
Nebraska.....	1,400	1,200	100,000	219	18,080
Kansas.....	1,300	500	118,350		20,233
Western Division:					
Montana.....	175	550	100,000		
Wyoming.....					
Colorado.....	650	1,200	225,000		13,762
New Mexico.....					
Arizona.....					
Utah.....	197	1,000	210,000	866	21,698
Nevada.....					
Idaho.....					
Washington.....	220				
Oregon.....	414	600	15,000	400	7,000
California.....	2,900	2,000	543,000		27,325

TABLE 4.—Statistics of State institutions for the education of the blind, 1901-2.

Post-office.	Name.	Executive officer.	Instructors.				Pupils.								Annual cost per capita.	Value of scientific apparatus.	Value of grounds and build- ings.	Expendi- tures.			
			Male.	Female.	Total.	Music.	Industrial department.	Male.	Female.	Total.	Vocal music.	Instrumental music.	Kindergarten.	Graduates in 1901-2.				Industrial department.	Buildings and im- provements.	For support.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1 Talladega, Ala.....	Alabama School for the Blind.	J. H. Johnson.....	5	6	11	4	3	51	34	85	85	70	0	0	77	1,821	\$230	\$1,000	\$65,000	0	\$18,000
2 Little Rock, Ark.....	Arkansas School for the Blind.	O. C. Gray.....	6	8	14	3	4	101	97	198	160	78	29	4	128	1,300	102	3,000	300,000	.....	13,945
3 Berkeley, Cal.....	California Institution for the Education of the Deaf and the Blind.	Warren Wilkinson...	2	3	5	2	.....	42	21	63	.....	.....	.....	1	.....	2,300	275	2,000	543,000	.....	27,325
4 Colorado Springs, Colo.	Colorado School for the Deaf and Blind.	W. K. Argo.....	4	5	9	3	2	32	25	57	0	32	...	1	55	650	250	1,200	225,000	.....	13,762
5 St. Augustine, Fla.....	Florida Institute for the Deaf and Blind.	Wm. B. Hare.....	1	1	2	.....	.....	.....	6	4	10	0	7	0	9	.....	200	350	20,000	\$4,810	11,051
6 Macon, Ga.....	Georgia Academy for the Deaf and Blind.	T. U. Conner.....	4	7	11	3	3	61	43	104	50	50	.....	.....	42	3,000	.....	4,000	100,000	.....	18,000
7 Jacksonville, Ill.....	Institution for the Education of the Blind.	Joseph H. Freeman...	8	16	24	5	5	150	99	249	112	109	42	7	125	8,450	235	1,000	267,925	2,784	58,872
8 Indianapolis, Ind.....	Indiana Institution for the Education of the Blind.	Geo. S. Wilson.....	3	17	20	4	2	75	83	158	68	71	...	9	114	1,800	204	2,501	521,381	2,497	29,745
9 Fort Gibson, Ind. T.....	International School for the Blind.	Mrs. Lura A. Lowrey..	0	3	3	1	2	6	6	12	12	10	8	0	10	150	.....	.....	.....	.....	1,000
10 Vinton, Iowa.....	Iowa College for the Blind.	T. F. McMe...	5	7	12	4	3	95	71	166	95	106	20	11	153	5,850	163	3,000	100,000	.....	27,084
11 Kansas City, Kans.....	Kansas School for the Blind.*	L. Williams.....	3	9	12	4	2	46	55	101	101	74	...	6	89	1,300	200	500	118,350	.....	20,233
12 Louisville, Ky.....	Kentucky Institution for the Education of the Blind.	Benjamin B. Huntton	3	6	9	2	3	71	72	143	143	55	...	...	80	.....	.....	1,500	125,000	.....	23,180
13 Baton Rouge, La.....	Louisiana Institution for the Blind. ^a	Alvan E. Read.....	3	5	8	2	4	20	18	38	16	29	16	...	26	779	.....	.....	40,000	.....	10,000

* Statistics of 1900-1901.

^a Statistics of 1899-1900.

TABLE 4.—Statistics of State institutions for the education of the blind, 1901-2—Continued.

Post-office.	Name.	Executive officer.	Instructors.						Pupils.								Volumes in library.	Annual cost per capita.	Value of scientific apparatus.			Value of grounds and build- ings.	Buildings and im- provements.		Expendi- tures.
			Male.	Female.	Total.	Music.	Industrial department.	Male.	Female.	Total.	Vocal music.	Instrumental music.	Kindergarten.	Graduates in 1901-2.	Industrial department.	17			18	19	20		21	22	
14	Baltimore, Md	Frederick D. Morris- son.	7	7	14	4	4	51	56	107	76	58	12	6	69	2,626	\$300	\$6,000	\$391,500	.....	\$86,565	.....	\$36,565
15	do	do	6	2	8	1	4	19	5	24	24	21	.....	.....	24	480	170	1,000	35,000	.....	12,000	.....	12,000
16	South Boston, Mass.	M. Anagnos	15	40	55	20	10	128	122	250	27	104	91	2	172	17,443	300	.....	568,092	\$11,101	128,662	.....	128,662
17	Lansing, Mich	Warren C. Hull	4	8	12	3	4	64	65	129	28	66	25	5	104	3,300	237	7,707	114,550	10,000	30,700	.....	30,700	
18	Fairbault, Minn	James J. Dow	4	7	11	4	2	52	33	85	55	57	25	3	82	2,440	270	6,750	60,000	800	22,000	.....	22,000	
19	Jackson, Miss	W. S. Sims	2	6	8	3	2	27	20	47	4	28	.....	2	35	875	.....	3,000	50,000	500	5,000	.....	5,000
20	St. Louis, Mo	S. M. Green	3	10	13	3	3	61	53	114	12	69	22	3	84	1,200	228	.....	500	100,000	.....	23,500	
21	Boulder, Mont	Thos. S. McAloney	1	1	2	1	1	7	6	13	.....	13	.....	1	7	175	.....	550	100,000	.....	.....	.....	.....
22	Nebraska City, Nebr.	J. T. Morey	4	5	9	3	2	31	31	62	44	37	0	2	62	1,400	292	1,200	100,000	249	18,080	.....	18,080	
23	Batavia, N. Y	Olin H. Burritt	4	12	16	5	2	77	58	135	84	62	20	6	67	6,027	283	6,122	383,340	4,465	38,269	.....	38,269	
24	New York, N. Y	William B. Wait	6	16	22	5	5	121	85	206	90	77	27	.....	173	5,726	302	6,185	236,137	.....	59,007	.....	59,007
25	Raleigh, N. C	John E. Ray, A. M.	12	18	30	9	9	115	109	224	156	138	35	2	197	4,500	200	5,000	200,000	10,000	55,000	.....	55,000	
26	Columbus, Ohio	G. L. Smead	9	14	23	9	4	203	134	337	29	208	43	9	209	4,000	214	.....	500,000	.....	72,118	.....	72,118

* Statistics of 1900-1901.

27	Salem, Oreg.....	Oregon School for Blind..	G. W. Jones.....	2	21	4	1	1	17	15	32	12	17	.....	27	414	223	600	15,000	400	7,000
28	Philadelphia, Pa.....	Pennsylvania Institution for the Instruction of the Blind.	Edward E. Allen.....	4	11	15	9	7	109	104	213	17	106	27	34	151	363	2,000	525,850	11,306	69,045
29	Pittsburg, Pa.....	Western Pennsylvania Institution for the Blind.	H. B. Jacobs.....	4	7	11	4	3	60	41	101	88	60	.....	91	600	240	9,500	230,000	499	20,743
30	Cedar Springs, S. C.....	South Carolina Institu- tion for the Education of the Deaf and Blind.	Newton F. Walker.....	2	4	6	3	2	30	21	51	51	50	.....	2	51	.....	.....	.....	.....	.....
31	Gary, S. Dak.....	South Dakota School for the Blind.	Dora Donald.....	1	2	3	2	0	16	8	24	8	23	0	0	200	130	1,000	20,000	11,500	3,100
32	Nashville, Tenn.....	Tennessee School for the Blind.	J. V. Armstrong.....	2	15	17	5	5	92	115	207	175	131	0	8	177	175	5,000	238,000	.....	.....
33	Austin, Tex.....	Institution for the Blind..	H. L. Piner.....	9	11	20	7	4	178	103	281	50	60	18	3	80	4,000	250	12,500	100,000	.....
34	do.....	Deaf, Dumb, and Blind Asylum for Colored Youths.	S. J. Jenkins.....	1	2	3	1	.....	16	19	35	9	13	.....	1	.....	203	.....	15,000	1,100	7,305
35	Ogden, Utah.....	Utah School for the Blind.	Frank M. Driggs.....	4	4	8	2	4	7	6	13	5	12	0	0	13	340	1,000	210,000	865	24,098
36	Staunton, Va.....	Virginia School for Deaf and Blind.	Wm. A. Bowles.....	4	5	9	2	2	40	37	77	62	68	0	2	77	1,350	1,000	65,000	.....	15,000
37	Vancouver, Wash.....	Washington School for Defective Youth.	James Watson.....	2	3	5	2	2	9	9	18	18	10	0	1	12	220	.....	.....	.....	.....
38	Romney, W. Va.....	West Virginia Schools for Deaf and Blind.	James T. Rueker.....	2	7	9	3	2	27	25	52	52	40	0	1	43	500	194	2,500	150,000	5,000
39	Janesville, Wis.....	Wisconsin School for the Blind.	A. J. Hutton.....	3	12	15	4	5	50	44	94	58	21	10	9	30	4,800	223	225,000	.....	34,000

TABLE 5.—*Summary of statistics of State institutions for the deaf, 1901-2.*

State or Territory.	Number of institutions.	Instructors.					
		Male.	Female.	Total.	Articulation.	Auricular perception.	Industrial department.
1	2	3	4	5	6	7	8
United States.....	57	379	739	1,118	440	42	299
North Atlantic Division.....	19	87	324	411	221	25	110
South Atlantic Division.....	10	74	75	149	47	12	45
South Central Division.....	9	62	91	153	44	2	37
North Central Division.....	12	120	219	339	110	3	78
Western Division.....	7	36	30	66	18	0	29
North Atlantic Division:							
Maine.....	1	1	12	13	9	0	5
New Hampshire.....							
Vermont.....							
Massachusetts.....	2	1	25	26	18		3
Rhode Island.....	1	1	9	10			2
Connecticut.....	2	5	19	24	13	0	6
New York.....	8	48	166	214	99	5	67
New Jersey.....	1	5	13	18	8	8	6
Pennsylvania.....	4	26	80	106	74	12	21
South Atlantic Division:							
Delaware.....							
Maryland.....	2	12	12	24	5	2	9
District of Columbia.....	1	20	9	29	16	6	3
Virginia.....	1	7	10	17	2		6
West Virginia.....	1	12	9	21	2		7
North Carolina.....	2	11	19	30	14	0	10
South Carolina.....	1	6	6	12	3		3
Georgia.....	1	3	5	8	4	4	3
Florida.....	1	3	5	8	1	0	4
South Central Division:							
Kentucky.....	1	14	19	33	10	1	7
Tennessee.....	1	5	10	15	3		3
Alabama.....	1	7	8	15	4	0	4
Mississippi.....	1	7	8	15	3	1	5
Louisiana.....	1	5	7	12	4	0	3
Texas.....	2	16	20	36	16	0	9
Arkansas.....	1	8	16	24	4	0	6
Oklahoma.....	1	0	3	3			
Indian Territory.....							
North Central Division:							
Ohio.....	1	10	29	39	18	0	9
Indiana.....	1	13	20	33	12		4
Illinois.....	1	11	44	55	30	0	8
Michigan.....	1	13	34	47	2	1	9
Wisconsin.....	1	11	12	23	14		4
Minnesota.....	1	12	15	27	6	0	8
Iowa.....	1	12	14	26	7		7
Missouri.....	1	19	19	38	7		10
North Dakota.....	1	4	4	8	2		3
South Dakota.....	1	2	3	5	1	0	2
Nebraska.....	1	7	12	19	6	2	7
Kansas.....	1	6	13	19	5	0	7
Western Division:							
Montana.....	1	5	2	7	1		4
Wyoming.....							
Colorado.....	1	7	10	17	7	0	6
New Mexico.....	1						
Arizona.....							
Utah.....	1	9	6	15	5	0	8
Nevada.....							
Idaho.....							
Washington.....	1	3	2	5	1	0	6
Oregon.....	1	4	5	9	2	0	3
California.....	1	8	5	13	2	0	2

TABLE 6.—*Summary of State institutions for the deaf, 1901-2.*

State or Territory.	Pupils.							
	Male.	Fe- male.	Total.	Taught by com- bined system.	Taught by purely oral method	Taught by manual method	Kin- der- garten.	Gradu- ates in 1901-2.
1	2	3	4	5	6	7	8	9
United States	5,862	4,762	10,624	4,597	3,803	3,122	776	283
North Atlantic Division	1,806	1,535	3,341	1,046	2,063	343	500	129
South Atlantic Division	774	625	1,399	715	228	512	19	59
South Central Division	986	791	1,777	1,043	234	500	55	9
North Central Division	1,998	1,577	3,575	1,451	1,194	1,661	202	78
Western Division	298	234	532	342	84	106	0	8
North Atlantic Division:								
Maine	61	39	100	92	0	8	9	0
New Hampshire								
Massachusetts	88	85	173	27	146	0	0	3
Vermont	34	30	64		64		13	
Rhode Island	133	81	214	139	36	38	7	9
Connecticut	947	808	1,755	689	970	208	446	58
New York	73	62	135	99	36	0	25	14
New Jersey	470	430	900	0	811	89	0	50
Pennsylvania								
South Atlantic Division:								
Delaware	84	62	146	63	54	29	19	3
Maryland	113	55	168	163				37
District of Columbia	84	76	160	131	25			2
Virginia	89	78	167		23	144		6
West Virginia	194	169	363	94	126	237	0	5
North Carolina	67	55	122			92		6
South Carolina	115	101	216	216				
Georgia	28	29	57	48	0	10	0	0
Florida								
South Central Division:								
Kentucky	203	163	366	225	141	100	0	7
Tennessee	133	118	251	60	40	151		
Alabama	97	55	152	152			0	
Mississippi	66	67	133	86	47	0	44	
Louisiana	69	65	134	0	60	74		
Texas	263	185	448	448	0	0		0
Arkansas	127	104	231	10	46	175	11	2
Oklahoma	28	34	62	62	0			
Indian Territory								
North Central Division:								
Ohio	324	278	602		286	316	70	6
Indiana	177	146	323	171	104		48	8
Illinois	334	224	558	0	398	160	45	6
Michigan	229	199	428	428	0	163	0	16
Wisconsin	128	86	214	23	108	83	0	
Minnesota	149	119	268	62		206	29	4
Iowa	152	125	277		107	170		14
Missouri	212	129	341	341	80	261		6
North Dakota	32	26	58	45	13		0	3
South Dakota	26	28	54	54	0	0		3
Nebraska	103	74	177	52	25	100		6
Kansas	132	143	275	275	73	202	10	6
Western Division:								
Montana	15	14	29	21	8			1
Wyoming								
Colorado	69	44	113	0	58	55	0	2
New Mexico								
Arizona								
Utah	41	29	70	70	0	0	0	4
Nevada								
Idaho								
Washington	42	49	91	91	0	0	0	1
Oregon	37	33	70	52	18	0		
California	94	65	159	108	0	51		0

TABLE 7.—*Summary of statistics of State institutions for the deaf, 1901-2.*

State or Territory.	Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.	
				For grounds and buildings.	For salaries and other expenses.
1	2	3	4	5	6
United States.....	103,300	\$17,860	\$12,795,359	\$467,124	\$2,189,677
North Atlantic Division.....	35,861	8,680	4,425,239	210,122	863,241
South Atlantic Division.....	13,573	5,830	1,738,000	62,486	296,719
South Central Division.....	6,900	1,000	1,515,000	133,650	292,540
North Central Division.....	41,726	1,350	4,049,120	56,660	612,795
Western Division.....	5,240	1,000	1,068,000	4,266	124,382
North Atlantic Division:					
Maine.....	600		40,000	2,000	15,500
New Hampshire.....					
Vermont.....					
Massachusetts.....	2,500		165,000		52,945
Rhode Island.....	175		90,000		20,000
Connecticut.....			308,000	10,900	53,100
New York.....	22,343	7,750	2,058,355	15,815	462,409
New Jersey.....	2,800	100	125,000	3,000	34,000
Pennsylvania.....	7,443	830	1,638,884	178,407	225,287
South Atlantic Division:					
Delaware.....					
Maryland.....	4,173	780	290,000	676	36,914
District of Columbia.....	4,550	5,000	700,000	3,000	73,905
Virginia.....	600	50	135,000	20,000	25,000
West Virginia.....	500		150,000	5,000	42,500
North Carolina.....	1,700		266,000	9,000	57,500
South Carolina.....	1,000		90,000	20,000	22,461
Georgia.....	1,000		87,000		27,388
Florida.....	50		20,000	4,810	11,051
South Central Division:					
Kentucky.....	2,300	1,000	150,000	0	60,411
Tennessee.....	1,000		200,000	1,500	36,800
Alabama.....	500		125,000		
Mississippi.....			75,000		32,550
Louisiana.....	300		300,000		24,868
Texas.....	2,800		415,000	52,150	95,985
Arkansas.....			250,000	80,000	41,926
Oklahoma.....					
Indian Territory.....					
North Central Division:					
Ohio.....	3,000		650,000	10,000	100,000
Indiana.....	3,264		493,458	5,914	68,516
Illinois.....	14,500	500	688,000	7,999	116,427
Michigan.....	4,012	500	511,037	11,758	83,422
Wisconsin.....	3,000		120,000	0	40,000
Minnesota.....	2,500		271,625	1,036	52,717
Iowa.....	3,500	350	500,000		
Missouri.....	2,600		275,000	10,728	79,062
North Dakota.....	400		50,000	4,605	16,268
South Dakota.....	350		40,000		
Nebraska.....	1,500		200,000	2,500	35,383
Kansas.....	3,000		250,000	2,000	21,000
Western Division:					
Montana.....	250		55,000		
Wyoming.....					
Colorado.....	650	500	225,000		27,284
New Mexico.....	250		6,000		
Arizona.....					
Utah.....	1,340		210,000	866	24,098
Nevada.....					
Idaho.....					
Washington.....					
Oregon.....	150		30,000	3,400	14,000
California.....	2,600	500	542,000		59,000

TABLE 8.—Summary of statistics of public and private day schools for the deaf, 1901-2.

PUBLIC DAY SCHOOLS.

State.	Number of institutions.	Instructors.						Pupils.								Expenditures for support.	
		Male.	Female.	Total.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.	Graduates in 1901-2.	Number of schools reporting.	Amount.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Total	49	9	113	122	94	40	47	457	378	835	116	710	9	77	14	28	\$71,032
California	3	1	5	6	2	2	2	25	20	45	0	45	0	14	....	0	.....
Illinois	14	2	23	25	23	18	23	119	72	191	55	136	....	3	....	3	11,806
Indiana	1	1	1	2	1	0	0	7	9	16	16	....	....	5	....	0	.....
Massachusetts ..	1	....	16	16	14	0	2	69	66	135	0	135	0	....	12	1	26,296
Michigan	7	2	16	18	14	11	7	49	50	99	0	99	0	21	0	6	5,948
Missouri	1	1	4	5	1	0	0	28	9	37	35	0	2	0	1	0	.....
Ohio	5	1	15	16	12	2	1	63	51	114	9	98	7	19	0	5	15,080
Wisconsin	17	1	33	34	27	7	12	97	101	198	1	197	0	15	1	13	21,902

PRIVATE INSTITUTIONS.

Total	15	16	59	75	51	14	26	202	277	479	222	165	27	82	22	.....	.....
California	1	0	3	3	1	0	1	14	19	33	33	....	....	....	....	....	....
Illinois	2	0	12	12	10	6	4	22	63	85	31	....	....	30	....	....	....
Iowa	1	1	0	1	0	0	0	5	10	15	....	....	15	....	....	....	....
Louisiana	1	2	4	6	2	2	5	22	12	34	23	2	9	16	....	....	....
Maryland	2	2	6	8	5	....	1	29	36	65	30	35	....	....	5	....	....
Massachusetts ..	2	0	10	10	10	....	....	20	32	52	0	52	0	20	3	....	....
Michigan	1	4	3	7	3	....	3	12	18	30	30	....	....	8	4	....	....
Missouri	2	0	7	7	5	0	4	16	33	49	37	4	3	0	0	....	....
New York	1	3	6	9	9	6	0	15	12	27	0	27	0	....	....	....	....
Ohio	1	....	3	3	3	....	3	10	6	16	12	4	....	....	....	....	....
Wisconsin	1	4	5	9	3	0	5	37	36	73	26	41	0	8	10	....	....

TABLE 9.—Statistics of State institutions for the deaf, 1901-2.

Post-office.	Name.	Executive officer.	Instructors.						Pupils.							Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.		Expenditures.			
			Male.	Female.	Total.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.			Graduates, 1901-2.	18	19	20	21	22	23
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1 Talladega, Ala.....	Alabama School for the Deaf.	J. H. Johnson.....	7	8	15	4	0	4	97	55	152	152	.....	.....	0	.....	500	\$230	\$125,000	.....	.....	.....
2 Little Rock, Ark.....	Arkansas Deaf Mute Institute.	Frank B. Yates.....	8	16	24	4	0	6	127	104	231	10	46	175	11	2	.....	70	250,000	\$80,000	\$41,926	.....
3 Berkeley, Cal.....	Institution for the Deaf and Blind.	Warring Wilkinson...	8	5	13	2	0	2	94	65	159	108	0	51	.....	6	2,600	275	\$500	542,000	.....	59,000
4 Colorado Springs, Colo.	Colorado School for Deaf and Blind.	William K. Argo.....	7	10	17	7	0	6	69	44	113	0	58	55	0	2	650	.....	500	225,000	.....	27,284
5 Hartford, Conn.....	The American School at Hartford for the Deaf.	Job Williams.....	5	13	18	8	0	5	121	56	177	139	.....	38	0	9	.....	300	0	300,000	10,900	\$53,100
6 Mystic, Conn.....	Mystic Oral School for the Deaf.	Alice H. Damon.....	0	6	6	5	0	1	12	25	37	0	36	0	7	0	.....	225	0	8,000	.....	.....
7 Washington, D. C....	Columbia Institution for the Deaf and Dumb.	Edward Miner Gallaudet, Ph. D., LL. D.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,550	5,000	700,000	3,000	73,905	.....
8 St. Augustine, Fla...	Gallaudet College.....	James Denison, M. A.	15	5	20	13	4	.....	76	37	113	108	.....	.....	27	.....	.....	.....	.....	.....	.....	.....
9 Cave Spring, Ga.....	Kendall School for the Deaf.	Wm. B. Hare.....	3	5	8	1	0	4	28	29	57	48	0	10	0	0	50	204	.....	20,000	4,810	11,051
10 Jacksonville, Ill.....	The Florida Institute for the Deaf and the Blind.	Wesley O. Corner.....	3	5	8	4	4	3	115	101	216	216	.....	92	.....	1,000	.....	.....	87,000	.....	27,388	.....
	Illinois Institution for the Education of the Deaf and Dumb.	Joseph C. Gordon, M. A., Ph. D.	11	41	55	30	0	8	334	224	538	0	398	160	45	614	500	222	500	688,000	7,999	116,427	
11 Indianapolis, Ind....	Indiana Institution for the Education of the Deaf.	Richard Otto Johnson.	13	20	33	12	.....	4	177	146	323	171	104	.....	48	8	3,364	232	.....	493,458	5,914	68,516
12 Council Bluffs, Iowa	Iowa School for the Deaf.	Henry W. Rotherth.....	12	14	26	7	.....	7	152	125	277	.....	107	170	.....	14	3,500	180	350	500,000	.....	.....
13 Olathe, Kans.....	The Kansas School for the Deaf.	H. C. Hammond.....	6	13	19	5	0	7	132	143	275	275	73	202	10	6	3,000	250,000	2,000	21,000

14	Danville, Ky.....	Kentucky Institution for the Education of Deaf Mutes.....	Augustus Rogers.....	14	19	33	10	1	7	203	163	366	225	141	100	0	7	2,300	178	1,000	150,000	0	60,411
15	Baton Rouge, La....	Louisiana Institution for the Deaf.....	John Jastremski.....	5	7	12	4	0	3	69	65	134	0	60	74	.....	.....	300	.....	.....	300,000	.....	24,808
16	Portland, Me.....	Maine School for Deaf.....	Elizabeth R. Taylor ..	1	12	13	9	0	5	61	39	100	92	0	8	.....	0	600	.....	.....	40,000	2,000	15,500
17	Baltimore, Md.....	Maryland School for Colored Blind and Deaf.....	F. D. Morrison.....	6	3	9	2	2	4	24	20	44	44	.....	8	.....	.....	100	170	.....	35,000	.....	12,000
18	Frederick City, Md.	Maryland School for the Deaf and Dumb.....	Charles W. Ely, A. M..	6	9	15	3	0	5	60	42	102	19	54	29	11	3	4,073	244	780	255,000	676	24,914
19	Beverly, Mass.....	New England Industrial School for Deaf Mutes, The Clarke School for the Deaf.....	Nellie H. Sweet.....	.....	3	3	1	.....	.....	11	16	27	27	.....	.....	.....	3	.....	.....	15,000	.....	4,500	
20	Northampton, Mass.	The Clarke School for the Deaf.....	Caroline A. Yale.....	1	22	23	17	...	3	77	69	146	0	146	0	0	0	2,500	300	.....	150,000	.....	48,445
21	Flint, Mich.....	Michigan School for the Deaf.....	Francis D. Clarke.....	13	34	47	2	1	9	229	199	428	428	0	163	0	16	4,012	199	500	511,037	11,758	83,422
22	Faribault, Minn.....	Minnesota School for the Deaf.....	James N. Tate.....	12	15	27	6	0	8	149	119	208	62	.....	206	29	4	2,500	205	.....	271,625	1,096	52,717
23	Jackson, Miss.....	Institution for the Education of the Deaf and Dumb.*	J. R. Dobyns.....	7	8	15	3	1	5	66	67	133	86	47	0	44	.....	.....	.....	75,000	.....	32,550	
24	Fulton, Mo.....	Missouri School for the Deaf.....	Noble B. McKee.....	19	19	28	7	...	10	212	129	341	341	80	261	.....	6	2,600	214	.....	275,000	10,728	79,062
25	Boulder, Mont.....	Montana School for Deaf and Blind.*	Thos. S. McAloney.....	5	2	7	1	.....	4	15	14	29	21	8	.....	.....	1	250	300	.....	55,000	.....	.....
26	Omaha, Nebr.....	The Nebraska Institute for the Deaf and Dumb.....	R. E. Stewart.....	7	12	19	6	2	7	103	74	177	52	25	100	.....	6	1,500	117	.....	200,000	2,500	35,383
27	Trenton, N. J.....	New Jersey School for the Deaf.....	John P. Walker.....	5	13	18	8	8	6	73	62	135	99	36	0	25	14	2,800	274	100	125,000	3,000	34,000
28	Santa Fe, N. Mex....	New Mexico Asylum for the Deaf and Dumb.....	Lars M. Larson.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	250	.....	.....	6,000	.....	.....
29	Albany, N. Y.....	Albany Home School for Oral Instruction of the Deaf.*	Miss Mary McGuire ..	7	7	.....	.....	.....	.....	20	14	34	33	32	1	.....	.....	70	.....	.....	.....	.....	9,043
30	Buffalo, N. Y.....	Le Contoux St. Mary's Institution for the Improved Instruction of Deaf Mutes	Sister Mary Anne Burke.....	2	20	22	13	2	6	103	82	185	176	6	.....	44	27	830	282	.....	234,000	2,341	41,094
31	Fordham, N. Y.....	St. Joseph's Institute for the Improved Instruction of Deaf Mutes.	Ellen E. Clark.....	7	45	52	34	0	16	210	200	410	0	410	0	78	13	2,050	280	.....	810,000	6,696	111,218
32	Malone, N. Y.....	Northern New York Institution for Deaf Mutes.*	Edward C. Rider.....	3	12	15	.....	.....	4	42	36	78	.....	.....	.....	31	0	749	315	250	92,000	.....	24,338
33	New York (904 Lexington ave.), N. Y.	Institution for the Improved Instruction of Deaf Mutes.	Elbert A. Gruver.....	7	22	29	22	1	7	112	118	230	0	230	0	32	0	1,200	309	.....	201,355	6,186	63,686
34	New York (station N), N. Y.	New York Institution for the Instruction of the Deaf and Dumb.	Enoch Henry Currier, M. A.	16	27	43	25	2	14	236	186	482	427	85	.....	174	11	8,253	304	5,000	337,500	6,705	116,908
35	Rochester, N. Y....	Western New York Institution for Deaf Mutes.	Z. F. Westervelt, J. L. D.	5	22	27	4	...	13	100	107	207	0	207	207	87	2	8,600	311	2,500	218,500	387	57,301
36	Rome, N. Y.....	Central New York Institution for Deaf Mutes.*	Edward Beverly Nelson, M. A.	8	11	19	1	...	7	64	65	129	53	.....	.....	.....	.....	591	.....	.....	135,000	2,537	38,761

a Estimated.

* Statistics of 1900-1901.

TABLE 9.—*Statistics of State institutions for the deaf, 1901-2*—Continued.

Post-office.	Name.	Executive officer.	Instructors.								Pupils.								Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.		Buildings and improvements.	Expenditures.		
			Male.	Female.	Total.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.	Graduates, 1901-2.	Volumes in library.	18			19	20			21	22	23
																								4		
37	Morganton, N. C.	Edward McKee Goodwin.	6	15	21	12	0	6	139	130	269	0	119	150	0	4	1,700	\$177	.....	.....	.....	\$210,000	\$9,000	\$39,500
38	Raleigh, N. C.	John E. Ray, A. M.	5	4	9	2	0	4	55	39	94	94	7	87	0	1	.....	200	.....	.....	.....	56,000	.....	18,000
39	Devils Lake, N. Dak.	Dwight F. Bangs	4	4	8	2	...	3	32	26	58	45	13	.....	0	3	400	280	.....	.....	.....	50,000	4,605	16,268
40	Columbus, Ohio	J. W. Jones	10	29	39	18	0	9	824	278	602	.....	286	316	70	6	3,000	187	.....	.....	.....	650,000	10,000	100,000
41	Guthrie, Okla.	H. C. Beamer	0	3	3	...	...	...	28	34	62	62	0	.....	.....	.....	.....	275	.....	.....	.....	30,000	3,400	14,000
42	Salem, Oreg.	Clayton Wentz	4	5	9	2	0	3	37	33	70	52	18	0	.....	.....	130	.....	.....	.....	.....	424,381	173,696	46,415
43	Edgewood Park, Pa.	Wm. N. Burt, Ph. D.	8	14	22	11	6	5	96	95	191	.....	132	59	.....	10	600	240	\$330	.....	.....	.....	.....	.....
44	Philadelphia, Pa.	Mary S. Garrett	1	7	8	6	6	1	38	25	63	0	63	0	0	2	683	306	.....	.....	.....	65,000	4,711	19,018
45	Mount Airy, Pa.	A. L. E. Crouter	15	49	64	48	...	12	304	258	562	.....	532	30	.....	36	6,000	279	500	1,000,000	.....	.....	138,466	.....	
46	Scranton, Pa.	Mary B. C. Brown	2	10	12	9	0	3	32	52	84	0	84	0	0	2	160	254	.....	.....	.....	149,500	.....	21,388

47	Providence, R. I....	Rhode Island Institute for the Deaf.	Laura De L. Richards.	1	9	10	...	2	34	30	64	...	64	...	13	...	175	...	90,000	...	20,000
48	Cedar Spring, S. C..	South Carolina Institution for the Education of the Deaf and Blind.	Newton F. Walker.....	6	6	12	3	...	3	67	55	122	...	...	...	6	1,000	132	...	90,000	20,000
49	Sioux Falls, S. Dak.	South Dakota School for Deaf Mutes.	James Simpson.....	2	3	5	1	0	2	26	28	54	54	0	0	3	350	...	40,000	...	
50	Knoxville, Tenn. .	Tennessee Deaf and Dumb School.	Thomas L. Moses.....	5	10	15	3	...	3	133	118	251	60	40	151	...	1,000	164	...	200,000	1,500
51	Austin, Tex.....	Deaf, Dumb, and Blind Asylum for Colored Youth.	S. J. Jenkins.....	0	2	2	0	0	2	32	26	58	58	0	0	0	...	203	...	35,000	2,150
52	.....do.....	State Deaf and Dumb Asylum.	B. F. McNultz.....	16	18	34	16	0	7	231	159	390	390	0	0	0	2,800	...	...	380,000	50,000
53	Ogden, Utah.....	Utah State School for the Deaf and Dumb.	Frank M. Driggs.....	9	6	15	5	0	8	41	29	70	70	0	0	0	1,340	341	...	210,000	866
54	Staunton, Va.....	Virginia School for the Deaf and the Blind.	Wm. A. Bowles.....	7	10	17	2	...	6	84	76	160	131	25	...	2	600	194	50	135,000	20,000
55	Vancouver, Wash....	State School for Defective Youth.	James Watson.....	3	2	5	1	0	6	42	49	91	91	0	0	0	1	...	...	...	...
56	Romney, W. Va.....	West Virginia Schools for the Deaf and the Blind.	Jas. T. Rucker.....	12	9	21	2	...	7	89	78	167	...	23	144	...	6	500	194	150,000	5,000
57	Delavan, Wis.....	Wisconsin State School for the Deaf.	E. W. Walker.....	11	12	23	14	...	4	128	86	214	23	108	83	0	3,000	...	0	120,000	0

TABLE 10.—Statistics of public day schools for the deaf, 1901-2.

Post-office.	Name.	Executive officer.	Instructors.						Pupils.										Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.	
			Male.	Female.	Total.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.	Graduates in 1901-2.	Buildings and improvements.	For support.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1	Los Angeles, Cal.....	Los Angeles Oral School for the Deaf.	.....	2	2	0	0	0	12	6	18	.....	18	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	Oakland, Cal.....	Oral Public School for Deaf.....	.....	2	2	.....	.....	.....	5	4	9	.....	9	.....	5	.....	.....	.....	.....	.....	.....	.....
3	San Francisco, Cal.....	San Francisco School for Deaf..	1	1	2	2	2	2	8	10	18	0	18	0	9	0	30	.....	.....	.....	.....	.....
4	Chicago, Ill.....	Burr Public Day School for the Deaf.*	1	1	1	1	1	1	5	3	8	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	.....do.....	Darwin Day School for the Deaf.*	.....	2	2	2	2	2	9	6	15	.....	15	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	.....do.....	Froebel Day School for the Deaf.*	.....	2	2	2	2	2	12	4	16	.....	16	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	.....do.....	Hartigan Day School for the Deaf.*	.....	1	1	1	1	1	6	2	8	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	.....do.....	Kozminski Day School for the Deaf.*	.....	2	2	2	2	2	10	3	13	.....	13	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	.....do.....	Lyman Trumbull Day School for the Deaf.*	.....	2	2	2	2	2	10	10	20	.....	20	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	.....do.....	Monroe Day School for the Deaf.*	2	1	3	2	1	3	16	8	24	24	.....	24	.....	.....	.....	.....	.....	.....	.....	.....
11	.....do.....	Prescott Day School for the Deaf.*	.....	1	1	1	1	1	4	3	7	7	.....	7	.....	.....	.....	.....	.....	.....	.....	.....
12	.....do.....	Seward Day School for the Deaf.*	.....	1	1	1	1	1	5	5	10	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	.....do.....	Wicker Park Day School for the Deaf.*	.....	2	2	1	.....	2	9	4	13	13	.....	13	.....	.....	.....	.....	.....	.....	.....	.....
14	.....do.....	Yale Day School for the Deaf.*	.....	5	5	5	5	5	24	16	40	.....	40	.....	.....	.....	.....	.....	.....	.....	.....	.....
15	Derinda Center, Ill..	Derinda Center School for the Deaf.	1	1	1	1	1	1	1	2	3	3	.....	3	.....	.....	.....	.....	.....	.....	.....	.....
16	Rock Island, Ill.....	Rock Island Day School for the Deaf.	.....	1	1	1	1	1	3	4	7	.....	7	.....	3	0	.....	.....	.....	.....	.....	.....
17	Streator, Ill.....	Streator Day School for the Deaf.	.....	1	1	1	.....	.....	5	2	7	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	Evansville, Ind.....	Evansville School for the Deaf..	1	1	2	1	0	0	7	9	16	16	.....	16	5	.....	.....	.....	.....	.....	.....	.....

[illegible]

Statistics from the Annals.

*Statistics of 1900-1901.

TABLE 11.—Statistics of private schools for the deaf, 1901-2.

Post-office.	Name.	Executive officer.	Instructors.						Pupils.								Annual cost per capita.	Value of scientific apparatus.	Value of buildings and grounds.	
			Male.	Female.	Total.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.	Graduates in 1901-2.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1 Oakland, Cal.....	St. Joseph's Home for Deaf Mutes.....	Sister H. Valeria.....	3	3	3	1	1	1	14	19	33	33								
2 Chicago (May street), Ill.....	Epiphany School for the Deaf.....	Margaret Cosgrove.....	6	6	4	4	4	2	0	54	54				12		500			
3 Chicago (Yale avenue), Ill.....	The McCowan Oral School for Young Deaf Children.*	Cornelia D. Bingham.....	6	6	6	6	6	2	22	9	31	31			18		\$360			
4 Dubuque, Iowa.....	Eastern Iowa School for the Deaf.....	De Coursey French.....	1	0	1	0	0	0	5	10	15				15					
5 Chinchuba, La.....	Deaf-Mute Institution of the Holy Rosary.	Rev. G. Ruppert.....	2	4	6	2	2	5	22	12	34	23	2	9	16					
6 Baltimore, Md.....	St. Francis Xavier's School for the Deaf.*	Mother M. Joseph Hartwell.....	4	4	4	1	1	1	6	24	30	30								\$5,600
7 do.....	F. Knapp Institute.....	Wm. A. Knapp.....	2	5	4	4			23	12	35		35			5	2,900		\$2,000	55,000
8 Jamaica Plain, Mass.....	Boston School for the Deaf.....	Thomas Magennis.....	5	5	5	5	5		17	21	38	0	38	0	6	0				
9 West Medford, Mass.....	The Sarah Fuller Home for Little Children Who Can Not Hear.....	Eliza L. Clark.....	0	5	5	5			3	11	14	0	14	0	14	3		350		
10 North Detroit, Mich.....	Evangelical Lutheran Deaf-Mute Institute.	Rev. H. A. Bentrup.....	4	3	7	3	3	3	12	18	30	30			8	4	875	166	106	28,000
11 St. Louis (Cass avenue), Mo.....	Mater Consilii.....	Sister M. Adele.....	0	3	3	3	0	2	0	33	33	24	4				50			
12 St. Louis (Longwood place), Mo.....	St. Joseph's Deaf-Mute Institute.....	Rev. Mother Agatha.....	0	4	4	2	0	2	16	0	16	13	0	3	0	0	200			
13 New York (42 West 76th street).	The Wright Humason School.....	{ Thos. A. Humason, Ph. D. John D. Wright, M. A. }	3	6	9	9	6	0	15	12	27	0	27	0						
14 Cincinnati, Ohio.....	Convent of Notre Dame.....	Sister Mary of the Sacred Heart.	3	3	3	3	3	3	10	6	16	12	4							
15 St. Francis, Wis.....	St. John's Catholic Deaf-Mute Institute.	Rev. M. M. Gerend.....	4	5	9	3	0	5	37	36	73	26	41	0	8	10				

* Statistics of 1900-1901.

TABLE 12.—Summary of statistics of public and private schools for the feeble-minded, 1901-2.

PUBLIC INSTITUTIONS.

State	Number of institutions.	Instructors.					Pupils.					Value of grounds and buildings.	Expenditures.	
		Male.	Female.	Total.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Total.	Kindergarten.	Music.		Buildings and improvements.	For support.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total.....	20	61	216	277	139	801	6,433	5,646	12,079	983	2,515	\$7,321,893	\$653,147	\$1,657,466
Massachusetts ..	1	6	9	15	6	98	484	312	796	156	91	363,600	7,434	106,242
New York.....	3	1	17	18	22	75	461	859	1,320	120	185	667,733	34,883	148,179
New Jersey.....	2	10	15	25	17	42	181	232	413	95	301	325,000	21,170	76,826
Pennsylvania...	2	5	36	41	18	176	1,105	763	1,868	144	217	1,500,000	46,682	322,721
Kentucky.....	1	0	4	4	2	10	89	57	146	0	0	100,000	.....	30,000
Ohio.....	1	2	29	31	.....	707	482	1,189	.....	292	1,019,304	140,560	170,405	
Indiana.....	1	0	17	17	6	33	444	468	912	175	455	475,000	35,000	104,000
Illinois.....	1	1	15	16	7	49	683	572	1,255	.....	117	610,257	106,662	154,853
Michigan.....	1	0	6	6	4	36	261	257	518	35	40	210,000	33,756	75,940
Wisconsin.....	1	4	10	14	6	84	263	251	514	36	82	371,114	158,000	86,619
Minnesota.....	1	2	14	16	6	47	516	399	915	54	235	508,896	55,000	126,491
Iowa.....	1	7	18	25	12	52	602	489	1,091	70	130	356,449	.....	152,027
Nebraska.....	1	2	5	7	4	28	163	135	298	0	30	200,000	3,000	45,000
Kansas.....	1	0	3	3	5	55	120	90	210	26	.....	150,000	9,000	15,826
Washington.....	1	1	1	2	1	4	32	26	58	32	40	27,000	2,000	3,335
California.....	1	20	17	37	23	12	322	254	576	40	300	437,540	.....	39,000

PRIVATE INSTITUTIONS.

Total.....	12	12	50	62	27	90	298	197	495	161	151	\$304,000	\$2,075	\$9,940
Connecticut	1	.....	4	4	.....	14	129	78	207	80	50	125,000	.....	.....
Illinois.....	1	.....	2	2	1	12	25	14	39	8	.....	16,000	1,000	.....
Maryland.....	1	2	2	4	4	4	19	6	25	5	6	20,000	.....	.....
Massachusetts ..	3	5	10	15	8	27	68	23	91	8	19	75,000	.....	.....
Michigan.....	1	3	4	7	7	.....	13	16	29	29	29	.....	.....	.....
New Jersey.....	3	1	22	23	7	22	24	39	63	17	39	35,000	.....	.....
New York.....	1	1	3	4	.....	3	5	4	9	4	0	8,000	75	3,200
Virginia.....	1	0	3	3	0	8	15	17	32	10	11	25,000	1,000	6,740

TABLE 13.—Statistics of State institutions for the feeble-minded, 1901-2.

Post-office.	Name.	Executive officer.	Instructors.								Pupils.				Volumes in library.				Value of scientific apparatus.		Value of grounds and buildings.	Expenditures.	
			Male.	Female.	Total.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Total.	Kindergarten.	Music.	Buildings and improvements.	For support.									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18						
1 Eldridge, Cal.....	California Home for the Care and Training of Feeble-Minded Children.	Wm. M. Lawlor, M. D.....	20	17	37	23	12	322	254	576	40	300	.....	83,000	\$437,540	.....	\$39,000				
2 Lincoln, Ill.....	Illinois Asylum for Feeble-Minded Children.	T. H. McLean, M. D.....	1	15	16	7	49	683	572	1,255	.....	117	2,500	2,165	610,257	\$106,662	154,853					
3 Fort Wayne, Ind.....	Indiana School for Feeble-Minded Youth.	Alexander Johnson.....	0	17	17	6	33	444	468	912	175	435	40	500	475,000	35,000	104,000						
4 Glenwood, Iowa.....	Iowa Institution for Feeble-Minded Children.	F. M. Powell, M. D.....	7	18	25	12	52	602	489	1,091	70	130	1,200	1,200	356,449	.....	152,027					
5 Winfield, Kans.....	Kansas State Asylum for Idiotic and Imbecile Youth.	C. S. Newlon, M. D.....	0	3	3	5	55	120	90	*210	26	.....	.....	1,600	150,000	9,000	15,826				
6 Frankfort, Ky.....	Kentucky Institution for Feeble-Minded Children.	C. K. Wallace, M. D.....	0	4	4	2	10	89	57	146	0	0	.....	.....	100,000	.....	30,000			
7 Waverley, Mass.....	Massachusetts School for the Feeble-Minded.	Walter E. Fernald.....	6	9	15	6	98	484	312	796	156	91	950	200	363,600	7,431	106,242						
8 Lapeer, Mich.....	Michigan Home for the Feeble-Minded and Epileptic.	W. A. Polglase, M. D.....	0	6	6	4	36	261	257	518	35	40	150	200	210,000	33,756	75,940						
9 Fairbault, Minn.....	Minnesota School for Feeble-Minded Youth.	Arthur C. Rogers, M. D.....	2	14	16	6	47	516	399	915	54	235	642	3,756	508,896	55,000	126,491						
10 Beatrice, Nebr.....	Nebraska Institute for Feeble-Minded Youth.	A. Johnson, M. D.....	2	5	7	4	28	163	135	298	0	30	250	1,000	200,000	3,000	45,000						
11 Vineland, N. J.....	New Jersey State Institution for Feeble-Minded Women.	Dr. Mary J. Dunlap.....	0	2	2	3	7	0	14	140	40	126	300	2,000	75,000	14,000	20,000						
12 .....do.....	New Jersey Training School for Feeble-Minded Girls and Boys.	Prof. E. R. Johnstone.....	10	13	23	14	35	181	95	273	55	175	800	1,200	250,000	7,170	56,828						
13 Newark, N. Y.....	New York State Custodial Asylum for Feeble-Minded Women.	C. W. Winspear.....	0	1	1	3	28	0	497	497	0	25	170	443	244,125	34,897	55,296						
14 New York City, N. Y.....	School for Feeble-Minded Children.	M. C. Dunphy.....	0	3	3	9	9	140	71	211	45	120	.....	.....	.....	.....	.....	
15 Syracuse, N. Y.....	Syracuse State Institution for Feeble-Minded Children.	James C. Carson, M. D.....	1	13	14	10	38	321	291	612	75	40	.....	.....	423,578	486	92,883				
16 Columbus, Ohio.....	Ohio Institution for the Education of Feeble-Minded Youth.	Dr. G. A. Doran.....	2	29	31	.....	.....	707	482	1,189	.....	232	3,146	.....	1,019,304	140,560	170,405		
17 Elwyn, Pa.....	Pennsylvania Training School for Feeble-Minded Children.	Martin W. Barr, M. D.....	3	23	26	14	135	633	413	1,046	64	117	1,200	.....	750,000	44,725	174,856					
18 Paik, Pa.....	State Institution for Feeble-Minded of Western Pennsylvania.	J. M. Murelock, M. D.....	2	13	15	4	41	472	350	822	80	100	1,000	2,000	750,000	1,957	147,865						
19 Vancouver, Wash.....	State School for Defective Youth.	James Watson.....	1	4	5	1	4	32	26	58	32	40	.....	.....	27,000	2,000	3,235				
20 Chippewa Falls, Wis.....	Wisconsin Home for Feeble-Minded Youth.	Alfred W. Wilmarth, M. D.....	4	10	14	6	84	263	251	514	35	82	277	1,250	371,114	168,000	86,619						

* Statistics of 1900-1901.

TABLE 14.—Statistics of private schools for the feeble-minded, 1901-2.

Post-office.	Name.	Executive officer.	Instructors.					Pupils.					Volums in library.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.	
			Male.	Female.	Total.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Total.	Kindergarten.	Misc.				Buildings and improvements.	For support.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1 Lakeville, Conn.....	Connecticut School for Imbeciles	George W. Knight, M. D.	4	4	4	1	14	129	78	207	89	50			\$125,000		
2 Godfrey, Ill	Beverly Farm, Home, and School for Nervous and Backward Children.	Wm. H. C. Smith, M. D.	2	2	2	1	12	25	14	39	8		600	\$825	16,000	\$1,000	
3 Ellicott City, Md...	The Font Hill Institution for Feeble-Minded and Epileptic Children.	Saml. J. Fort, M. D.	2	2	4	4	4	19	6	25	5	6	200	450	20,000		
4 Amherst, Mass	Home School for Backward and Nervous Children and Youth.	Mrs. W. D. Herrick	1	3	4	2	1	7	5	12		1					
5 Barre, Mass	Private Institution for the Education of Feeble-Minded Youth.	Dr. George A. Brown.....	3	5	8	1	25	50	15	74	4	16			75,000		
6 Fayville, Mass	Emanuel School (Hillside).....	Mrs. M. A. F. D. Green.....	1	2	3	5	1	2	3	5	4	2					
7 Kalamazoo, Mich..	Wilbur Home and School for the Feeble-Minded.	C. T. Wilbur, M. D.	3	4	7	7		13	16	29	23	23					
8 Cranbury, N. J	The Garrison Educational Home for Feeble Minds.*	Rev. C. T. Garrison	1	2	3	2	2	5	9	14							
9 Haddonfield, N. J ..	Haddonfield Training School.....	Margaret Bancroft and Jean W. Cox.	9	9	2	2	12	11	12	23	6	23	1,000	500	35,000		
10 Orange, N. J	Seguin School for Children of Arrested Mental Development.	Elsie M. Seguin	11	11	3	8	8	8	18	26	11	16					
11 East Goldenham, N. Y.	The Sycamore Farm Home School for Nervous and Backward Children.	Nathaniel R. Brewster	1	3	4		3	5	4	9	4	0			8,000	75	\$3,200
12 Falls Church, Va....	Virginia Home and Training School for Feeble-Minded.	Miss Mattie Gundry	0	3	3	0	8	15	17	32	10	11	115	600	25,000	1,030	6,740

* Statistics of 1900-1901.

TABLE 15.—*Branches of manual training taught in schools for the deaf.*

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
Alabama School for the Deaf, Talladega, Ala.	In industrial training	1	54	30	84
	Sewing	1		30	30
	Carpentry	1	18		18
	Printing	1	18		18
	Shoemaking	1	18		18
Arkansas Deaf-Mute Institute, Little Rock, Ark.	In industrial training	1	98	96	194
	Free-hand drawing	1	19	25	44
	Sewing	1		42	42
	Carpentry	1	26		26
	Wood turning	1	3		3
	Carving	1	6		6
	Tailoring	1	16	11	27
	Embroidering	1		3	3
	Farm or garden work	1	15		15
	Printing	1	11		11
Institution for the Deaf and the Blind, Berkeley, Cal.	In industrial training	1	35	60	95
	Free-hand drawing	1	10	8	18
	Mechanical drawing	1	5		5
	Sewing	3		60	60
	Carpentry	1	17		17
Colorado School for Deaf and Blind, Colorado Springs, Colo.	Farm or garden work	3	35		35
	Printing	1	13		13
	In industrial training	1	31	55	86
	Free-hand drawing	1	20	20	40
	Sewing	1		41	41
	Cooking	1		14	14
	Carpentry	1	9		9
	Broom and mattress making	1	5		5
	Shoemaking	1	7		7
	Printing	1	10		10
The American School for the Deaf, Hartford, Conn.	In industrial training	1	67	38	105
	Free-hand drawing	1	37	31	68
	Sewing	1		38	38
	Cooking	1		5	5
	Sloyd or knife work	1	30		30
Mystic Oral School for the Deaf, Mystic, Conn.	Cabinetmaking	1	30		30
	In industrial training	1	10	20	30
	Free-hand drawing	1	9	21	30
	Sewing	1		21	21
	Sloyd or knife work	1	7		7
The Kendall School for Deaf, Washington, D. C.	Carving	1	3		3
	In industrial training	1	17	17	34
	Free-hand drawing	1	5	6	11
	Mechanical drawing	1	1		1
	Sewing	1		17	17
	Carpentry	1	12		12
	Wood turning	1	12		12
	Carving	1	2		2
	In industrial training	1	15	9	24
	Sewing	1		9	9
The Florida Institute for the Deaf and Blind, St. Augustine, Fla.	Carpentry	1	8		8
	Farm or garden work	1	12		12
Georgia School for the Deaf, Cave Spring, Ga.	In industrial training	1	115	101	216
Illinois Institution for Deaf and Dumb, Jacksonville, Ill.	.....do	1	134	39	173
	Free-hand drawing	2	119	99	218
	Sewing	1		70	70
	Cooking	1		39	39
	Sloyd or knife work	1	59		59
	Carpentry	1	28		28
	Farm or garden work	1	12		12
	Printing	1	37		37
	Painting	1	12		12
	Baking	1	28		28
	In industrial training	1	177	146	323
	Sewing	1		92	92
Indiana Institution for the Deaf, Indianapolis, Ind.	Cooking	1	5		5
	Carpentry	1	26		26
	Wood turning	1	15		15
	Shoemaking	1	21		21
	Harness making	2	2		2
	Farm or garden work	1	8		8
	Printing	1	20		20
	Baking	1	2		2
	Electricity	1	1		1

TABLE 15.—*Branches of manual training taught in schools for the deaf—Continued.*

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
Iowa School for the Deaf, Council Bluffs, Iowa.	In industrial training	1	80	106	186
	Sewing	1	31	31	62
	Cooking	1	57	57	114
	Sloyd or knife work	1	15	15	30
	Carpentry	1	17	17	34
	Farm or garden work	1	8	8	16
	Printing	1	17	17	34
	.....	1	17	17	34
Kansas School for the Deaf, Olathe, Kans.	In industrial training	1	60	90	150
	Free-hand drawing	1	30	50	80
	Clay modeling	1	50	30	80
	Sewing	1	90	90	180
	Cooking	1	35	35	70
	Carpentry	1	25	25	50
	Baking	1	12	12	24
	Farm or garden work	1	25	25	50
Kentucky Institution for Deaf-Mutes, Danville, Ky.	Printing	1	15	15	30
	In industrial training	1	80	56	136
	Sewing	2	14	56	70
	Carpentry	1	14	14	28
	Farm or garden work	1	10	10	20
	In industrial training	1	25	24	49
	Sewing	1	24	24	48
	Carpentry	1	15	15	30
Louisiana Institution for the Deaf, Baton Rouge, La.	Shoemaking	1	6	6	12
	Printing	1	6	6	12
	Mechanical drawing	1	24	24	48
	Sewing	3	34	34	68
	Cooking	1	16	16	32
	Carpentry	1	24	24	48
	Wood turning	1	12	12	24
	Carving	1	8	8	16
Maine School for Deaf, Portland, Me.	Printing	1	3	3	6
	Painting	1	6	6	12
	In industrial training	1	24	20	44
	Sewing	1	24	20	44
	Cooking	1	12	12	24
	Carpentry	1	24	24	48
	Wood turning	1	12	12	24
	Carving	1	8	8	16
Maryland School for Colored Blind and Deaf, Baltimore, Md.	Printing	1	3	3	6
	Painting	1	6	6	12
	In industrial training	1	24	20	44
	Sewing	1	24	20	44
	Cooking	1	12	12	24
	Carpentry	1	24	24	48
	Wood turning	1	12	12	24
	Carving	1	8	8	16
Maryland School for Deaf and Dumb, Frederick, Md.	Shoemaking	1	18	18	36
	Dressmaking	1	7	7	14
	Machine sewing	1	6	6	12
	Chair caning	1	6	6	12
	Printing	1	9	9	18
	Glazing	1	9	9	18
	In industrial training	1	49	50	99
	Free-hand drawing	2	50	49	99
The Clarke School for the Deaf, Northampton, Mass.	Mechanical drawing	1	24	24	48
	Clay modeling	1	9	6	15
	Paper cutting and folding	4	28	19	47
	Sewing	2	50	50	100
	Sloyd or knife work	1	36	36	72
	Carpentry	1	19	19	38
	Carving	1	19	28	47
	In industrial training	1	116	104	220
Michigan School for the Deaf, Flint, Mich.	Free-hand drawing	2	120	117	237
	Mechanical drawing	6	38	34	72
	Clay modeling	1	29	24	53
	Paper cutting and folding	1	29	24	53
	Sewing	3	104	101	205
	Cooking	1	12	12	24
	Carpentry	1	26	26	52
	Carving	2	31	12	43
	Shoemaking	1	37	37	74
	Harness making	1	8	8	16
	Baking	2	8	12	20
	Printing	1	18	18	36
	Painting	1	16	16	32
	Tailoring	1	24	24	48
	.....	1	24	24	48

TABLE 15.—*Branches of manual training taught in schools for the deaf*—Continued.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
Minnesota School for the Deaf, Faribault, Minn.	In industrial training	93	80	173	
	Free-hand drawing	23	23	51	
	Mechanical drawing	5	.....	5	
	Sewing	25	95	120	
	Cooking	1	33	33	
	Sloyd or knife work	25	.....	25	
	Carpentry	32	.....	32	
	Wood turning	4	.....	4	
	Carving	4	.....	4	
	Glazing	6	.....	6	
	Pattern making	1	.....	1	
	Printing	17	.....	17	
	Painting	7	.....	7	
	Baking	5	.....	5	
Missouri School for the Deaf, Fulton, Mo.	In industrial training	172	126	298	
	Free-hand drawing	70	55	125	
	Fancy needlework	1	6	6	
	Sewing	1	29	29	
	Carpentry	1	59	59	
	Blacksmithing	1	9	9	
	Shoemaking	1	32	32	
	Tailoring	1	43	43	
	Cutting and fitting	1	91	91	
	Printing	1	17	17	
	Bakery	1	3	3	
	Barbering	1	7	7	
Nebraska Institute for the Deaf and Dumb, Omaha, Nebr.	In industrial training	77	55	132	
	Free-hand drawing	1	41	46	
	Mechanical drawing	1	5	5	
	Sewing	2	55	55	
	Carpentry	1	11	11	
	Wood turning	1	8	8	
	Shoemaking	1	9	9	
	Farm or garden work	1	14	14	
	Printing	1	23	23	
	Painting	1	2	2	
	Laundry	1	42	42	
New Jersey School for the Deaf, Trenton, N. J.	In industrial training	54	42	96	
	Free-hand drawing	1	6	12	
	Mechanical drawing	1	22	24	
	Paper cutting and folding	1	14	24	
	Sewing	3	42	42	
	Cooking	1	6	6	
	Sloyd or knife work	1	7	13	
	Wood turning	1	5	5	
	Carpentry	1	22	22	
	Carving	1	3	3	
	Printing	1	16	16	
	Painting	1	2	2	
	Shoemaking	1	13	13	
	Embroidery	1	8	8	
	Millinery	1	8	8	
Le Couteux St. Mary's Institution for the Deaf, Buffalo, N. Y.	In industrial training	40	50	90	
	Free-hand drawing	1	35	75	
	Mechanical drawing	1	3	3	
	Clay modeling	2	17	44	
	Paper cutting and folding	2	17	44	
	Sewing	2	50	72	
	Cooking	1	16	16	
	Sloyd or knife work	1	15	16	
	Tailoring	1	15	15	
	Shoemaking	1	2	2	
St. Joseph's Institute for Deaf Mutes, New York, N. Y.	In industrial training	84	126	210	
	Free-hand drawing	1	125	221	
	Clay modeling	1	10	10	
	Paper cutting and folding	3	50	50	
	Sewing	4	125	135	
	Cooking	2	16	16	
	Carpentry	1	12	12	
	Tailoring	1	12	12	
	Dressmaking	2	40	40	
	Shoemaking	1	15	15	
	Floriculture	1	20	20	
	Farm or garden work	1	5	5	
	Printing	1	40	40	

TABLE 15.—*Branches of manual training taught in schools for the deaf*—Continued.

Name of institution.	Branches of instruction.	Number of in-structors.	Number of pupils.		
			Male.	Female.	Total.
Institution for the Improved Instruction of Deaf Mutes, New York, N. Y.	In industrial training	1	80	50	130
	Mechanical drawing	1	49	35	84
	Paper cutting and folding	3	20	16	35
	Sewing	2	50	50	50
	Cooking	1	25	25	25
	Sloyd or knife work	1	30	30	30
	Carpentry	2	30	30	30
	Wood turning	1	30	30	30
	Painting	1	2	2	2
	Barbering	1	4	4	4
	In industrial training	1	101	89	190
	Mechanical drawing	1	2	2	4
New York Institution for the Instruction of the Deaf and Dumb.	Sewing	1	9	9	9
	Cooking	1	12	43	55
	Carpentry	2	33	33	33
	Dressmaking	2	16	16	16
	Shirtmaking	1	19	19	19
	Horticulture	1	19	19	19
	Printing	2	29	29	29
	Painting	1	2	2	2
	Tailoring	1	4	4	4
	In industrial training	2	56	64	120
	Free-hand drawing	2	92	100	192
	Mechanical drawing	2	79	86	165
Western New York Institution for Deaf Mutes, Rochester, N. Y.	Clay modeling	2	92	100	192
	Paper cutting and folding	2	22	21	43
	Sewing	2	20	93	113
	Cooking	1	35	35	35
	Sloyd or knife work	1	20	25	45
	Carpentry	1	17	17	17
	Carving	1	52	61	113
	Farm or garden work	1	6	6	6
	Printing	1	21	21	21
	Painting	1	11	11	11
	Design	2	77	84	161
	In industrial training	2	63	60	123
North Carolina School for Deaf and Dumb, Morganton, N. C.	Clay modeling	2	9	11	20
	Sewing	1	60	60	60
	Cooking	1	56	56	56
	Carpentry	1	13	13	13
	Wood turning	1	5	5	5
	Farm or garden work	1	30	30	30
	Printing	1	9	9	9
	Shoemaking	1	11	11	11
	In industrial training	1	30	20	50
	Paper cutting and folding	1	11	4	15
	Sewing	1	27	27	27
	Cooking	1	22	22	22
North Carolina Institute for Deaf, Dumb, and Blind, Raleigh, N. C.	Carpentry	1	10	10	10
	Shoemaking	1	10	10	10
	Painting	1	3	3	3
	In industrial training	1	16	20	36
	Sewing	1	20	20	20
	Carpentry	1	6	6	6
	Printing	1	10	10	10
	In industrial training	34	324	278	602
	Free-hand drawing	1	6	8	14
	Clay modeling	10	60	60	120
	Paper cutting and folding	4	16	110	126
	Sewing	1	30	30	30
Deaf and Dumb Asylum of North Dakota, Devils Lake, N. Dak.	Carpentry	1	4	4	4
	Carving	1	12	12	12
	Printing	1	30	30	30
	Painting	1	8	8	8
	Baking	1	5	5	5
	Floriculture	1	1	1	1
	Electricity	1	2	2	2
	In industrial training	1	28	21	49
	Sewing	1	21	21	21
	Carpentry	1	21	21	21
	Printing	1	7	7	7
	In industrial training	2	48	50	98
Oregon School for Deaf-Mutes, Salem, Oreg.	Sewing	2	50	50	50
	Carpentry	1	23	23	23
	Printing	1	13	13	13
	Shoemaking	1	12	12	12
Western Pennsylvania Institution for the Deaf and Dumb, Edgewood Park, Pa.	In industrial training	1	48	50	98
	Sewing	2	50	50	50
	Carpentry	1	23	23	23
	Printing	1	13	13	13
	Shoemaking	1	12	12	12

TABLE 15.—*Branches of manual training taught in schools for the deaf—Continued.*

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
Home for the Training of Deaf Children before they are of School Age, Philadelphia, Pa.	In industrial training	.....	15	12	27
	Free-hand drawing	1	15	12	27
	Mechanical drawing	1	9	7	16
	Clay modeling	1	15	12	27
	Sloyd or knife work	1	9	7	16
	Carpentry	1	9	7	16
	Carving	1	9	7	16
The Pennsylvania Institution for the Deaf and Dumb, Mount Airy, Pa.	In industrial training	.....	260	200	460
	Mechanical drawing	1	100	92	192
	Paper cutting and folding	5	30	20	50
	Sewing	4	.....	200	200
	Cooking	1	.....	24	24
	Carpentry	1	48	.....	48
	Tailoring	1	45	.....	45
	Shoemaking	2	53	.....	53
	Printing	1	36	.....	36
	Baking	1	6	.....	6
	Bricklaying	1	8	.....	8
	Stone laying	1	10	.....	10
	Painting	1	14	.....	14
	Plastering	1	10	.....	10
	General housework	.....	.....	200	200
	In industrial training	.....	12	26	38
	Sewing	1	.....	26	26
	Sloyd or knife work	1	8	12	20
	Shoemaking	1	12	.....	12
	In industrial training	.....	31	30	61
Pennsylvania Oral School for the Deaf, Scranton, Pa.	.....do	.....	67	55	122
The Rhode Island Institution for the Deaf, Providence, R. I.	.....do	.....	13	14	27
South Carolina Institution for the Deaf, Cedar Spring, S. C.	.....do	.....	75	50	125
South Dakota School for Deaf-Mutes.	.....do	.....	5	60	100
Tennessee Deaf and Dumb School, Knoxville, Tenn.	Free-hand drawing	5	.....	50	50
	Sewing	1	15	.....	15
	Carpentry	1	5	.....	5
	Wood turning	1	18	.....	18
	Farm or garden work	1	14	.....	14
	Printing	1	24	.....	24
	Shoemaking	1	24	.....	24
Deaf, Dumb and Blind Asylum for Colored Youths, Austin, Tex.	In industrial training	.....	24	26	50
	Sewing	1	.....	26	26
	Cooking	1	.....	4	4
	Shoemaking	1	24	.....	24
Utah State School for the Deaf and Dumb, Ogden, Utah.	In industrial training	.....	25	26	51
	Free-hand drawing	1	30	24	54
	Mechanical drawing	1	8	.....	8
	Paper cutting and folding	1	10	6	16
	Sewing	1	.....	16	16
	Cooking	1	.....	8	8
	Carpentry	1	8	.....	8
	Wood turning	1	5	.....	5
	Carving	1	4	.....	4
	Dressmaking	1	.....	9	9
	Embroidering	1	.....	14	14
	Printing	1	6	.....	6
	Painting	1	5	.....	5
	Shoemaking	1	8	.....	8
	Blacksmithing	1	2	.....	2
	Barbering	1	2	.....	2
	Cane seating	1	2	.....	2
	In industrial training	.....	84	76	160
	Sewing	2	.....	76	76
	Cooking	1	.....	14	14
	Carpentry	1	32	.....	32
	Printing	1	20	.....	20
	Shoemaking	1	28	.....	28
Virginia School for the Deaf and Blind, Staunton, Va.	In industrial training	.....	20	36	56
	Sewing	1	.....	33	33
	Cooking	2	.....	19	19
	Carpentry	1	7	.....	7
	Farm or garden work	1	14	.....	14
	Printing	1	5	.....	5
	Painting	1	4	.....	4
	Shoemaking	1	5	.....	5
	Laundrying	1	24	.....	24

State School for Defective Youth, Vancouver, Wash.	In industrial training	.....	20	36	56
	Sewing	1	.....	33	33
	Cooking	2	.....	19	19
	Carpentry	1	7	.....	7
	Farm or garden work	1	14	.....	14
	Printing	1	5	.....	5
	Painting	1	4	.....	4
	Shoemaking	1	5	.....	5
	Laundrying	1	24	.....	24

TABLE 15.—*Branches of manual training taught in schools for the deaf—Continued.*

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		
			Male.	Female.	Total.
West Virginia Schools for the Deaf and Blind, Romney, W. Va.	In industrial training .....	.....	52	50	102
	Sewing	1	.....	50	50
	Carpentry	1	7	.....	7
	Printing	2	9	.....	9
Wisconsin State School for the Deaf, Delavan, Wis.	In industrial training .....	.....	108	71	179
	Free hand drawing	1	45	55	100
	Mechanical drawing	1	60	.....	60
	Clay modeling	1	10	10	20
	Paper cutting and folding	1	12	13	25
	Sewing	1	.....	75	75
	Cooking	1	.....	17	17
	Sloyd or knife work	1	28	.....	28
	Carpentry	1	18	.....	18
	Wood turning	1	29	.....	29
	Carving	1	8	.....	8
	Pattern making	1	12	.....	12
	Forging	1	7	.....	7
	Molding (metal)	1	12	.....	12

CHAPTER XLVI.

REPORT OF COMMITTEE ON STATISTICS OF DEFECTIVE SIGHT AND HEARING OF PUBLIC SCHOOL CHILDREN.

[This report has been furnished the Bureau for publication through the courtesy of Alexander Graham Bell, president of the department of special education of the National Educational Association.]

That department of the association was originally known as the "department for the deaf, blind, and feeble-minded." This name, however, did not prove acceptable, and at the Minneapolis meeting of the association in 1902 a platform was adopted giving the department its present name. Its object was stated to be "to bring persons engaged in the education of children requiring special methods of instruction into contact and affiliation with teachers in general for the interchange of ideas for mutual benefit." It was designed to discontinue at the department meetings the presentation of technical papers, such as would be addressed to special teachers at their own conventions, and admit only such nontechnical ones as would promote an interchange of ideas between special and general teachers. In his opening address Doctor Bell called particular attention to one common ground of meeting for the two classes of teachers:

"There is one special point on which we can all come together. A large number of pupils are in the public schools who have defective sight or hearing, or are backward. The number having defective hearing probably outnumbers the total deaf-mute population. These pupils are not deaf enough for special schools. What is done with them, or for them? They are drifting along in the public schools, and teachers do not know what to do with them. Now can not we, who teach the totally deaf, give you information who are teaching the partially deaf? And the teachers of the blind and of the feeble-minded, can they not help teachers who have children in their schools who are partially blind, or who are backward? This department should give special attention to these pupils.

"The basal idea of this department is the interchanging of ideas between specialists and ordinary teachers. So when we listen we want men, not specialists like ourselves, but some great, broad men to come to look down upon our little fields."

Dr. Wm. T. Harris continued the discussion as follows:

"It seems to me that this meeting will be considered an epoch, not only to the teachers of the deaf, of the blind, and of the feeble-minded, but to teachers of all other classes of children. I approve heartily of Doctor Bell's plan by which mutual benefit will result to special and general teachers alike. The special teacher focuses his mind on particular difficulties and defects; then invents methods and devices by which the defects are removed; then he writes out his ideas relating to these devices, and general teachers learn from his experience what is valuable for their own uses.

"There are various obstacles over which we must lift our pupils; if they are not attended to, the children become morose and disheartened. What a stream of reforms we may expect to come in the way of new methods of special education through the meetings of this department. A single visit to a school for the feeble-minded in Lincoln, Ill., that I once made was worth far more to me than what I had gained from a long study of normal children. The will power is a necessary factor in developing the intellect, and the feeble-minded child is especially lacking in will power. He is trained upon the line of his defect. To gain a strong will is the first step; this taken, other steps may be followed.

"The German poet gives answer to the query, what makes life worth living? 'Life is worth living if you can only do something by which you make others better.' The members of this body, by specializing, will systematize the matter of lifting defective children over the threshold of difficulty. Then by describing their methods to teachers of other schools they increase many fold the great benefits they confer."]

BOSTON, MASS., July 10, 1903.

To the President of the Department of Special Education of the National Educational Association.

DEAR SIR: Your committee have experienced considerable difficulty in collecting statistics concerning the number and percentage of pupils in public schools who have defective sight or hearing, retarding their progress in school.

Through the courtesy of the Hon. William T. Harris, a special circular of inquiry

was sent out by the United States Bureau of Education to the superintendents of schools in cities having more than 25,000 inhabitants.

The circular was sent to 160 city superintendents, 78 answers were received, and only in 19 cases were any statistics reported. Unfortunately there were only about half a dozen cases in which the figures were so arranged as to be capable of combination into a table.

From the returns received by the Bureau of Education your committee have compiled the statistics shown in the appendix. Table I relates to defective vision: Total pupils examined, 34,426; defective in sight, 4,603 or 13.4 per cent. Table II relates to defective hearing: Total pupils examined, 57,072; defective in hearing, 2,067, or 3.6 per cent. In these tables minor defects have been ignored and only marked cases included.

These results indicate that large numbers of children in the public schools are handicapped in their progress through school by defective sight or hearing; and they suggest the importance of urging upon all superintendents of schools the advisability of testing the powers of sight and hearing possessed by their pupils, and of publishing the results.

Your committee suggests that the department of special education should appoint a committee to examine and report upon the various means employed to test sight and hearing in the public schools and to collect comparative statistics concerning the results.

Your committee desire to express their great indebtedness to the United States Bureau of Education for so readily cooperating with them in their labors, and would suggest the propriety of asking the Bureau of Education to continue the collection of statistics of this character.

Respectfully submitted.

F. W. BOOTH, *Committee.*

Per A. G. B.

APPENDIX.

TABLE I.

City.	Pupils examined.	Pupils having marked defective vision.		Remarks.
		Number.	Per cent.	
Bayonne, N. J.	4,610	353	7.7	Note 1.
Jersey City, N. J.	1,100	197	17.9	Note 2.
Pawtucket, R. I.	4,663	517	11.1	Note 3.
Utica, N. Y. (1897)	6,113	667	10.9	Note 4.
Utica, N. Y. (1898)	5,957	588	9.8	Note 5.
Worcester, Mass.	11,953	2,281	19.1	Note 6.
Total.....	34,426	4,603	13.4	

TABLE II.

City.	Pupils examined.	Pupils having marked defective hearing.		Remarks.
		Number.	Per cent.	
Bayonne, N. J.	4,610	115	2.5	Note 1.
Chicago, Ill.	6,729	437	6.5	Note 7.
Cleveland, Ohio.	17,017	342	2.0	Note 8.
Pawtucket, R. I.	4,663	200	4.3	Note 3.
Utica, N. Y. (1897)	6,113	406	6.6	Note 4.
Utica, N. Y. (1898)	5,957	254	4.2	Note 5.
Worcester, Mass.	11,953	313	2.6	Note 6.
Total.....	57,072	2,067	3.6	

NOTES.

1. *Bayonne, N. J.*—Superintendent Christie reported 4,610 pupils examined; total number defective, 618; number with defective eyesight, 353; defective hearing 115; other physical defects, 175.

2. *Jersey City, N. J.*—Superintendent Snyder submitted a report by Dr. Wallace Pyle, oculist, concerning the results of the eye examinations of the children of the grammar departments of public schools Nos. 1, 2, 15, 20, and 22.

Number of pupils examined 1,100 (girls, 542; boys, 558). Ages ranged from 9 to 16 years.

Cases astigmatism, 116 (girls, 56; boys, 60); defective distant vision, 251 (girls, 119; boys, 132); defective near vision, 33 (girls, 15; boys, 18); number wearing glasses, 23 (girls, 14; boys, 9); cases of cross-eye, 19 (girls, 11; boys, 8); inflammation of eyes, 51 (girls, 23; boys, 28); trachoma, 13 (girls, 4; boys 9).

Number of cases having marked defective vision, and whose parents were notified of the existing defect, 197 (girls, 99; boys, 98).

3. *Pawtucket, R. I.*—Superintendent Hervey reported that during school year 1900-1901 the teachers tested 4,663 children and found 517 children who had one-half or less than one-half of normal vision in one or both eyes, and that 200 had marked defects in hearing; also that a large number of children had adenoid growths.

4. *Utica, N. Y.*—Extract from 1897 report of Superintendent Griffith:

During the spring of 1896 tests were made of the sight and hearing of all the children in the public schools. These tests were made by the teachers after instruction by a specialist. Snellen's test cards were used for testing the sight, and an ordinary watch for testing the hearing. A summary of the conditions revealed by the test is as follows:

Whole number examined.....	6, 113
20-60 or lower	667
20-10 or higher	23
20-40	890
20-40 to 20-60.....	48
Astigmatism	1, 187
Astigmatism combined with headache	562
Color-blindness (nearly all to red)	134
In the ear test, those who could hear less than one-third the average distance for the class.....	406
Those one-half to one-third this distance.....	399

Counting both tests, there were 1,202 different pupils extremely defective, and 965 others who seemed to be quite defective, enough so to need examination by a specialist. Thus we found about 35 per cent defective in sight or hearing or both. This condition, while not differing much from results reported from other places, demanded prompt attention.

The school authorities immediately did two things looking toward a remedy or amelioration of this serious condition. First, all pupils who were nearsighted or hard of hearing were given the seats in school most favorable for seeing and hearing, and all pupils were given special instruction with regard to care and use of eyes and ears. Secondly, notices were sent or given to parents of all children found to be thus defective, calling their attention to what it was believed had been discovered, and advising that a physician or oculist be consulted at once.

Our tests revealed many sad and critical cases, which were remediable because discovered at this stage of development. Many parents could not strongly enough express their gratitude to the teachers. Many children consulted specialists and were successfully treated. Cases of what had been considered dullness or willful inattention on the part of pupils were shown to have been due to inability to see or hear.

5. *Utica, N. Y.*—Extract from 1898 report of Superintendent Griffith:

SECOND TEST OF EYES AND EARS OF PUPILS.

During the spring of 1896, all the pupils in the public schools were tested by the teachers for defects in sight and hearing. The results of that test were published in the annual report for 1897. This fall a similar test has been made of all pupils

above the first grade. The following table, taken from advanced reports, condenses the main results shown. Further study of the records will doubtless reveal other features worthy of careful attention.

Whole number examined	5,987
20-60 or lower	588
20-10 or higher	9
20-40	833
20-40 to 20-60	45
Frequent headache	587
Color blindness	32
Number somewhat defective	1,038
Per cent	17
Number seriously defective	778
Per cent	13
Total defectives	1,816
Per cent	30

In the ear test those who could hear less than one-third the average distance for the class, 254.

Those one-half to one-third this distance, 276.

By the test of 1896 there were found 2,167 pupils, 35 per cent, defective. The difference in the percentage of defectives is not great, and may be accounted for by improved conditions, by a more frequent use of glasses by the pupils, by better care of the eyes and ears, by the difference in the grades tested, or by the margin of errors incident to such work when not done by trained experts. This much, however, is evident—there are far too many children trying to do school work handicapped by imperfect vision or hearing.

Notices, setting forth what the tests discovered, have been sent to all parents whose children were found defective in either sight or hearing. Attention will be given in the schools to see that such children are given the most favorable seats. Other uses to be made of the results of the tests are yet to be decided upon.

It is distinctly asserted that we do not claim for these tests the accuracy of a specialist. The teachers were all instructed how to take them, and they did the work with such care and skill as was possible to them. It is confidently believed that the tests were sufficiently accurate for all the uses we have made of them or propose to make of them.

Thanks are due to the teachers who have, at considerable expense of time and strength, performed this extra work for what is believed to be the children's good.

6. *Worcester, Mass.*—Extracts from "Report of the Tests of the Vision and Hearing of the School Children of Worcester," by G. E. Partridge.

The report includes returns from all the school buildings in the city, with the exception of two, having a total of 493 children. * * * Deducting these cases from the total population of the grades (II to IX) leaves 11,953 pupils. Of these 2,281, or 19 per cent of the number examined, were found to have defective eyesight.

TABLE I.—*Number of cases of defective eyesight in each grade.*

Grade.	Boys.			Girls.		
	Number examined.	Number defective.	Per cent.	Number examined.	Number defective.	Per cent.
IX	376	44	11.7	417	84	20.1
VIII	541	81	14.9	533	138	25.8
VII	593	84	14.4	609	145	23.8
VI	733	123	15.7	772	152	19.6
V	833	131	14.8	804	181	22.5
IV	888	192	21.6	817	249	30.4
III	1,017	168	16.5	880	188	21.3
II	1,058	159	14.8	982	162	16.4
Total	6,139	982	15.9	5,814	1,299	22.3

TESTS OF HEARING.

Hearing was tested with the conversational tone. One hundred and seventy boys and 143 girls (2.9 and 2.3 per cent, respectively, of all the pupils examined) were reported as defective. These numbers include also a few reported for discharge from

the ear whose hearing was normal. These numbers compared with the results of tests of the hearing among school children in other cities, made by expert examiners, is unusually small. The tests for hearing are difficult to apply uniformly, and it is highly probable that the first rough examination has failed to reveal the true condition. Deafness varies very much from day to day, and even during the same day in the same individual. The time of year in which the examination was made was also very favorable. It is possible that two or more examinations of the same individual and the application of more than one of the simple tests would have given different results. (Other tests besides voice tests have been used with varying degrees of success. Among these are the watch tests, the Politzer's acoumeter, and an instrument lately devised by Dr. Seashore, which is said to have given satisfaction in the school tests in Chicago. This instrument is simple in operation, and it affords a uniform method, and thus eliminates for the most part personal equations of untrained examiners. The chief objection to it is its cost, but possibly one instrument could be made to do service for all the schools of a city.)

Snellen's test types were used in testing sight, and the following quotation from "Instructions for examinations" shows the method employed in testing the hearing:

To examine for defective hearing, test each ear separately. Have pupil stand 20 feet distant, facing squarely to right or left, not allowing eyes to be turned toward examiner; have pupil gently press a soft handkerchief to the ear turned away from examiner, and then whisper, slowly and distinctly, or pronounce in an ordinary conversational voice, words or numbers, requiring the pupil to repeat them as soon as heard. If the words are not heard at 20 feet, approach pupil until they are heard, and note the distance, and record in the blanks furnished for the purpose. If found defective, a card of information should be sent to parent or guardian.

7. *Chicago, Ill.*—"Some Results of Hearing Tests of Chicago School Children," by D. P. MacMillan, Ph. D. An address given at the Detroit meeting of the National Educational Association July 12, 1901, before Department XVI, now the Department of Special Education.

The tests were made with the use of the audiometer invented by Prof. C. E. Seashore, of the Iowa State University, and which is described in detail by him in Volume II of *Studies in Psychology*, issued from that university. * * *

The apparatus consists of an induction coil, a battery, a galvanometer, a resistance coil, switches, and a telephone receiver, all done up in a convenient and portable hand box. By turning a switch the dry battery can be thrown into the primary circuit of the induction coil. Another switch turns the galvanometer into the circuit. Then by varying the resistance by means of plugs the fall of potential over the primary coil can be made constant, as indicated by the galvanometer. The primary circuit can be opened and closed rapidly by means of a key, and, as no stimulus can be produced save when the current is closed, the making and breaking of the current makes sharp clicks, which serve as a stimulus whose intensity can be varied at will by means of the secondary coil. This secondary coil is wound in forty sections, arranged in a series on the basis of the number of turns of wire that each contains. Each of these sections is connected with the surface terminals in such a way that the number of sections indicated on the scale can be thrown into the circuit by a spring contact, and by moving the carriage along the scale to the proper terminal one can vary the energy communicated to the receiver in this circuit. * * *

The test was made in the following manner: As the pupil entered the quiet room he was seated at one end of a table, at the other end of which the operator sat. With the receiver at one ear and the other ear closed to exclude possible disturbances, by slightly pressing the tragus of the ear backward the pupil awaited the signal for the test to begin. At first the register was set at such a part of the scale that a distinct clicking sound could be heard. The sound was then made to decrease in intensity until the point was reached where it could no longer be sensed. * * *

The experiment was further checked by proceeding in the opposite direction, i. e., from below the threshold of hearing to a point where the sound was distinctly sensed. The results secured in these two ways were averaged and the pupil's record obtained. * * *

A pupil is classed as "defective" when it is found from his audiometer record that he would be seriously inconvenienced in detecting sounds of medium intensity, i. e., four or more points below the norm.

TABLE I.—*School life and hearing.*

Age.	Pupils tested.	Defective in one or both ears.		Defective in both ears.		Defective in right or left ear.	
		Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
6.....	341	52	15.2	22	6.45	30	8.79
7.....	473	76	16.0	32	6.97	44	9.30
8.....	545	123	22.56	47	8.62	76	13.94
9.....	555	96	17.29	39	7.02	57	10.27
10.....	598	88	14.71	38	6.35	50	8.36
11.....	558	88	15.77	39	6.98	49	8.79
12.....	608	86	14.13	31	5.09	55	9.04
13.....	599	82	13.69	35	5.94	47	7.75
14.....	664	103	15.51	38	5.72	65	9.79
15.....	664	108	16.26	39	5.87	69	10.39
16.....	555	84	15.13	40	7.20	44	7.93
17.....	377	56	14.85	29	7.69	27	7.16
18.....	192	38	14.59	8	4.16	30	10.43
Total.....	6,729	1,080	16.05	437	6.64	643	9.55

In general, of the 6,729 school children between the ages of 6 and 18 tested for aural acuity 1,080 of this number—i. e., 16 per cent—were found defective in hearing in one or both ears, and are liable to be at a great disadvantage unless the presence of such defects is known in each case. Again, $6\frac{3}{4}$ per cent of the total number are found defective in both ears. Further, $9\frac{1}{2}$ per cent of the total number of children have either the right or left ear defective, and need especially to be cared for and seated on the proper side of the teacher in order to be able to utilize the unimpaired ear to the best advantage.

8. *Cleveland, Ohio.*—Superintendent Moulton inclosed the report of the supervisor of hygiene and physical education for the year 1901-2, together with the same data for 1900-1901.

Important statistical items deduced from the examination of 39,043 cases in 1900-1901.

	Grade.								
	First.	Second.	Thrd.	Fourth.	Fifth.	Sixth.	Seventh.	Eighth.	Seven upper grades.
Total pupils by grades....	6,104	5,825	6,141	6,462	4,719	4,209	3,189	2,934	32,939
Total pupils with defects of special senses.....	686	955	1,143	1,198	918	862	603	490	6,169
Total pupils with defects of special senses, per cent.....	11.2	16.3	18.6	18.5	19.4	20.4	18.9	20.4	18.7
Total pupils wearing glasses at the beginning of the year.....	37	121	218	277	226	261	233	171	1,507
Total pupils who do not see well with their glasses.....	26	32	36	75	63	66	47	34	353
Total pupils marked 20-20 in one or both eyes.....	97	107	186	138	139	116	92	102	880
Total pupils marked 30-20 in one or both eyes.....	234	315	404	410	294	295	219	154	2,091
Total pupils marked 40-20 (or less) in one or both eyes.....	293	369	482	542	415	385	244	214	2,751
Total pupils marked 0 (blind) in one eye.....	52	61	26	44	44	26	24	34	259
Total pupils having a difference in vision of eyes.....	174	229	446	447	382	378	263	236	2,381
Total pupils who do not hear well.....	81	100	49	79	58	36	20	17	359

Report of teachers' examination of vision and hearing, 1901-2.

	Grade.								
	First.	Second.	Third.	Fourth.	Fifth.	Sixth.	Seventh.	Eighth.	Seven upper grades.
Total pupils by grades	5,004	6,609	6,405	6,600	5,454	4,099	3,360	2,775	34,802
Total pupils examined	4,609	5,827	3,098	2,485	1,944	1,524	1,392	765	17,017
Total pupils with defects of special senses.....	411	1,185	1,012	1,115	906	640	558	390	5,806
Total pupils with defects of special senses, percent.	8.2	17.9	15.8	16.8	16.6	15.6	16.6	17.3	16.6
Total pupils who do not appear to see well with their glasses.....	10	30	35	54	55	45	53	32	304
Total pupils wearing glasses at the time of examination.....	41	127	163	259	200	202	178	147	1,276
Total pupils who appear to have crossed eyes.....	62	61	49	50	29	15	12	10	226
Total pupils who do not hear well according to Gale's test.....	72	85	50	60	56	32	35	24	342

9. *Chicago, Ill.*—"Some results of Dr. Allport's sight tests applied to Chicago school children," by Charles C. Krauskopf. An address delivered before the child-study section of the Illinois State Teachers' Association, December 27, 1900, reprinted from the *Ophthalmic Record*, April, 1901:

A year ago last September the department of child study of the Chicago public schools began its first regular work. * * *

The only test of sight regularly applied in these tests was the determination of the visual acuity by the use of Snellen's test types, this being the test recommended by Dr. Frank Allport, consulting oculist and aurist to the department. * * *

In the study of the relation between school life and sight the pupils were grouped as to age by years, and at each age the percentage of pupils having defective eyes was calculated. Included in this class of "defective" are all those whose visual acuity falls as low as 20-300 or lower in one or both eyes. * * *

TABLE I.—*Percentage of pupils found defective at different ages.*

Age.	Number tested.	20-30 or below in one or both eyes.	20-40 or below.	20-70 or below.	20-200 or below.
		<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
6.....	264	32	7	1	0
7.....	363	35	8	2	1
8.....	351	38	13	3	1
9.....	343	44	17	6	1
10.....	364	43	18	9	2
11.....	385	41	17	8	2
12.....	364	36	16	9	2
13.....	373	30	14	9	2
14.....	450	32	14	9	3
15.....	521	32	15	9	3
16.....	475	32	16	11	4
17.....	339	32	16	12	4
18.....	173	32	16	10	8
Total	4,765				

On their entrance to school at 6 years of age 32 per cent of the pupils are found with defective eyes, a rather serious condition to be faced by those inclined to ridicule the idea of testing the eyes of young children. * * *

The percentage of children with defective sight rises steadily and rapidly until between the ages of 9 and 10, when it reaches its highest point and begins to descend. This descent, which of course means an average improvement in the eyesight, is very slow, though steady, until during the eleventh year; it then drops even more rapidly than it rose at first, reaching its lowest or best point between 13 and 14, then, after a slight rise, continues at practically the same height until after school age is past. * * *

In other words, under the above conditions the children leave school as they began it, with about 32 per cent of their number more or less defective as to eyesight. * * *

These compilations were made with no thought of there being any sex difference in eyesight, but on separating the sexes it was found that the girls showed an average of 37 per cent defective as against the boys' 32 per cent and a general average of 35 per cent. Up to date no reason for this difference has been suggested, except that the freer, more active, out-of-door life of the boys may bring their average of general physical condition above that of the girls.

10. *Passaic, N. J.*—"Report on the examination of the eyes of the public school children of Passaic, N. J.," by the sanitary committee of the board of education, George T. Welch, M. D., chairman, April, 1896.

Passaic is the first city in New Jersey, and among the very first in America, to order an examination by a skilled oculist of the condition of the eyesight of the children in the public schools. This is done for the immediate relief of many suffering from eye affections and for the purpose of ascertaining how far the present methods of school discipline and the exactions of the curriculum are prejudicial to the sight and the general health of the pupils. * * *

Dr. William McKay, of New York City, one of the surgeons of the Manhattan Eye and Ear Hospital, was engaged by the board of education to visit the schools and to make an examination with the ophthalmoscope of the eyes of all the pupils. To facilitate his work and to lessen the expense, Miss Ethel Rhodes and Miss Mabel Mead, two bright and efficient young ladies, former pupils in our high school, were employed to test the eyes with Snellen's test types. They were drilled in this duty by Dr. McKay, and, being enthusiastic and conscientious, their work was satisfactory and commendable.

A card of test types was hung on the wall in a good light, in a hall, or large empty room, as the case might be, and the pupil to be examined was placed 20 feet away. Each eye was examined separately. A card was held over one eye while the other was being tested, and if the type could be read with each eye the vision was marked 20-20 and was designated as normal, and any deviation with either eye, or any inability with both, was so marked with proper figures, and the name of the child, his grade, and school were also recorded for future reference. As each pupil presented himself to the oculist his record was scanned, giving a clue at once to his condition, and then each eye was examined by the ophthalmoscope and a note made of the result. Unfortunately, only 2,173 of the school children were thus examined, this number being all that attended school while the examinations were in progress. * * *

Report of the examination of the vision of the pupils in the public schools of Passaic, N. J. as made by the use of the test types.

School.	Number tested.	Vision normal.	Defective.	Per cent of defection.
I.....	190	117	73	38.4
II.....	329	216	112	34
III.....	92	57	35	38
IV.....	365	224	141	38.6
V.....	219	147	72	32.8
High school.....	435	335	100	22.9
Total.....	1,630	1,097	538	33

Report of the estimated refraction of the eyes of the Passaic public school children as made by the ophthalmoscope.

	School number.					High school.	Total.	Per cent.
	I.	II.	III.	IV.	V.			
Number examined.....	360	555	93	456	274	435	2,173	.....
Refraction normal, or hypermetropia.....	250	402	62	325	186	304	1,529	70
Vision defective, or hyperopic astigmatism.....	101	133	29	134	86	120	603	27.7
Myopia, or myopic astigmatism.....	9	20	2	7	2	11	51	2.3
Local conditions requiring medical treatment.....	1	5	.....	7	2	2	17	.....
Defective color perception.....	7	3	.....	.....	.....	.....	10	.....

Subjoined to this was the name of every pupil suffering from headache, blurring, pain on studying at night, nearsightedness, defective color perception, and of those having local conditions requiring medical treatment. The committee on sanitation has had proper circulars printed, detailing the condition of each one of these affected pupils, and giving concise and necessary directions for their assistance. These have been distributed by the teachers, under seal, so as to reach the parents of the school children named. Where glasses are needed the matter is urged upon the attention of parents and guardians, and the committee has endeavored to do all that can be done to assist every child to obtain every facility for deriving the utmost advantage from the teachings and privileges of the schools.

Table of eye affections in all the schools, by grades.

[The abbreviations used are: N. V., for normal vision; A., for astigmatism; H., for hypermetropia; M., for myopia, or nearsightedness.

	Number examined.	N. V.	H.	A.	M.	Percent of A. and M.
Kindergarten	208	53	114	36	5	19.7
Sixth primary	403	93	196	104	10	28.3
Fifth primary	213	47	94	71	1	33.8
Fourth primary	175	47	83	40	5	25.7
Third primary	141	20	69	49	3	36.8
Second primary	154	25	75	52	2	55
First primary	170	22	94	46	8	31.7
Eighth grammar	133	15	72	43	3	34.5
Seventh grammar	99	7	62	28	2	30
Sixth grammar	80	7	51	21	1	27.5
Fifth grammar	67	11	33	20	3	34.3
Fourth grammar	54	3	32	18	1	35.1
Third grammar	59	3	36	20	0	33.9
Second grammar	54	8	28	16	2	33.3
First grammar	52	9	29	12	2	25
High school	111	19	62	27	3	27
Total	2,173	389	1,130	603	51	29

11. *Lowell, Mass.*—"Physical defects of school children." An address given at the meeting of the Massachusetts Teachers' Association December 2, 1899, by A. K. Whitcomb, superintendent of schools, Lowell, Mass.

Results of tests in Lowell, I am happy to say, are not quite as appalling as are many of those made elsewhere. Miss Katherine Law, a pupil teacher of our training school, tested the vision of 300 children and found 45 per cent to be defective, a little less than two-thirds of the defects being serious enough to need correction. Dr. Bell tested the vision of the 524 pupils of the Highland Grammar School and found 165, or 31 per cent, defective. No treatment was considered necessary for those who had five-sixths of full vision, of whom there were 8, nor for those having two-thirds vision who were not troubled by headaches or other ills obviously due to their eyes, of whom there were 20, reducing the number for whom medical treatment was recommended to 137, or 26 per cent of the whole. Eighteen were aware of their condition and had received treatment, leaving 119, or more than 22 per cent, whose need of treatment, whether previously known or not, and generally it was not, was still immediate and pressing. Dr. Stephenson tested 2,081 children in grammar and upper primary grades and found 44 per cent defective, of whom about 27 per cent needed treatment, a result agreeing very closely with those of Miss Law and Dr. Bell. * * *

For testing vision we have in the Snellen cards a uniform standard known and recognized the world over. They consist simply of cards on which are letters of different sizes, each of which should be easily recognized by the normal eye at a distance varying from 10 to 200 feet. Such cards can be procured for a few cents of any optician, or can be had in quantities of Dr. W. O. Krohn, Hospital, Ill., at 5 cents a piece. The card, in use, should be placed upon a wall in a good light, 20 feet from the pupil to be tested, and on a level with his eyes. Each eye should be examined separately, the other being covered by a card, which is better than anything like a hand or handkerchief that touches the eye and may affect it by pressure or possibly convey contagion. Beginning with the largest letter the pupil should be told to read as far as possible, and should be given credit for the last line of which he can read a majority of the letters. If this line is the one which should be read at 20 feet the examination may generally be considered satisfactory. Should it be the 30-foot line, indicating two-thirds vision, he may be allowed to pass unless headache, nervousness, or manifest fatigue after study shall give further indication of eye trouble, in

which case he, with all whose vision proves to be but one-half or less, should be advised to seek treatment at the hands of some competent person. I am aware that in these very general directions I am omitting many things which the oculist would wish to note, but the average teacher is not to diagnose diseases or prescribe remedies, and for her purpose it is not important that she know the character of the trouble, whether myopia, hyperopia, astigmatism, or even the result of physical injury; it is only important that she know that something is the matter, and that she act upon this knowledge by inducing the pupil or his parents to seek advice from some one competent to give it.

The method thus outlined is obviously impracticable with children too young to know the letters of the alphabet, and Dr. Allport declares that experience has taught that it is unprofitable to examine first-grade children. On the other hand, Miss Nicholson, of Philadelphia, Pa., has successfully tested the eyes of children in the kindergarten. Her method was to make the examination take the form of a game, which all were eager to play. The children were in turn given the seat of honor in the teacher's chair, and were asked to name the pictures on cards held by the teacher at about the distance of full normal vision. The pictures were of well-known things, like cats, dogs, cows, etc., and if the child could not distinguish them at the usual distance they were carried nearer until the eyesight was measured with accuracy enough for practical purposes. * * *

For testing the hearing we have, unfortunately, no uniform standard, as is the case with vision. Several instruments intended to make sounds of uniform intensity have been proposed, but none have come into general use. Most investigators rely upon the ticking of a watch or upon the sound of the human voice. I have been surprised to note that abroad the latter, usually in the form of a whisper, has been deemed the more practicable and trustworthy. In my own case I found many pupils who could hear my whisper, made as loud as possible to secure uniformity, at a distance of 75 feet, a distance greater than most teachers can well secure unless they have access to a large hall. The voice has this advantage, that the child can not reproduce what is said to him unless he really hears it, while in listening to the tick of a watch he sometimes thinks he hears when he does not. At Clark University I am told by Dr. Hodge that preference is given to the voice, not in a whisper, but in low tones. There is, of course, no reason why both methods should not be tried, but in my own experience I have found the watch the better. The normal ear ought to hear the average watch at a distance of 4 or 5 feet at least, but watches differ so much that a standard should be fixed for each. To do this, test a dozen children; exclude from the results any which are evidently abnormal, and average the rest. Pupils who can not hear at half the average distance obviously need attention. Each ear, of course, should be tested separately with the eyes covered or at least turned away from the source of the sound. My plan has been to have the pupil himself hold upon his shoulder one end of a tapeline along which a watch is moved toward the ear, never from it, lest the pupil should seem to hear after he had really ceased to do so. Superintendent Griffith, of Utica, N. Y., placed the watch on a table and had the pupil slowly approach it.

12. *Somerville, Mass.*—Report of Superintendent Southworth, 1900:

Under permission of the board, an examination by teachers of the eyes of their pupils is now in progress. The test is similar to that used by oculists, but of course it is conducted without professional skill. Full returns have not yet been received, but the eyes of between five and six thousand pupils have thus far been tested. The result shows that 28 per cent have vision sufficiently defective to require attention. Children were required to read readily a line of letters at the distance of 15 feet with both eyes and with each eye separately. Those who could read it only at a distance of 10 feet or less were reported as defective. Very few children were found with absolutely normal sight, but those only have been counted as defective that fall below two-thirds of normal vision. Such cases have been reported to parents, and in many instances a professional examination has been made with the happiest results. * * *

The subject of the hearing of school children is also beginning to receive the attention it deserves, and investigations in many places have tended to establish the following points:

1. At least one child out of every five has some defect in one or both ears.
2. In the majority of cases neither parent, teacher, nor child is aware of the defect.
3. Children defective in hearing are usually counted careless, inattentive, or positively stupid by parents and teachers, who are ignorant of the real cause. Such children are often kept two or more years in the same grade, and, being the largest children, are not infrequently given seats in the rear of the room, where their chances of hearing are reduced to a minimum. This point is so important that it

deserves special notice. Out of 961 children examined in two cities, 176 were found to have defective hearing, while only two out of the 176 were known to be deaf by their teachers.

4. A child who is hard of hearing can hear better at certain times than at others. This fact often leads parents and teachers to misjudge a child. The remark is often heard, "Don't tell me Johnnie is deaf, he can hear as well as anybody when he wants to."

5. It is estimated that 90 per cent of the cases of defective hearing can be cured if taken in time.

13. *Elizabeth, N. J.*—Superintendent reports number of pupils with defective hearing, 121; eyesight, 153.

14. *Erie, Pa.*—Superintendent Missimer reports number of pupils mentally defective, 46; defective hearing, 39; defective eyesight (not remedied by glasses) 50.

15. *Johnstown, Pa.*—Superintendent Berkey reports: Number of pupils in school during the term, 6,148 (boys 2,957, girls 3,191), year 1902; number of pupils known to have defective sight not properly remedied, 190 (boys 84, girls 106); number of pupils known to have defective hearing, 126 (boys 53, girls 73).

16. *Lincoln, Nbr.*—Superintendent Gordon reports 29 pupils defective: Defective in sight, 5; defective in hearing, 8; having impediments in speech, 2; mentally defective, 9; physically defective, 5. In this list only those were reported who were regarded by teachers as being defective to such an extent as to retard their progress in school.

17. *Los Angeles, Cal.*—Superintendent Foshay reports that tests of sight and hearing are made each year, but that the only printed results are published in the annual report of the Los Angeles city schools for 1895-96, page 57.

18. *New Haven, Conn.*—Superintendent Beede reports that the State law of Connecticut requires an examination of the hearing and eyesight of all school children once in three years. Last examination made December, 1900. At that time about 20 per cent of the New Haven school children were found to have defective vision; percentage defective in hearing much less.

19. *Saginaw, Mich.*—Superintendent Warriner reports that in the year 1899-1900 the pupils of the Saginaw schools were examined by the students of the senior class of the Saginaw Valley Medical College. Total pupils examined, 3,828; astigmatism, 1,536; nearsighted, 328; showed signs of exophoria (?), 506; strabismus, 72; blepharitis, 365; found to have running ears, 173; found to breathe through the mouth, 458.

As a result of the examination 370 notices were sent to parents stating the facts, 114 pupils were known to have consulted physicians, and 183 changes were made in seating pupils in the schoolroom.

20. *Williamsport, Pa.*—Superintendent Lose reports that he is now collecting statistics concerning the number of pupils having defective hearing, defective eyesight, or other physical defects retarding their progress in school, but that he is at some loss as to the best way to proceed, and requests suggestions.

21. *Malden, Mass.*—

REPORT OF THE MEDICAL INSPECTOR.

MALDEN, MASS.

MR. GEORGE E. GAY, *Superintendent of Schools.*

DEAR SIR: I herewith submit annual report of medical inspector of schools for the year 1901.

The work, as heretofore, has been confined almost entirely to the examination of the eyes. In the lower-grade schools the system of previous years has been pursued, only those pupils being examined who had been referred to the inspector by the teachers. Notwithstanding, however, the most careful oversight by the teachers, it has become a not uncommon occurrence to find a pupil with very defective eyes, which condition has existed unnoticed for years. With the aim of largely extending the practical usefulness of the medical inspection a new method is now being perfected by which in time the vision of every pupil will be recorded. This work has been done by the teachers, and in most cases, I believe, by the principals, to whom

credit should be given for time spent in the work. Pupils having defective vision are then referred to the medical inspector for further examination, and the following cases are to be seen by him as a matter of routine: All children whose vision falls as low as one-half the normal vision; all children having persistent pain in the eyes; all children with strabismus. As these records are not yet entirely complete no further report can at present be made. Undoubtedly much benefit to the younger children will result. The following tables summarize results of the year's work:

Class A, total number recommended for treatment.....	139
Class B, total number not recommended for treatment.....	284
Class C, total number postponed.....	13
Total examinations made.....	435

Class A. Glasses advised for refractive error, 100; treatment advised for conjunctivitis, 7; treatment advised for dacryocystitis, 1; treatment advised for blepharitis, 1; treatment advised for other diseases of eye, 2; treatment advised for enlarged tonsils, 3; treatment advised for cerumen, 5; chronic catarrh of middle ear, 7; otorrhoea, 3; pediculosis capillitii, 9; dermatitis, 1; total 139.

Class B. (1) Cases needing no treatment: Eyes examined and found normal, 202; conjunctival ecchymosis, 3; episcleritis, 1; ears examined and found normal, 18; throats examined and found normal, 9; slight dermatitis, 1; pediculosis capillitii, 1; chronic catarrh of middle ear, 2; total, 255 cases. (2) Cases not susceptible of improvement by treatment: Anisometropia, 2; amblyopia, 11; choroidal atrophy, 1; traumatic cataract, 1; nebula corneæ with irregular astigmatism, 7; high palate, 1; adhesive disease of middle ear, 2; atrophy of eyeball, 1; coloboma of iris and choroid, 1; strabismus, 1; nystagmus, 1; 28 cases. Total cases, 283.

Class C. Twelve cases of probable refractive error and 1 case of deafness (cause not determined) postponed; total, 13.

In addition to this the entire class of 1904 of the high school has been examined with the following results:

Class A, eyes examined and found practically normal.....	194
Class B, eyes with an abnormality of vision of such a degree to make the use of glasses desirable.....	30
Class C, eyes more or less imperfect from disease.....	5
Total.....	230
Deduct 3 names counted twice.....	227

The following observations seem worthy of mention: In the entire class no case of corneal nebula was found; and as this condition is not infrequent in the lower grades, it appears that such cases drop out of school before entering the high school, the unequal struggle proving too severe. It is also of interest to note that, with two or three exceptions, all classes of serious refractive error had been corrected by glasses. No extreme case was found of uncorrected myopia or astigmatism such as is frequently found in the lower grades.

Respectfully submitted.

CHARLES D. JONES.

22. Providence, R. I.—Report of Ellen LeGarde, director of physical training:

1. Twenty-five per cent of the school population of Providence, this population being about 25,000 pupils, have defective vision.

2. Ten per cent of the school population wear glasses for poor vision and may be said to be backward in studies because of poor sight.

3. Of this 10 per cent, 3 per cent wear glasses to correct crossed or squinting eyes. The latter is more common in the four lowest grades.

4. Of this 10 per cent, the greatest weakness of vision occurs between the fourth and eighth year of school life.

5. Of this 10 per cent, the largest number of cases of poor sight to a grade occurs in the seventh year of school life. As many as 15 pupils in 60, or 12 in 48, in the seventh year wear glasses. By the eighth or ninth year of school life 5 of the 15, or 4 out of the 12, can do without them (glasses). Care in time effected a cure.

6. Children of Jewish parentage require more care for sight, and are afflicted with poorer vision more than any other class. In schools mainly of this character I have often had in the fourth and fifth grades 5, 6, and 8 children out of a class of 45 fitted to glasses which they must wear permanently.

7. With all the poor vitality, undeveloped and poorly nourished bodies the Italian children, prone always to skin diseases, are remarkably free from poor vision.

8. The Portuguese children and children in our Providence schools whose parents are from the Azores Islands seldom (if ever) require glasses. Syrians and Armenians have very good sight. Colored children in Providence above the normal.

9. To sum up, Jewish, American, and Irish-American children have poor enough vision to be termed most defective, retarding school advancement.

10. About 10 per cent of the pupils have defective hearing. This is more common with boys than girls.

11. Adenoid growths are common and in the disciplinary and feeble-minded schools are often found.

12. Fifty per cent of the children in the Providence schools are not properly fed. Not that they have not enough to eat, but that the quality of food is not nourishing, hence the bloodless, ænemic, and nervous condition.

13. Boys show this in their stunted growth. More than girls they are deficient in stamina, courage, and endurance. This retards school advancement and makes the masses of the pupils unable to grasp and less able to retain.

14. Not more than 1 per cent have hip disease, humpback, or spinal curvature noticeably apparent. Spinal complaints are more common in girls than boys.

CHAPTER XLVII.

THE EDUCATION OF THE FEEBLE-MINDED IN THE UNITED STATES.

By DAVID F. LINCOLN, M. D.,

Boston, Mass.

In preparing the material for the following statements visits were made to the State institutions at Waltham, Mass., Syracuse, N. Y., Elwyn and Polk, Pa., Vineland, N. J., Columbus, Ohio, and Fort Wayne, Ind.; to the private schools of Mrs. Seguin and Misses Bancroft and Cox, and to city classes in Boston, Springfield, New York, and Philadelphia.

Those acquainted with the field will see that this list omits a number of large and important institutions; but it is thought that the study of the schools visited would be sufficient to develop the characteristic features of the education of the feeble-minded in the United States. It may be added that the practice in Canada is essentially the same as with us.

In the limited time at the writer's disposal for visiting these institutions he is aware that full justice can not have been done, and that points deserving mention must have been omitted. A similar excuse can not be pleaded in the case of Waltham, where the opportunities have been unlimited, and the matter is accordingly treated in much fuller detail. To those who have welcomed his visits, in all places, he owes most sincere acknowledgments for the pains they have taken to assist his inquiries.

No extended history of the training of the feeble-minded can be given here, but the field will be clearer if we recall the fact that it formed the object of a general philanthropic movement, beginning in Switzerland, Germany, and England, and rapidly extending to this country, our first institutions dating six years after the foundation of Guggenbuhl's school on the Abendberg in Switzerland. Dr. Seguin's classic Treatise on Idiocy was published in 1846, and he came to this country in 1848. He is the true pioneer, having established a successful school at Paris in 1837. As an interesting fact we may note that several idiotic children were trained for a few years with fair success at the American Asylum for the Deaf and Dumb at Hartford, Conn., beginning 1818, but the experiment was an isolated one and was discontinued.

A very brief historical mention of the principal pioneer institutions in the United States may here be given.

The Massachusetts School for the Feeble-Minded at Waltham was the first State institution. The resolve appropriating \$2,500 annually for an experimental school was passed by the legislature May 8, 1848, and the first pupil was received October 1 of that year, the school being carried on for several years at South Boston by Dr.

Samuel G. Howe and James B. Richards in connection with the Perkins Institution for the Blind.

In the interval Dr. H. B. Wilbur opened his private school at Barre, Mass., on the 1st of July, 1848. This school has the credit of having been the first establishment in actual operation, and has since maintained an honorable reputation.

The superintendency of Dr. George G. Tarbell at South Boston (1878-1883) is marked by the prevalence of new views of the value of manual, especially outdoor, occupations, and of the necessity of making provision for asylum cases. In accordance with his wishes a farm was purchased at Medfield, 20 miles out of town, where the able-bodied boys were placed; these boys were transferred to Waltham in 1889, and the South Boston cases were also sent to Waltham the next year.

A tract of nearly 3 square miles of land was purchased at Templeton in 1897, for the purposes of a colony, and to it have been transferred (beginning in 1900) 141 able-bodied adult males. It is intended to retain adult females at Waltham.

The Syracuse (N. Y.) State Institution for Feeble-Minded Children was founded by an act passed in 1851. The school was opened at Albany in 1851, and transferred to Syracuse four years later, remaining in the care of Dr. Wilbur until his death in 1883. In this case, also, the original object was not of a custodial character, but purely educational. There are, however, about 100 custodial inmates, besides a small number of men on a rural colony. The present site is undesirable, as it is surrounded by a rapidly growing suburb of Syracuse.

The institution at Elwyn, Pa., (formerly called by the name of the neighboring town of Media) made its fiftieth annual report in September, 1902. A very valuable account of the origin and development of the school, by the present superintendent, will be found in that report. The original establishment was formed in 1852, at Germantown, Philadelphia, under James B. Richards. Dr. Alfred E. Elwyn, whose name the place now bears, in company with Mr. Richards, secured in 1854 an act of incorporation with an appropriation of \$10,000 and provisions for 10 beneficiaries. In 1859 the family, including 25 pupils, removed to the present central edifice at Elwyn. The title of "Training School," still retained, indicates the exclusive purpose of the founders. The asylum and custodial feature was authorized by an act of the legislature in 1871.

The Ohio Institution for Feeble-Minded Youth was established by the legislature in 1857, and located near the city of Columbus. It has from the outset owed much to the faithful zeal of its superintendent, Dr. G. A. Doren, whose guiding hand is still at the helm. In 1898 the State provided for the purchase of land for a colony; this "Custodial Farm" is situated about 12 miles from the parent institution and embraces 1,068 acres of beautiful land.

The Connecticut School for Imbeciles, at Lakeville, was commenced by Dr. H. M. Knight in 1853, and became a State institution a little later.

The Indiana School for Feeble-Minded Youth at Fort Wayne, Ind., was established as a branch of the Soldiers' Orphans' Home in 1879, as an independent institution in 1887, and came to its present location in 1890. This school has also an agricultural colony, of recent origin, and rapid growth.

The State Home for the Care and Training of Feeble-Minded Women at Vineland, N. J., issued its fourteenth annual report in 1902.

The New Jersey Training School for Feeble-Minded Girls and Boys, at the same place, issued its fourteenth annual report in the same year. Like Elwyn, it is managed by a private corporation, but seven-eighths of its pupils are maintained by the State, and it belongs, like Elwyn, in the class of institutions which represent their States.

The State Institution for Feeble-Minded of Western Pennsylvania, at Polk, Venango County, completed its sixth year of work in 1902, having been authorized by a legislative act in 1893. It shares the care of the State feeble-minded with Elwyn, upon a geographical division, and is growing very fast.

Of the private institutions seen that at Orange, N. J., is of historic interest as being conducted by Mrs. Seguin, widow of the illustrious teacher whose work in New York City forms a brilliant page in the literature of the subject. Her association with his school began in 1880.

The Haddonfield Training School, at the village of that name in New Jersey, was instituted by Miss Bancroft in 1883 and incorporated 1895.

It will be noted that instruction, largely with a view to curing the mental defects and restoring the child to social life, was the object chiefly held in view by those who founded these "schools," as they were called. The idea, now so prevalent, that provision must be made for the custody and care of large numbers of the feeble-minded, did not begin to seem important until a number of years later; not, in fact, until years of patient effort had demonstrated how large a part of the field of beneficent activity lay outside of strictly school work, and how imperfect the results of the best training must be. The original idea of curing imbecility had to be tried and found untenable before justice could be done to its subjects.

The expression "custodial inmate" requires some explanation. It is sometimes understood to refer specially to the adult feeble-minded females who are detained in institutions; but it properly includes all who are being retained rather than educated. The distinction is commonly drawn between "school cases" and "custodial cases," the latter being very often graduates from the school course who are spending their lives at the institution. There is also an implication of low mental grade in the word "custodial." At Fort Wayne the "custodial kindergarten" classes are composed of the less intelligent.

In estimating the value of this education we must guard ourselves from errors in two directions. On the one hand, we must not be misled by the brilliant results of the "school proper," into a too exclusive attention to this part of the work done; and I suspect it is very easy to allow oneself to be thus misled. On the other hand, it is natural to look on the mass of "custodial" cases as merely so many cases for detention, burdens to society, now neatly shelved in a safe place. This would be a very grave error; it might truly lead to the logical result of doubting whether it be necessary to prolong the physical life of such an order of beings. The "custodials" are almost without exception improvable to some extent, usually to a relatively very great extent. The amount of training on a very humble level which is given to these persons is enormous. In all institutions their physical habits are trained. They are taught decency; they are made useful in many humble petty employments; they are, in short, given a life to lead and are shown how to lead it. The training thus imparted does two things: It first raises them out of their brutishness to the level of social beings, fitting them to mingle in the daily relations of a home with the other inmates, and second, it is so continued as to form a check to the general tendency to degeneration of mind and body. The intellectual results of the training of the lower grades of the feeble-minded are therefore as distinct and as valuable to them as in the case of those who learn to read and write.

There is an economic value in such training, too, for it is far easier to care for them after they are trained in good habits. An illustration of this has been mentioned to me in the case of the custodial institution at Rome, N. Y., where efforts have been recently made to improve the least improvable patients by means of gymnastic, kindergarten, and manual training given daily in classes. As a consequence of this training, the greater part of those who were formerly filthy and destructive are no longer such; many have learned to talk, many have become useful helpers, and the general health has been much improved.

As regards the effect of training upon the higher grades of pupils, the attitude usually taken by experts is that feeble-mindedness is not cured by education; if a case turns out "all right," then it was a case of wrong diagnosis. There is an intense interest attaching to the class whose condition is not wholly certain or obvious.

Some such cases get into institutions, often on account of early neglect and ill treatment, often because of mere backwardness. I do not refer to children who, though really foolish, possess some single faculty in a high state of development and make a remarkable show, but to children who really turn out "bright" after a short time of trial.

It is in connection with such cases that we feel the difficulty of giving in words an exact definition of the word "feeble-minded." Children who are very far from being what is popularly called idiots are nowadays taken into these institutions—occasionally a rather shrewd child is admitted—and the definition is practically a broad one. Typically, the feeble-minded child is weak on all sides—weak in perception, attention, memory, in power over number and language, in combination, in judgment, in mental endurance, and no less defective in touch, in hand power, in general bodily activity, and constitutional vigor; but while a full definition comprises all this, we must acknowledge that in some cases the defect is only partial, while in others it is so concealed as to require a skilled judgment to detect it. If there be one thing which is pretty generally acknowledged as characteristic of the class, it is some form of weakness of practical judgment which renders its possessor unfit for independent life. A want of moral insight or self-control is equally disabling. This trait is noted in the fortunately small class to which is given the name of "moral imbeciles," the "unmoral" through defect.

The definition, however, is incomplete unless we emphasize the anatomical or physical basis of the disorder. We have to do with the fact of arrested or defective development of body and mind. The evidences of constitutional weakness, of slow growth, of inferior size, of defects in the formation of palate, teeth, ears, skull, etc., are associated with poor sight and hearing, defective articulation, inability to grasp objects or to use the legs, and psychic weakness in any or all respects, and in many cases there is manifest disease—as rickets, palsy, hydrocephalus, cretinism—to which we can point as a cause. Imperfect as is our knowledge of the ultimate anatomical basis of these defects, their general "constitutional" character is admitted, and their ultimate incurability is as distinct as is their susceptibility to amelioration.

To return to our main point: If the "school" be really educative, for what sort of a life does it educate?

With very few exceptions—perhaps none—all the inmates of an institution for the feeble-minded are its pupils as truly as in the days of Seguin. Hardly an individual is really untrainable. The idiotic are improved in their personal habits, the semi-idiotic are trained to usefulness and to the happiness which health and occupation bring to all. Such children belong in the tutelar care of an institution for life. Those of a higher grade of intelligence, when trained and taught, often show a degree of improvement which misleads the parents to a belief in the child's recovery, and many such are sent out, year by year, at the request of parents. What success these young people have in their new relations can not be stated in a word. The home is not always the best place for them; their defects may reappear after a trial; their want of self-control may lead them into difficulties, even crime. In Massachusetts a great many are sent back to reapply for admission after remaining outside a while. In Indiana, on the contrary, there appears to be an urgent call for comparatively unskilled labor, in response to which a good many young men are withdrawn. In regard to these Mr. Johnson, of Fort Wayne, writes me that most of those who have been allowed by the institution to go out to work are very successfully and creditably earning their living as farm hands, house servants, stable boys, and a few in trades learned at the institution, but none of them, as far as he knows, are married. This appears to be quite different from the experience in Eastern States. But even in Indiana Mr. Johnson considers that the proportion that could be wisely discharged as "graduating" on the line of self-support is not more than 10 per cent of the boys entering, although more than 10 per cent are taken out by parents, etc.

On this surely optimistic view, then, only one in ten of the trained inmates is capable of maintaining the struggle for existence in competition with the world.

The development of the colonial system on a large scale begins to make it clearer to all eyes that the safest arrangement and a really happy one for most of the male pupils is a permanent residence on the farm, and for women in domestic employment at school. "Given the land, the plant, the brains, and the entire class of the feeble-minded can be made self-supporting by their own labor," is the claim that is being made. The colony idea is only in its infancy, but it has been shown that large numbers of the trained male inmates are capable of doing a man's work in manual labor on farms.

It is a matter of frequent observation that the feeble-minded, when properly trained, are happiest and most successful in contact with the soil. Many are capital drivers and plowmen who are baffled and beaten in the clash of competition with other men's wits. The mere acts of weeding and removing stones from the soil are enjoyed. These remarks are equally true whether the man be placed in a colony or allowed to become a member of a friendly farmer's household.

Whatever makes them self-helpful, capable with their hands, useful members of their family, will tend to their success in society. Trade education is fairly successful within the asylum, but not largely in the case of those who have left it. Nearly all, according to the general testimony, require friendly oversight.

It may be permitted to say a word in regard to the teachers of the feeble-minded. There is no question that, as a class, they rank very high. Contrary to what might be anticipated, they find distinct attractions in the task of teaching the feeble-minded. There are difficulties known only to those who have experienced them, but the overcoming of the difficulties seems to be its own reward. There are very trying pupils, but not, as a rule, cases which excite disgust—at least, among the school classes. Instead of disgust there is sympathy. The children are mostly fond of being noticed, good-humored, and capable of sincere and friendly relations with their teacher. I have been struck with the frequency with which a thoroughly kind and genial tone pervades the classes. Slowness and forgetfulness are overlooked by teachers in the pleasure of gaining definite results. The secret of the matter lies herein, that the improvement and the uplift are often enormous relatively to the pupil. Every scholar is his own standard, and the real effect, thus estimated, is very great. Teachers have few pupils and are able to know each one intimately and to make of him a special problem. The emolument is not large, but the position is highly respected and is secure (as far as my observation goes) from political interference. The attitude of teacher to pupil is marked by friendliness and absence of pedantry, and the scholars almost universally take a great and fresh interest in their tasks.

There are different views in regard to the qualifications and training of teachers, but it seems to be agreed that a knowledge of human nature and an aptitude for finding ways out of difficulties are of very much greater consequence than special training. The training which comes from intimate association with this class of children in the position of attendant has been found valuable. A knowledge of kindergarten work is of great value, and yet the kindergartner has to recast her ideas to suit the new conditions.

Only a high moral purpose and an unaffected sympathy with childhood can enable the teacher to succeed. One's patience is often tried; not to mention stupidity, there are perversity, inattention, mischief to be dealt with, often suggesting the propriety of using the rod; but experience is convincingly in favor of moral treatment for these children, and the "last argument" of physical pain is pretty nearly banished from these schools. Rewards and privileges are thought much of. In a great many hours spent in these schools I have very rarely seen anything that looked like any form of punishment. In reality the place of punishment is taken by training into correct

habits, by the derivant influence of constant occupation, by making life pleasant and full of natural reward, by weight of character on the part of teachers and attendants.

"The more I know of these children the more I like them; every one of them has a character of his own, and they are almost all good." This is one man's way of looking at them, and to my mind a wiser way than it is to make much of their moral weaknesses—their unreliability, for instance. It is not worth while to say, as I have heard it said, that "they are all moral imbeciles," although their sense of responsibility and their appreciation of the value of veracity are not always what we could wish.

The relations of superintendents and their families with the feeble-minded who surround them are often cordial, even intimate; it appears to be the rule that the children know the inmates, play with them, take part in entertainments with them, drill with them, with no particular feeling of oddness in the situation—perhaps rather enjoying the sense of their own superiority; but the conditions seem natural and healthful. Some of the inmates dance, drill, and take part in athletic events in a way to be respected.

The religious question will probably be answered by a majority of those concerned in the education of the feeble-minded in a somewhat negative way. There is a dread of the injudicious interference of a certain class of divines, who insist on dogmatic instruction, or who desire to arouse religious excitement in the manner of a revival. The services of the clergy, for certain reasons, are seldom rendered. The superintendents may prefer to lead the religious services or to conduct the Sunday school, and often do so to good purpose.

I can name one superintendent who sincerely believes in the simple religious teaching he imparts, and who believes it makes his hearers better and happier. They are led to consider life as a relation to their Maker, and death as the beginning of a new and happier stage of existence, little understood, which will bring them into closer relation with the Divine. Funeral services are by him arranged so as to be most attractive to the eye and comforting to the thought; the body is neatly and prettily clothed, with a flower in the hand, and placed in an attractive receptacle, and the words of the service are hopeful and cheering. By such means the old, repulsive idea of "being put away in the potato patch" has been banished from the children's minds.

The schools for the feeble minded are alike in possessing kindergarten classes and higher classes for primary and lower grammar work, forming the school proper. A large share of the day is given to classes in manual training, trade education, physical training, music, etc. A great deal of time is given to the training of those too dull to be placed in the school proper.

The kindergartens are not conducted in all respects as regular kindergartens are. One may find the class seated at ordinary school desks in a common school room, without piano or ring. I believe all use the games, however, and some do so quite freely, passing to a special room for the purpose. Abundance of kindergarten material is supplied, as it furnishes an excellent means of training the sense perceptions, the hand power, and the knowledge of number; indeed, it has come to be considered indispensable. Those elementary faculties which in ordinary children come to view without much tending are in these children overlaid by constitutional inertia, and have to be forced to sprout, as it were, by the use of a host of appliances which common children manage to get along without.

The upper kindergarten classes usually begin number work and language along with their proper work; and the primary grades are apt to retain much of the kindergarten element—a very desirable fusion, which prevents or anticipates that break between the two periods which is sometimes seen in common schools.

The higher grades, usually termed "primary," really carry the child up to the

standard of about the age of 12, though the usual number of the grades is only three. Grading is even more urgently required with feeble-minded children than with the normal. Great differences in capacity for acquisition and for development exist side by side in the same class, and the difficulty of keeping a class together is often spoken of. Grading can not be based (as in common schools) upon the progress in arithmetic without doing injustice to many whose language work is good, but who are behindhand in number. Language is therefore preferred as a basis of promotion, where a basis is required.

In the primary grades a variety of the ordinary primers and readers, up to the fourth reader, are used; no special text-books are required. Special aids are used for beginners—picture cards, cards with words and letters. Some use is made of books in arithmetic, and histories are in general use, but beyond this (and reading of ordinary library books) the instruction is generally oral. The enrichment needed for this peculiar class of pupils is given by the incorporation of object material in large variety, much of it derived from kindergarten sources. The abstract ideas of numbers are apprehended with great difficulty, and all kinds of inducements are offered to lead them to grasp the subject through handling and dealing with real things. Nature and life in many forms are shown pictorially and objectively. Stories are read—largely realistic; and fairy tales are much liked.

As a rule, they are fond of music and have a fairly good ear. Manual training makes a strong appeal to them, in the forms of wood working and carving, basket work, clay modeling, and to some extent drawing; but if their capacity in these lines be compared to that of normal children, it is quite distinctly inferior. Literary culture, as represented by the poetry used in primary schools, is not given a prominent position. One of the chief difficulties among the more intelligent is to write and speak English without making childish and outlandish blunders in construction.

The technical details of school administration differ. The idea of progress or promotion from grade to grade is everywhere present; as a rule, it is the individual rather than the entire class that receives promotion, and one is transferred to a new class or grade at any time of the year when he is thought fit to go up. There are also general promotions at the end of a school year. Consistently with this, the attention given to individual members of a class is very great; and, indeed, it would be impossible to carry on the work otherwise.

Grading is carried out with logical strictness at Elwyn, where one sees three kindergarten and three primary or intermediate grades forming a continuous sequence. The plan is similar in general in most of the other schools, the large share assigned to kindergarten work being universally noticeable. In some places, however, there is a tendency to multiply kindergarten classes, grouping the children not so much by the formal progress made as by their ages and dispositions, and even by the character of the teachers. Of this Columbus, with its very large school population, offers a good instance.

The grading is traversed at Syracuse and Vineland by the principle of specialization. At the end of every forty or sixty minutes in these schools the classes break up and are redistributed all over the school, so that a child is not rated as a member of such a grade or of Miss ——'s class, but has a distinct grade or class in every study. Where classes are quite small and periods long this does not seem to prevent that intimate personal knowledge of one's pupils which is desirable.

Specialized teaching is required in certain departments, as manual and physical training and music. A plan combining this requirement with that of continuous personal relations between teacher and class is in use at Waltham and Fort Wayne, which may be called the "half-time system." Elsewhere we find the two-session plan, three hours in the morning and two in the afternoon, the regular school desk in a certain room being the pupil's headquarters, but with changes back and forth for object work or gymnastics. The half-time plan gives the scholar about three hours

in continued attendance under one teacher, either forenoon or afternoon, and each teacher manages two classes. The spare half day gives each child the opportunity for special instruction in sloyd, gymnastics, music, trades and other things outside of books. The time allotted to book work may appear inadequate, but the results are perfectly satisfactory. The amount of regular grade work performed under the half-time system is practically the same as under the two-sessions plan. Elwyn, for instance, with two sessions, gives less than three hours a day to this class of work in the upper grades, and the remainder to manual work and the like. It is a question of distribution of time. The loss of time in changing classes may be inconsiderable.

The chief point to consider, it seems to me, is the greater moral influence which a teacher can exert if allowed to retain her class for a whole session without interruption. From the instructor's point of view, also, there must be an advantage in having one's whole session at command with leave to shorten or omit this, to introduce that exercise, according to the special need of the hour and the state of the children's minds; not working without programme but with an elastic programme.

While speaking of the half-time system, an institution for boys of good natural endowments may be mentioned, the Farm School on Thompsons Island in Boston Harbor, where less than three hours of ordinary school work, in combination with a strong and diversified course of manual and agricultural training during the rest of the day, has given extremely good educational results.

If we attempt to estimate the amount of school work accomplished by the so-called "high-grade imbeciles" in classes, we find so great individual variations that no definite statement can be made which is not open to wide exceptions. Many who begin fail to complete a regular school course, being removed to a manual or trade class. Those who continue are not expected to "make a grade" every year like ordinary children. Those who reach the highest grade are largely between the ages of 14 and 17, and their attainments correspond in general with those of children of 11 or 12 in public schools. Yet they have not performed the same amount of work, for their attention has been largely fixed on "the three R's," to the comparative exclusion of such branches as literature, memory gems, declamation, physiology, drawing, music, reading, and part singing.

The systematic appeal made to all the faculties by the modern education of the feeble-minded constitutes a far more powerful and far-reaching agency for stimulus and development than the ordinary education of public or private schools. Its effects in many cases still seem as miraculous as they did to the eyes of those who first devoted themselves to this profession. They are due to several causes. First, the profound appreciation of the value of the physical side of training; second, the minute analysis, the abundance of resources in the way of material, the concrete attitude assumed in class work—to which the kindergarten has made most important contributions; third, the fact that the institution is home as well as school, so that children are literally in training for the whole of the twenty-four hours.

The public has now fully accepted the necessity of schooling and that of custodial care. To these elementary principles some others have been added which promise to be of far-reaching importance. First, there is the doctrine that no truly feeble-minded person is ever so restored to a normal status that his or her marriage is desirable; second, statistical evidence has accumulated of the large number of weak-minded offspring borne by weak-minded females, and as a consequence a general policy of detention of such females in custodial asylums during the period of marriageable age is beginning to be introduced; third, the economic value of the trained adult, and reciprocally, the improvement in health and happiness which follows when occupation is furnished, and the value in both respects of the farm colony for men in good health; fourth, the extension of the work to the so-called backward pupils of

our public schools has begun to attract the attention of educators, and the possibilities of extension in that direction seem very large.

While the pedagogic methods in use in different institutions are essentially similar, there is a marked difference as regards preferred subjects and tendencies. One is strong in the direction of the economics of the institution; another is attached to the æsthetic development of the child; another to the social amusements or to music; another to the trade idea, and another to the physique of the pupil. No single phase can justly represent an institution's whole tendency.

There is an element of feeble-mindedness in a certain proportion of the criminal class and of reformatory school children. The special treatment of these cases by the former superintendent at Elmira Reformatory, Hon. Z. D. Brockway, remains a brilliant illustration of the value of measures addressed to the physical awakening of pupils by bodily treatment.

If a similar attitude of devotion to physical interests, as constituting the basis of their whole education, were generally taken by superintendents of the feeble-minded, it is possible that it might be for the benefit of all. In reality, this is the attitude already taken by the best boarding schools for well-to-do boys, where a teacher's athletic capacity is as much inquired into as his language. This is not a temporary fad; it represents a gain to education. If any class needs physical elevation, it is the class of the feeble-minded, with their original defects of vitality, their restriction to asylum life, and their notorious and lamentable liability to tuberculous diseases. Ought these deaths from consumption to be acquiesced in, or to be interpreted as a possible educational hint? It is with pleasure that I am able to say that these considerations have been taken to heart by some in certain quarters.

THE MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED AT WALTHAM.^a

Superintendent, Walter E. Fernald, M. D.

This institution lies in a very beautiful tract of country about 6 miles from Boston. The buildings are principally in two distant groups. They are well separated, well sunned, well drained. The larger dormitories contain 80 beds or more. The school and gymnasium with manual-training rooms occupy a detached edifice. There are (June, 1903) 645 inmates, of whom about 125 are in the school proper, besides 141 men at Templeton.

Templeton colony is situated in the central part of the State, about 50 miles from Waltham. It occupies a tract of about 3 miles long by 1 mile in average width, mostly hilly and rough, rising in summits to the height of 1,200 to 1,400 feet, and giving abundant opportunity for the wholesome exercise of clearing land. The colonists are those already trained at Waltham. Three farmhouses at widely separated points have been made the nuclei of groups of buildings, each accommodating 50 men.

The colonists require very little supervision; they have the liberty of the entire grounds and are not constantly under the eye of keepers. The effect of transfer from Waltham to the freer and more robust life at Templeton is marked in an improvement of their physical well-being. They labor regularly and well. There is no school work, but for evening hours there are provided the usual means of recreation, books and games, and there is reading aloud by the persons in charge. They show signs of mental improvement, as well as satisfaction with the change. The colony is in its infancy and further developments are possible. No female inmates are sent there.

The institution is growing rather rapidly. The transfers made to Templeton make room for admitting unusually large numbers of young, improvable pupils in the school department. These changes have greatly improved the grading of the school

^a Often spoken of as "Waverley," from its post-office address.

classes. They expect to send a certain number of adults each year to the colony, thus making room for an equal number of young children needing school training.

A great many children are removed from Waltham by their parents after they have been trained to a certain extent, but it is found that a large proportion of them apply for readmission after their parents have given them a fair trial. Previous to ten years ago the policy was to dismiss educated children at 18 or 19, but this can no longer be said to be the case, since the trustees have through these experiences learned the real wishes of the public. A small number of those dismissed are more or less self-supporting. There are about twenty who keep in touch with the institution, with the understanding that they are to report personally or by letter at stated times; this is of great value, as strengthening their sense of responsibility and helping them in difficulties.

The superintendent is required to "regulate the diet, regimen, exercises, and employments, and the whole course of the education and training of the pupils." There is no principal of the class work other than he; he is intimately conversant with the pedagogic arrangements of the institution and with the character and attainments of the pupils, and assumes the usual responsibilities of a school principal.

The educational scheme will be described under the following heads:

A. Training of low-grade inmates in the care of the person, the use of the limbs, and social order. Industrial and manual training.

B. Classes for training special sense and voluntary motor power.

C. Kindergartens, two grades.

D. Common school classes, in several grades.

A. Elementary training: Attention may properly be called to the development, which has come about within the past dozen years, of a system of training classes especially designed for the younger and the less intelligent inmates. There may be all about forty of these classes, some of them taking in more intelligent pupils. These are exclusive of classes for trades, manual training, music, and higher gymnastic work.

The practice of the institution is fully described in a paper,^a from which a few of the following statements are taken. It originated in an attempt to deal radically with a very trying state of things resulting from the sudden unloading of a hundred old, bad, neglected, custodial cases upon the institution, followed by hundreds more. Feeble, often incapable of walking alone, or feeding or dressing themselves, or speaking intelligibly; untidy, destructive, noisy, and intractable; shrieking, and tearing off their clothes—they made a Bedlam of the wards.

Beginning at the basis the writer has urgently insisted on rectifying the ill bodily conditions of this class by great attention to the preparation of their food, by a liberal supply of food, slowly eaten; abundance of water to drink; extremely thorough bathing; care of the teeth; systematic training in regard to the calls of nature, and changes of soiled linen.

Training of the voluntary muscles is carried out in all possible ways by class work, sports, and hard labor. Physical training is given daily to all not absolutely incapacitated for receiving it—the duller equally with the brighter ones. The love of music and rhythm and the tendency to imitation are made useful in inducing them to march in line and more or less in step with the beat of a drum; beginning with which they are gradually led to run, skip, walk on tiptoe, leap, and maneuver, in imitation of their teacher, and afterwards at the word of command. All appeals to their intelligence must be vigorous and sharp, and must be systematically planned and methodically carried out.

Among the training classes there are some in household occupations, as floor pol-

^a "Some of the methods employed in the care and training of feeble-minded children of the lower grades," by Walter E. Fernald, M. D. Reprinted from Proceedings of the Association of Officers of Institutions for the Feeble-Minded for 1894.

ishing, faucet burnishing, the scouring of knives; some for dressing and undressing, and other care of the person. Some very dull boys are in classes for darning and sewing, and for sorting rags by their color. All the girls, of all capacities, if fit to receive such instruction, are taught in classes for sewing, darning, laundry work, sweeping and dusting, bed making, dish washing, vegetable paring, hair combing, and dancing. A part of these classes are under regular teachers, but most are in the care of attendants directed by matrons.

Physical efficiency is encouraged in every way. Great pains are taken to give all the inmates daily walks and out-door sport, with the help of their attendants, when it is not storming. All who are able belong to gymnastic classes and attend daily; about one hundred are in military drill, and I can speak in high terms of the mental as well as physical alacrity which is brought about in these exercises. Dancing is taught in classes once a week to the younger children. The games played in the gymnasium during the winter give place in summer to the work of two baseball teams. Competitive athletics form a part of the programme on public occasions, and in these matters the assistant physicians and employees take an active part.

All the physical training is under the direction of a very efficient specialist, a woman. The general attitude of the institution is strongly in favor of the games and amusements common to all children, compared to which special gymnastic exercises, great as is their value for mental and physical development and discipline, are believed to hold a secondary position. At every gymnastic hour at least one-half of the time is devoted to active competitive sports.

It is further held as a leading principle, applicable to all, that the tasks which involve the use of the larger groups of muscles are more valuable than those which teach the manipulation of the fingers. The prevailing status of the feeble-minded is a lack of robustness and resisting power, as is evinced, among other things, by their great liability to consumption; and it is felt that out-door labor goes more directly to the root of their evils than quiet sedentary training in skilled hand labor. The smaller boys, as fast as they are able, are taken out into the field in classes, and learn to pick up stones from the hillside, to dig ditches, and to handle the pick, shovel, and hoe, and do other things in the way of chores and simple manual labor. On the other hand, while manual training is not neglected, a less important place is assigned to embroidery, design, and drawing than is the case in some other institutions, while basket work and carving are not practiced. There is no tailor shop.

There has been continued improvement in the physical condition of the inmates within the last three or four years, and at present (July, 1903) there are but two cases of tubercular phthisis among them.

In industrial and trade training a marked improvement has been made within a few years. The inmates assist in all departments of household labor, and work on the land and for the stock. Weeding gives plenty of employment. The girls make all their own clothing except knit goods, and that of the small boys, and take care of the little children. The boys do the baking, all the repairing of shoes, the painting, the printing for the establishment, and odd jobs at carpentering. All for whom a task can be found which involves useful manual labor are set to work, primarily for their own benefit, and often with an economic result.

The practical effect of the kindergarten and manual-training drill has been very plainly seen in the farming and garden work. Previous to 1893 they never had a boy who could be trusted to plant potatoes, corn, or other seed, but that year a squad of rather small boys whose eyes and fingers had been very thoroughly disciplined in the kindergarten and manual training were detailed to do the planting, and succeeded as well as the most careful man could have done. They did equally well with the hoeing and harvesting.

Other trades than those named are not developed. The energies of nearly 150 men are employed at Templeton in the task of subduing the soil; this represents

considerable labor withdrawn from possible trade shops. As regards the economic value of the inmates' labor, it varies greatly, and is always considered secondary to their personal welfare. "The amount of work the boys at Templeton have done this summer probably exceeds the average amount of work done in the same length of time by any equal number of laborers employed upon a public work." (Report for 1900.) But among the less capable the value of work done must often be less than the wages of the person who superintends their operations.

B. "Training classes" par excellence for training the control of motor power and developing the special senses are of two sorts; there are five or six groups of children under 15 in the care of three women teachers, about 70 in all; and three classes of low-grade boys from 12 to 20 years of age under a man teacher, numbering nearly as many. The principles and methods followed are alike in all these. I shall describe only those for the younger children.

"Awakening classes" would be a good descriptive name. They occupy only an hour or an hour and a half of a child's time each day. Much of the material and methods is borrowed from the kindergarten; in fact, nearly all the material is kindergarten material enlarged and made more graphic and effective. The physical training, so far as it can be assigned to any system, is of the Swedish type, and is arranged and prescribed by the director before mentioned. A class for play follows this class, and in addition they have their daily walks, and are usually in some of the occupation classes above named.

I will venture to try to describe one of the special training classes as I saw it. This one consisted of 16 boys, whose ages ran from 6 to 12 and over, seated in chairs against the wall, leaving quite a free space for the teacher, in front of whom stood a table with colored models of animals. She kept up a volley of questions in a vigorous, rousing voice. "What's this?" "A cow." "Find another." (Boy points to a picture; the other boys shout, "No; that's a calf!" He then points to one on a block.) "What does the cow say? Did you ever see a cow? What do cows do?" "They eat grass." "How do they get the grass?" "They get it with their mouths." (Here the boys get on all fours and with great enthusiasm imitate the act of grazing.) "Why don't they take it with their hands?" (General laughter.) "How many feet have you? How many has a cow? How many hands?" "None." "Show how they chew grass." (They make the motion of chewing.) The teacher then elicits the idea of hay, of milking; that hay makes milk, butter, cheese, beef; that cows have horns, etc. The pig, horse, and cat are gone through similarly, showing their parts, uses, etc.; they sing the finger song "Piggy-wig," and imitate his grunting, and get down on the very clean waxed floor to show how he puts his nose in the mud. "Would you do that?" "No." They all make the noise of a cat for as long as they choose—say half a minute. One boy wants to pet the cat model.

Next came the story of the "Three Bears," which had already been told repeatedly, with display of pictures and questions. One boy with a good memory then told the story while the teacher showed the pictures and drew out the points by questions.

Next followed a gymnastic drill, not Swedish, consisting in taking the attitudes of sitting, standing, kneeling, tiptoe, and placing the hands on various parts.

Then a wooden chopping block was brought in, and the boys, in relays of four, pounded it with wooden mallets as hard as they could for half a minute to each set. This appeared very gratifying. The room is not in the school building, and no one is annoyed by the noise.

A less advanced class now replaces these boys. There are thirteen, of whom three or four can talk more or less. One at a time inserts a hand in a bag and tells by feeling what object he has grasped. Models in thin board of squares, diamonds,

stars, and other forms are placed on the table, and the boys match them with other models which they pick from a box. Three cloths of different colors are spread; the boys place on them blocks of corresponding colors. A hundred sticks of various colors are thrown on the floor with a clatter, and the boys scramble for them.

The first class now returns and plays kindergarten games with singing: The Farmer; The Snail; Fly Away, Birds; Squirrel; Pigeon Song; finger games, etc.

They match forms and colors. They recognize a boy, blindfolded, by the sound of the voice. They guess ten musical instruments, blindfolded, by their sound. A blinded boy pursues the teacher, who sounds a bell. The sense of smell is stimulated by causing each to sniff a bottle of some strong odor (chloroform, pennyroyal). Each receives a taste of vinegar in a spoon; each receives a pinch of salt; they seem to like it. Then three prism-shaped blocks of different colors were laid in the form of a cross or a letter H, and boys imitated it correctly; this seemed the hardest task.

So far from objection being made to noise, the teachers seemed to like to get the pupils to making noises; everything that went on was stirring. Great vigor and decision was shown in conducting the gymnastic work. The attitudes of the children in their chairs were not interfered with, however quaint; discipline was maintained unflinchingly, but only one boy had to be punished by leaving the room.

In the above we have examples of some of the ways in which sight, hearing, touch, taste, and smell are stimulated and knowledge of common things gained. An important piece of furniture is the Swedish stall bars on which they learn to place their feet in climbing.

A class for play was then formed of twenty-five or thirty of these children, under their regular teachers, in the large day room of a dormitory—a very sunny, airy room. They had a “military drill,” consisting in marching in single file to the beat of a drum, in lock step, and holding flags; afterwards they removed their hands from the shoulders in front, clapped hands, did a few Swedish movements, hopped, skipped, marching to music all the time. They next joined in a ring game which teaches them the right and the left foot, then a hiding game to “magic music,” and then a vigorous game between sides, with running back and forth to place balls and blocks in position.

In connection with these objects they begin to use numbers; one of the brightest boys could make out that $3 + 3 = 6$. There is a very great difference in the appearance and capacity of these pupils, many being low and repulsive in type, while a few are remarkably attractive in their way. There is no one who does not know what obedience means, and that the teacher is “boss,” and the whole fabric of education is thus planted on a right basis at the outset, so that not only the senses and the muscles, but also the attention and the will, are trained by ceaseless appeals.

The fact that the children sit in small, comfortable chairs, without any hindrance to quick rising in the way of desks or kindergarten tables, seems to me worthy of serious attention, for it makes an infinite difference in the freedom of the programme. A class of children, supposed to be a kindergarten class, but seated behind ordinary school desks, may be receiving skillful treatment, but it will be a totally different treatment from what I have described; they will remain a sedentary class. And for these children there are reasons, which need not be enlarged upon, which make protracted sedentary occupations very undesirable. I refer to the sexual stimulation which prolonged sitting favors.

The classes for sense and motor training, as described, receive most of the young persons admitted to the institution, with this exception, that a few, not over 2 or 3 per cent, are too idiotic for these classes. There is a further exception in the fact that a good many are found suited for an immediate trial in the kindergarten classes, and a few can be introduced at once to the book study of higher grades. With these exceptions, the “training classes” may be considered the trial classes for all who

enter. But few are promoted from them to the kindergarten; the classes of large boys are not so promoted. There is no fixed period; a little one may remain in the class I described for a week or for two years.

There is hardly one in fifty of those admitted who would not be benefited by the stimulus thus applied; and the same stimulant methods, modified to suit conditions, are used in the kindergarten classes.

C and D, kindergarten, primary, and grammar grades, compose what is usually called the school proper, and number about 125 pupils. They are held by 4 teachers in four rooms. The forenoon session is from 9 to 12, with a recess of twenty minutes, during which the children go out of doors in charge of attendants. The afternoon session is from 1 to 3.45, without recess. The half-time system is in use, so that eight classes are held, two of which, under a kindergartner, constitute the two kindergarten grades. The kindergarten classes work at desks as in ordinary schools, but they also use the chairs and tables of that system. The free half of the day for each child is given to sloyd and gymnastics daily, with music, trade classes, etc. The kindergarten classes are for boys and girls together; the higher grades comprise two classes of girls and four of boys.

The children are carefully graded at the beginning of each school year; the general plan of the year's work is then laid out for each class, to be modified later as required. No radical change is made without the superintendent's approval. The work is supervised by him, and teachers are encouraged to use their own discretion in the daily execution of the plan.

The quality of the material composing classes varies greatly from outside causes, and it sometimes happens that a grade can not be made up.

The school work is carried as far and done as thoroughly as is usual in such institutions; but there is a clear perception of the danger of overdoing the academic work. The training of a special talent in school is not looked upon as an aim in itself, the main question being, what education will best fit one for one's real future? Sooner or later a child's book work is replaced by manual, trade, or industrial pursuits. Children may be taken from any grade and placed in manual occupations, and a considerable number are so removed from time to time from the kindergarten.

On entering the lower kindergarten grade or class children know how to count a little, but seldom know words or letters. On leaving the upper class in kindergarten they have been instructed in telling time by the clock, the points of the compass, the seasons, and the calendar. They have learned addition up to 10 or thereabouts, and they are using Cyr's Interstate Primer and First Reader, with sentences like "Mamma gave me a water pot," and spelling words of three letters. They read in general with a natural and pleasing delivery and enunciation. The child spends two, three, possibly even four years in making this progress.

The training of the fingers is made important. Large pegs are fitted into a board full of holes. Models are used to teach how to lace shoes, to form stitches, to weave and darn. Toy weaving frames are used. Kindergarten mats in simple patterns are woven with strips of colored wood or manila paper. Scissor work, pasting, folding, chain making, are done to some extent, but clay modeling and pea work are little used.

Number, color, and form are taught by attaching numerous concrete associations to the conception. Lively games of number and color are played with cards marked with colored dots; there are games of going to fetch a required number of blocks; games of ninepins with counting; pegs are used to count; large wooden colored beads are strung in given order; colored balls and cloths are much used. The other kindergarten "gifts" are too small and their lessons are too abstract; they are not much used—chiefly to teach number. Colored papers are matched; colored cloths, blocks, and sticks are compared with each other and with the pictures on the wall. Colored pictures are matched. The solid objects employed are made of large size.

Kindergarten games are used, but the want of an assistant somewhat limits them;

the trade games, dancing games, and a few others are useful. The songs are used daily, but less than in ordinary kindergartens. There is a piano in each class room, and in every inhabited building also.

English is begun by the word method, and much use is made of colored prints of animals and objects on which the names are placed. The blackboard is used freely.

Reading to the class rhymes from Mother Goose, fables, or fairy tales (following their own tastes) forms a distinct feature, and, with a broader outlook, such readings are equally a feature of the higher grades. There are also conversations on every-day matters—the weather, their experiences, their Sunday lesson, etc.; on nature, its operations and products. They walk abroad with the teacher; they see pictures of birds. Living nature is brought into the room in rabbits, ducks, geese, a goat, and they visit the cows, the horses, and the birds. There are many colored models of less known creatures.

One of the specialties of the institution is a cabinet of teaching models of a great variety of man's works—engines, ships, farmsteads, etc.—and also of many kinds of animals, plants, fruits, mineral products, and the stock articles representing national wealth, a good part of which was selected for the purpose in Europe. The cabinet is very accessible and is in daily use by all the classes. It may be pointed to as typifying the objective and realistic tendency of the school—a tendency made necessary by the character of the minds dealt with.

The first boys' class above the kindergarten contains 12 pupils from 11 to 16 years old, differing much in capacity. The spoken vocabulary is very small, the grammar often defective. Two never use the pronoun "I;" two are just beginning to spell "cat" and "rat;" one can not add beyond $1+1$; some can not write legibly; about half know the four points of the compass. In drawing, however, the class have kept together in a simple course of drawing lines to dictation and the simplest geometric forms. Penmanship is taught by the form elements.

The subjects comprise the finger occupations of the kindergarten carried further, the color and form study also, and the nature and object lessons. Geography is added, and there is memory drill. They have read during the year Harper's First Reader (54 pp.), all of Child Life Primer (95 pp.), Child Life First Reader (29 pp.), Progressive First Reader (36 pp.), Barnes's First Reader (35 pp.). They can not read the harder parts.

The second boys' class adds small digits, have got first notions of subtraction ($9-1$, $10-3$), can tell how many 3's there are in 10, 7, etc. For the first time in the school a speller has been used, with great success, and in six months they have learned 128 words of four or five letters perfectly.

The third class appreciates very well the story of Morse's discovery of the telegraph and Whitney's cotton gin, as read to them. They are learning subtraction by the use of dot cards.

The fourth and highest class is composed of boys of better endowments. They have been trained already in tables of measure, using tin measures, and can reduce inches to miles, find $\frac{8}{12}$ of 48, borrow, and do the four rules. Five of the stronger minds use Carpenter's North America, reading clearly, fluently, and with entire comprehension without previous preparation. They locate, but do not bound, our States, know the capitals, the products, some of the chief men. They have not a clear idea of the leading great nations and countries of the world. They know a little about some European countries and our colonies. They write descriptions, unassisted, of the subjects of pictures placed on their desks. The following is from a reproduction by a boy of 15 of a story read to the class two days previously. The paper was quite long, careful in execution, and interesting:

A little boy named George White was a very mischeivous lad he used to torment his teacher by bringing rats, and mice to school. One day the teacher told the principle about it and he said that George could get his walking-ticket Monday morning, etc.

The class has derived benefit from drawing and cutting out geometric figures, following Trybom's *Manual of Training in Cardboard Construction* (for fourth and fifth grades). Their ages run from 11 to 17, averaging nearer 12.

The first class of girls above the kindergarten has read 380 pages of primer and first readers, but are not ready as a whole to enter a second reader. In number most can count by 2's, 5's, 10's to 100 and write to 100 from memory and add and subtract up to 10. They draw simple natural geometric and symmetric forms with one or both hands; they match color and form correctly and quickly. In hand work, nature study, object work, sense training, and stories their work is like that of the boys' first class, but a little more advanced. Most can spell easy words of one or two syllables.

In the girls' second or highest class there is much disparity, but the more intelligent are fully as far advanced as the upper boys. The ages run from 15 to 18, excepting one girl of 11, whose grade is below the rest. In arithmetic the abler ones perform division of fractions by mixed numbers with cancellation. They read in concert very well indeed. They use *Carpenter's North America*. Their geography is chiefly that of the United States, with as much as possible of actual interest associated. They use an elementary book in American history. They draw birds and flowers from copy on the board in colored chalk to some extent.

The majority sing well together. Their tastes are led in the direction of good music; and a similar leading appeared in the motto I noticed on the board, "Her voice was soft, gentle, and low—an excellent thing in woman." Pithy moral sayings are considerably used in this way, and there need be no doubt that the young women are susceptible to the higher and refining influences of which these instances give but a slight hint. Their compositions point in the same direction. I was shown the best recent work of five girls of 16 to 18 years, containing about 2,000 words, in reproduction of matter previously discussed. One girl had a few errors in spelling, but the rest were about perfect; the MS. was very neat, the capitals and points rightly used. The thought was clearly and naturally expressed in simple, correct language, free from the childish errors often committed by the feeble-minded.

I will add two points, characteristic of the emphasis everywhere laid upon the objective side of things. One was the object lesson, given from models of fruits, buildings, etc.—a kind of lesson which outside children largely pick up for themselves, but which these can not get at. The other point was the application of the sense tests for smelling, etc., as described under the training class; these are not necessarily a part of the daily work, but are always used in the case of newcomers, even in this grade.

The writer's opportunities for giving full descriptions have been very much greater in the case of Waltham than elsewhere. To this, and not to any prepossession, should be attributed the large space above given to Waltham. The descriptions are characteristic in a general way of all the work done in modern institutions and may properly serve as introductory matter.

THE SYRACUSE STATE INSTITUTION FOR FEEBLE-MINDED CHILDREN, SYRACUSE, N. Y.

Superintendent, James C. Carson, M. D.; head teacher, Mrs. Emily P. Wilbur.

The fifty-second annual report of this institution informs us that there were in September, 1902, 546 inmates, of whom over 100 were of the custodial class—adults and unteachable—for whom the school was not intended and for whom the State makes provision elsewhere; for males at Rome, for females at Newark. The school proper contains about 275 pupils, taught by 11 teachers, and 2 attendants who perform some of a teacher's duties.

There is a farm belonging to the institution some miles back in the country, on which live about 40 of the able-bodied male inmates, taking care of the grounds and stock.

Additional provision is made for 125 feeble-minded in the New York City school on Rainsford Island. The Syracuse school, however, is purely under State control. Those discharged from it mostly go to Rome and Newark, a smaller number being sent back to county authorities and parents.

By the by-laws the superintendent has the power of appointing and dismissing teachers and prescribing their several duties and places, but is not designated as an educational director. The pedagogic control is in the hands of Mrs. Wilbur, who is called the head teacher, but receives no titular designation in the report.

The school hours are from 9 to 12.30 and from 3 to 4.30, with a recess from 10.40 to 11. Saturday afternoon is a half holiday. Introductory morning exercises occupy twenty minutes, after which the classes file off to their rooms. The sessions are divided into periods, four in the morning and two in the afternoon. At the end of each period a bell strikes, and the pupils are all redistributed to fresh teachers, so that no pupil can be said to belong to any one teacher except in the subject or subjects taught by her. The classes are designated by their subjects, which are very various. There does not appear to be any general grading. There are, however, classes in number work, for girls, first and second; for boys, first, second, and third. There are also classes in the First, the Second, the Third and Fourth Readers, respectively. Mrs. Wilbur takes each new class under her observation for three months. Drawing, dancing, sloyd, and sewing are specialized.

There are trial classes, largely composed of low-grade children, in which the simplest objects connected with kindergartens are used for learning form, color, and number. The form board and large peg board are here used for improving the power of the fingers. Especial value is attached, in this respect, to sewing and to unraveling rope for mats and braiding it in strands. This elementary training is well described in the report for 1901 and comprises a great many devices of the kind known in other institutions.

The kindergarten classes do not appear to use the ring games. They fill the usual position of training children for higher work. Dissected pictures are quite largely used and furnish a much-prized resource, both for training and occupation. Such pictures (glued to thin board and cut up) can be made on the premises ad infinitum.

Other elementary work, in part transitional from the kindergarten, is indicated by the designations of certain classes, as follows: "Exercises and observations in attention; articulation; musical articulation; words (on strips of card); words and First Reader; chart and First Reader; counting; telling time," etc.

In beginning the study of words the single word printed in big letters on a separate strip is used a great deal. A next step is frequently the matching of single letters to these words. In general, the usual methods are employed, and the final results, as shown in the reading aloud by advanced boys, appeared satisfactory. In the early stages of reading two or three First Readers are gone through before the Second is used.

I was permitted to test the upper class of boys in English by telling them a short story, which 10 out of the 16 present reproduced at once in writing. Ten minutes were allowed. The following is an average specimen:

As I went to viset a friend I went to the door a big sat—dog grolld at me the nan cane and drove hin away and I went to bed. the next morning as I went over the feld the dog was laying down and the dog look up and rase his head and he know I was one of the friends that belong to house

The best of these pieces was free from errors in spelling.

The attainments in number work were quite up to the usual standard. The highest class of girls use fractions to the extent of finding three-fourths of a bushel. "I had 100 acres; I sold $\frac{1}{2}$, then $\frac{1}{4}$; how much was left?" (Done by concrete method.) "A stove cost \$54; an oil stove cost $\frac{1}{2}$ as much; how much more did the first cost than

the second?" (This was a little beyond their power in oral work.) They wrote to dictation a sum in 5 columns and added up correctly. The highest boys' class do simple interest, not discount. The class were adding $\frac{7}{8} + \frac{5}{8} + \frac{3}{8}$ on slates; some found the least common denominator.

The oldest and brightest boys form a class with Mrs. Wilbur in "Current events." They know the members of Mr. Roosevelt's Cabinet by name and office; they know what the prosperity of Syracuse began with; they make collections of pictures to illustrate geography, and the "Great Round World" is supplied for their use. Their knowledge of history and geography, however, is not what one expects in other boys; it lacks in connection and relation, as is probably the usual case with the feeble-minded. They appreciate historical characters and facts and such matters of general interest as the Philippines and Cuban affairs.

In sloyd, which is a new subject, a special teacher is employed, who gives practically three days in the week. She has three sets of boys, ten in each set, and each boy has two periods of one and one-half hours every week. Her intention next year is to give the regular sloyd to those who are advanced enough. At present the work is mostly in thin wood, from which they make little light, ornamental articles—a toothbrush holder, match holder, book rack, boxes, etc.; this is decorated with knife work and burnt work. Special educative value is assigned, and no doubt correctly, to the training given in measuring dimensions and distances and fractional parts, one of the first things made being an accurately graduated rule. The boys are selected; all the best ones are in their Fourth Reader. They use the plane first, the knife later, as requiring more hand control than they at first possess. They work from drawings. The superintendent judges that sloyd work has already produced "a noticeable increase in the manliness, truthfulness, and self-reliance of these boys." Mrs. Wilbur thinks its effect is to make the boys attentive and nice in their other work.

Drawing is another new subject, taught at present to 17 boys. They are doing outline forms, devising and cutting out simple pasteboard pattern objects (rosette, fleur-de-lis); they work them into a wall-paper pattern and color it. They are beginning to do rudimentary sketches of landscape in wash, and later will draw from objects.

Nature work is attended to. There are 15 garden plots provided for those who wish to cultivate them.

Reading is provided by portable libraries sent from the city library and exchanged from time to time. There may be 50 to 75 who care to read.

In the way of entertainment, dancing parties are conducted by the teachers as often as twice a week in cold weather, and various popular programmes are given at intervals.

Physical exercise.—Every child must if able take part in calisthenics during school hours each day. I saw one class of 30 boys and girls doing a most complicated set of exercises with dumb-bells and wands, a very showy piece, which is thought very much of. This is their best class, and for that sort of work it was as good as it could well be. It was absolute memory work, without orders, under the lead of two pupils.

I saw four sets of quadrilles, boys and girls up to 14 or so, very well done, and enjoyed by the dancers.

For those needing to be taught to walk the horizontal square-barred ladder is a favorite appliance.

The limitation of area (58 acres) is obviously unavoidable in the present location; it does not permit of employing the boys in cultivation to any extent.

The buildings are old in part, and deficiencies in accommodation can be pointed out. There are a good many boys who have no day room to go to, and are obliged to sit in desks in class rooms in their leisure time.

It is proper to point out the fact, mentioned in the report for 1902, that at the time of the presentation of the report no case of consumption was known to exist among the inmates. To this statement I would add (as an evidence of very efficient house-keeping) my own observation of the wholesomeness of the air and its entire freedom from asylum odor in certain parts inhabited by the class of very untidy children.

THE PENNSYLVANIA TRAINING SCHOOL FOR FEEBLE-MINDED CHILDREN AT ELWYN,
DELAWARE COUNTY.

Chief physician, Martin W. Barr, M. D.; principal teacher, Miss Susanne Lied.

In September, 1902, of 1,010 inmates, 600 were supported by a State appropriation. The following is the classification:

Training department:	
Schools.....	308
Practical employment, viz—	
Industrial	355
Manual.....	85
	<hr/> 440
Custodial department:	
Nursery and asylum.....	262
	<hr/> 1,010

The industrial department includes the farm, garden, bakery, kitchens, dining rooms, dormitories, laundry, clothes rooms; also the care of helpless inmates. The manual department comprises the tailor, shoe, and paint shops, and those for mattress and hammock work; sewing rooms; sloyd; also the knitting, chair seating, and mat making of the custodial buildings.

The president's report for 1898 announced the purpose of enlarging the scope of manual training, to fit as many as possible for partial self-support after leaving the school. More improvable and fewer custodial cases are now received. The latter number one-fourth of the resident inmates.

There is no colony, and no way to provide for the trained pupils except by dismissal to their homes, or guardians, or to the bureau of charities; we must, however, take note that 10 well-trained boys found work out of the 80 inmates who were discharged in 1901-2.*

Of every 100 admitted under present conditions a very few come under the head of unimprovable idiots. About 30 may be found fit to receive instruction by regular text-book methods, 20 more may enter the "object room" for general information, and most of the remainder are trainable to usefulness of various kinds. From 500 to 600 attend Sunday services and week-day entertainments; about 100 enjoy reading.

The school hours are 9 to 12 and 1 to 3; kindergartens have recess in the middle of the forenoon, followed by marching and games till 12, and those who can take exercise do so from 9 to 9.30. Other classes have no recesses. Saturday is a general holiday. Miss Lied performs the duties of principal.

The scheme of grading is as follows:

1. A "preparatory" class containing young children of all capacities that are considered as possibly teachable.

2, 3, 4. Three kindergarten grades (C, B, A), mostly between 6 and 12 years of age.

Above this a threefold division is made into those of high, middle, and low mental grades. For "high-grade" children there are three primary grammar grades (C, B, A), which we can number as grades 5, 6, 7 of the system.

"Middle-grade" children may possibly learn to read, but the classes (one for each sex) which they enter on leaving the kindergarten prepare them for manual occupations—the boys, by sloyd and the hand loom; the girls, by basket and needle-work. This, of course, is not in the academic series of grade progression.

"Low-grade" boys on leaving kindergarten are placed in trade classes, and girls in knitting, etc. Some simple instruction in numbers is given. Many low-grade girls are placed at once in such classes on entering the institution.

Some detailed description will be now useful.

1. Preparatory class: Here the child's possibilities are tested and training is begun. Perhaps one in twelve of those admitted to the institution are obviously too low to require the test. There are several in the class who offer little prospect of improvement. Children usually stay as long as half a year and possibly as long as three years. They were seen seated quietly around a table; they appeared apathetic. The methods are the usual ones—peg board, lacing, card sewing, color matching, bead stringing, etc.

The work of the three kindergarten grades is so arranged that it is best for a child to pass successively through all; he may be promoted as often as once in six months.

2. Kindergarten C numbers 18 children, aged from 4 to 16, of very different endowments. Nine-tenths have defective speech. It is hard to teach them the words of songs, and they forget faces readily. They began with the song "Father, we thank Thee," and a versified prayer. Then finger games and songs followed. Then in turn each took a picture from a pile, told what it represented, and went to the cupboard for a corresponding object. They know the names of many geometric forms—they are teachable and well taught.

3. Kindergarten B sang "Good morning," etc. They use all the gifts a good deal, study the calendar, and use tablets and sticks, paper work, etc. There are 14, including 1 girl. Lively spirits. They sit at desks.

4. Kindergarten A: Very bright looking in aspect, with spontaneous life. Primary work commenced. Pollock method of reading. They add and subtract ($4+1$, $3-2$, etc.), using pegs to count and slates to write on.

5. "High grade C:" Twenty-two children who come directly from 4, and remain from one to three years; lower grade primary work.

6. "High grade B" appeared much in advance of 5. The boys did long division at the board fairly accurately, and wrote quite correctly to dictation some review words of two syllables. They learn some history and elementary geography.

7. "High grade A," with 7 boys and 7 girls. The quiet demeanor of "B" is still more marked here; it reminds of a high school. They do simple percentage and compound numbers. Some of the dictation papers in spelling are free from mistakes, containing sentences like these: "A soirée is an evening party. The trailing arbutus is one of the loveliest of wild flowers. To scuttle a ship is to cut holes through the sides and bottom to make it sink." The review papers contained spelling ("mucilage, crescent, tableaux," etc.), compositions on A. Lincoln, parts of irregular verbs, and something in human anatomy.

Efficiency of drill appears in this grade work. There are now in the school a few young children who have completed the "high grade C" course in one year, having spent two years in the kindergarten, and will probably spend but one year in "B," and will leave "A" only when their mental limit is reached or they cease to be benefited. The course of study in "A" is very extensible.

Girls and boys in these three grades sit on opposite sides of the room. They give two hours to purely "mental" work, the other three to drawing, music, or manual training. There is no recess, but a change of rooms and teachers and alternation of work. There is an exercise period every morning. The shifting of classes is effected without disturbance.

Children less bright than these may be put in "middle grade" classes; the term corresponds with the classification of imbecility adopted here. The girls learn to do plain sewing and darning, and make baskets of reed, raphia, and wood splints. The boys are taught cardboard and paper sloyd, woodwork, and weaving on small

hand looms. A short period daily is devoted to object lessons, drawing, modeling, and "mental work."

A class of girls of still lower capacity sew carpet strips, knit, etc., with simple exercises in number, color, and form.

This completes ten classes in the kindergarten and grade work, with 197 children; the balance of the 308 are in the trade, industrial, and custodial classes.

All the school children above kindergarten grade receive lessons in the object room, which contains a large collection of natural objects, as stuffed birds and animals, with pictures and models. There is a small portable garden to study growth. They discuss practical questions like bread; they mix it and may go with it to the bakery; they take walks in fields and shops. The lessons given here are connected with any matter of interest that arises. Much importance is attached to this work.

The "industrial room" is of very recent establishment, and has proved a great benefit to a number of overgrown boys whose development in schoolrooms had proved a failure. Here are looms of several kinds for weaving mats, carpets, Swedish tapestry, and ordinary work. Hammocks and mattresses, straw hats, baskets, strips for rag carpets are made; rope strands are braided and formed into mats.

For three groups of troublesome inmates of lower grade, in the custodial buildings, occupation is found in caning chairs, knitting, and the like, to their great personal benefit. In such work the services of attendants who have a natural gift and tact in training are utilized.

In addition to the above, the trades, as previously named, are taught in classes and carried on as day work.

Six of the boys do the printing for the establishment, and issue a neat bimonthly paper, the matter for which is furnished by the brighter school children.

The development of industries is a prominent feature at Elwyn. A favorable instance of its pecuniary value is given by the laundry, where 25 girls of various degrees of intelligence are employed, the dull ones not being necessarily the poorer workers. It is not exactly high-class work. They are very much in need of steady-ing, but under the eye of the mistress and three paid assistants they accomplish fully as much as the same number of paid women would.

The æsthetic side of the pupils' activity is made very prominent; and as it is evidently favored, it is well to consider the results collectively.

Vocal music is successfully cultivated. I listened with the greatest pleasure to a group of 14 large girls and 14 boys who sang "Sweet and low" and "Behind the hills the sun is setting," in parts, without accompaniment. The brass band numbers about 24, of whom only 2 were girls; I should call their performances distinctly good; I can not speak of the orchestra or of the second brass band. The music at the common chapel exercises is very good and very pleasing.

Drawing, modeling, carving, and sloyd form a distinct group. Drawing is taught not only to the higher-grade minds, but to some who are quite dull. The system is that of Mr. Liberty Tadd and consists chiefly of curve-line work. Pupils first practice making large free loops and curves on the board with one or both hands, which constitutes a real gymnastic training in free action of arm and wrist. Having gained easy control of the muscles, they next imitate and learn simple forms of scrolls, spirals, leaves, etc., which they afterwards employ as material to combine in decorative patterns on paper. These designs can be modeled in clay and then produced in wood.

There are 50 boys and 9 girls in the sloyd classes. The teacher was instructed at Nääs, but the methods are Americanized and simplified; the joints, for instance; there are no dovetail joints made. The pupils are of the (mentally) high and middle grades, and it is said that the latter show more aptitude for this work. Furniture making and wood carving are also taught.

The children's products are displayed in a special room, and are largely sold for souvenirs. The kindergarten and basket work is the most showy. There are also knitted head gear, straw hats, pretty rag carpets, and tapestry mats. The original designs and wood carvings, detached or upon furniture, are of higher artistic merit. Class work of an educational type is represented by drawings of natural objects.

Physical education: The children are allowed much freedom in the open air, and in summer there are delightful opportunities of rustic pleasure. Calisthenics and marching are practiced by the younger children. I saw a good class of girls in wand exercise and marching, and there are uniforms and military drills. There is an abundant provision of "heavy" apparatus in the gymnasium, but it is little used.

In the evenings 340 of the older children are gathered in 10 classes for amusement or instruction or reading; there are also classes in sewing, etc., and drill, as above stated.

On Sundays one-half of the teachers and attendants have leave of absence. The children have quiet occupations or games, or write home, and take walks. There is an inspection at 9.30; from 11 to 12.25 Sunday school, conducted by teachers, with singing, reading, and learning of texts. There is a walk from 2 to 3.30 and another at 5.30, and then meetings in clubrooms or in hall to hear stories; bed at 8 or 9. The regular service at 4 to 5 p. m. is conducted by Dr. Barr after an order arranged by himself, comprising an invocation, the Lord's Prayer in common, hymn, collect, hymn, responsive reading of a psalm, the epistle and gospel, and recessional. The service and the daily prayers are dignified and impressive.

THE STATE INSTITUTION FOR FEEBLE-MINDED OF WESTERN PENNSYLVANIA, POLK,
VENANGO COUNTY.

Superintendent, J. M. Murdoch, M. D.; principal of school, Miss A. E. Blake.

This is the youngest institution here described and issued its sixth report in 1902. The act establishing it was passed in 1893. There is much to commend in the plan and the way it was carried out. The site is a very healthy one, being at an elevation of 1,132 feet above the sea, among the beautiful foothills of the western slope of the Allegheny Mountains. It is 6 miles from the nearest town and is free from urban influences and nuisances. The hamlet of Polk contains a population of 200, and the relations between them and the institution are so friendly that a considerable number of the male inmates are trusted to go to the village without escort. The entire structure was built at once upon a very handsome and regular plan, and consists of "cottages" (containing usually about 50 inmates) widely separated and connected by one-story corridors. Two buildings are used for schools. The cost, including the price of 870 acres of land, came within the State appropriation of \$500,000. One hundred acres more are about to be added. The intention was to accommodate 800 inmates; 153 were at once transferred from Elwyn, and the number has now risen to 845, so that an urgent call is made to increase the accommodation to 1,000 beds. The feeble-minded of the State of Pennsylvania are shared between Elwyn and Polk upon a geographical division.

The inmates are classified as follows:

Pupils in class rooms	215	
Pupils in training classes	62	
	<hr/>	277
Employed in domestic duties	181	
Employed in laundry, garden, shops, etc	135	
	<hr/>	316
Custodial inmates	252	
	<hr/>	
Total		845

The division of the school into grades is based on a wish to adapt the classes to the children who come rather than to adapt the children to a system. This will help to explain some unusual features.

The great majority enter some kindergarten class. Many are unsuited to the class room by reason of untidiness, restlessness, etc., and are trained by attendants with toys, blocks, dolls, sand, stone piles, etc., and in dressing, eating, and toilet. Such groups are called "training classes," and many of the children subsequently enter kindergarten classes. There are 62 in the two training classes, 215 in the kindergarten and primary classes.

There are 10 rooms, 5 for kindergartens, 1 for Primary C, and 2 each for Primary B and A, in which the sexes are separated. There are 2 special teachers and a principal, making 13 in all. The number to a room varies from 18 to 26.

The kindergarten classes are as follows, in order of age:

"A." Small, bright children, forming two groups in one room, the upper group doing some primary work in language and number, orderly, normal, kindergarten, table work. In another room they were seen playing ring games with another set of lower intelligence. The songs were good and rousing, set to good melodies, not of the vague type one often hears. The children's humanity to the weaker intellects was touchingly shown at this exercise.

"D." Larger boys and girls, not so bright as A, doing kindergarten work a. m. and primary p. m.

"E." Kindergarten work p. m., primary a. m. They have "nearly outgrown kindergarten work;" they looked a very pretty little class, of the ages of 8 to 14. They were beginning a first reader, after finishing a primer and a first book. Most of them had not been in school before coming here. Some spelled on the board to dictation. They are learning punctuation. One child is probably normal.

"B." Boys of 12 to 15, of pretty low intelligence, with prominent imitative tendencies. They were cutting and pasting paper, and did simple calisthenics; will not probably study books.

"C." Girls over 12, like B; some recognize a few printed words. Very dull from nature or neglect. With them are a few small paralytic boys of 9 or 10, of about the same mental grade.

It is obvious that these classes do not form a graded series for purposes of promotion. A child seldom passes from one to another, the majority of those in A, D, and E going into Primary C, while B and C send a large proportion of their members to manual classes. Sometimes the reverse occurs; sometimes there is a transfer from one kindergarten to another; while some fail to reach even a manual class.

All these classes make more or less use of the common kindergarten material, B and C using the coarser kinds. The favorite games are the birds, flower garden, nest making, magic music, trades, knights, good and bad children, rolling ball, old pigeon house, etc.

The influence of the kindergarten work is distinctly felt by the sloyd teacher as making boys more apt. In the academic work the relation is not so marked, if at all perceptible, but in a general way the children are more prepared to use their fingers and to give attention to directions. Certain boys, however, in primary B have not had kindergarten training owing to the youth of the institution, and the teacher testified that it had been a great help to the others who had had it. A harmonizing tendency is observed in the games, as the children were at first selfish and grasping, but have since grown into habits of obliging behavior.

In the primary classes three regular grades are maintained, and each class is divided into three sections.

In C, the lowest boys' class, some were in the tables of 4's, could tell one-half of 12, one-fourth of 16. A nature poem was being copied from the blackboard; their handwriting differed greatly, but all was distinct.

In Bone section is nearly through Stickney's Third Reader, and can make up short sentences. They sang "Jolly Boys" well.

Girls' B had done pages 50 to 114 in Wentworth's Elementary Arithmetic in six months. In the highest girls' grade, A, three small boys were seated in front. They know the tables up to the 12's, and in part the ordinary compound numbers; they know decimal currency. A vigorous bean-bag drill was given, followed by a mimic snowball game. The teacher of these girls kindly allowed them to reproduce on paper a story which they had heard and talked over some time ago, "Editha's Burglar." The best was quite long and very nearly perfect. From the next best I take the following:

One day as Editha and her mamma was sitting in their room, their father came in and said that he was going away on busines. Then he said that Editha was to take care of her mother. She had read in the paper about a burglar that had broken in the 18 house, etc.

From one of the poorest:

Eiddha told the Burghare not to tuch her nana things but he could have her think She gane him her blacet an mechles and stick pine and wach, etc.

These are not indicative of poor work on the part of the teacher, but of the invincible difference in natural talent which is characteristic of classes of the feeble-minded more than of the normal.

The gymnastics seen were very satisfactory; good Swedish class work in uniform, with or without the teacher's lead and usually without music.

The brighter boys, not under 12, are selected for sloyd from primary A and B, forming 3 classes, 29 in all, under a graduate of Mr. Larsson's school. It is held in high esteem for visible results in "brightening" individuals, though its influence in academic work can not be followed. There are boys who can not read or comprehend the working drawings, but can make a good mortise joint. It is found best to omit models which require much use of the knife, and models with curves are only suited for a very few of the aptest pupils. A great variety of articles of practical use are made, including many aquariums and music stands, also desks, chairs, bookcases, frames, chests, etc. The department is remarkably successful.

The school hours are 9 to 12.10 and 2 to 4, without recesses, but broken by songs and exercise. All boys in primary A and a part of B and C spend some part of their school hours in trade classes, including the shoe, tailor, and carpenter shops; and 41 boys belong to the brass bands.

In kindergarten E there is a little girl of 8, apparently a neglected child, who entered last fall, and has here developed a strong ambition to prove her qualities. The superintendent writes me:

This girl is one of the few children who have developed to a point where we consider it advisable for her to be removed from the institution, as we believe she will from now on be able to take her place in the public schools and develop into a normal woman. Her apparent mental deficiency was no doubt due to a physical ailment from which she has recovered.

The social side of life is very interesting. The "children" gather in the gymnasium three evenings in the week to listen to the band or graphophone, sing religious songs, dance, and play. I had the pleasure of seeing such a mixed programme, partly dancing, partly boys' games, like shot bag and poison stick, which are played vigorously and cause enormous fun. They have also the ordinary boys' playthings—tops, kites, balls, etc. On four evenings in the week there are classes at which letters are written and stories are read aloud. Natural history is interestingly studied, with real objects in the classes. Each room has an aquarium. On fine Wednesday afternoons they walk and collect objects.

On Sunday there is service at 10, conducted by the superintendent, comprising a doxology, the Lord's Prayer, a hymn (Moody's), a chapter read by the school, the

lesson for the day, and a recessional, sung by all, the whole occupying less than an hour.

There is no colony, but considerable is done in farming, poultry, and stock. It has been estimated that the value of the inmates' work all together may be, roughly speaking, \$40,000 a year. This, of course, is not net value, and does not take the expense of oversight into account; but, on the other hand, it was practically earned by only a moiety of the inmates.

THE NEW JERSEY TRAINING SCHOOL FOR FEEBLE-MINDED GIRLS AND BOYS, VINELAND, N. J.

Principal, Edward R. Johnstone; head teacher, Miss Alice F. Morrison.

Vineland is 34 miles nearly south of Philadelphia. The school is on a sandy, well-drained plain, in a wholesome locality. The buildings are well separated. The institution, now in its fifteenth year, is a private corporation, receiving about three-fourths of its income from the State for the support of State pupils. There are 242 pupils.

The office of "principal" implies the general superintendency. The pupils under the direction of the head teacher are the following:

Kindergarten	32
Primary	73
Additional pupils in music and physical culture	25
Total	130

To this we might add 22 girls at the Wilbur Cottage, not usually included in the school proper.

The school hours are 9 to 12 and 2 to 4, and are divided into periods of an hour each. At the end of each period the classes break up, the children making their own way quietly to the room where they belong for the next hour. At the beginning of each school year each child is examined and assigned to such series of studies and periods as seem best suited to his needs.

A great many small children have been admitted during the past year, which has caused the establishment of new classes and helped classification and brightened up things, pushing into shop work some who might otherwise have staid too long in the classes. The manual classes average 8 or 9 pupils, the kindergartens 16, the others 13 to 15.

The sequence of work is shown in the following five selected classes:

1. "Beginners' kindergarten class," 22 low-grade girls of the ages of 6 to 16 at Wilbur Cottage, in the forenoon, who are being trained in elementary tidiness, and taken every hour to the toilet for fifteen minutes. They use the simplest kindergarten material and play a few games. Perhaps one in twenty reaches bookwork.

2. Kindergarten for beginners; five hours a day with one teacher. They have the usual kindergarten work, except the gifts. They differ greatly; some are promoted to a primary class in a year, others may stay several years or may be assigned to manual work. I saw a very satisfactory ring game played ("blacksmith," also "soldiers").

3. Kindergarten class of older boys, held afternoons by the teacher of No. 1. These boys are scattered through other classes in the forenoon. They are less promising than 2, but are farther advanced; one-fourth may be promoted.

4. Boys aged 9 to 13, the most promising pupils in the school, spending two hours with a certain teacher every afternoon, in numbers, English, nature, geography of the grounds, etc. Attractive and well behaved. Subtract four figures from four, borrowing; spelling taught by the method of preventing blunders meeting the eye, as far as possible. They gave good proof of accuracy and readiness with a list of short common words which I offered. They are in the first reader.

5. Five classes, with 55 pupils in all, much older than the preceding, who occupy one teacher's whole day in English, etc. Though much duller than 4, they have reached the second and third reader, and do the four operations, except division.

A class was working in the spring on the Easter idea of the awakening of Nature, studying the unfolding of plants and the development of tadpoles and chicks.

Children are taken to visit special objects or points of interest, or they walk about the grounds with an object in view, and return to talk it over, then to draw, then to write it up. What is written in this way is found the best material for them to use in the process of learning to read. They "make their own readers."

In the evening there are classes in drill, music, sewing, higher English, and other subjects; there is opportunity for bowling; there is an hour for reading their library books.

The authorities are inclined to doubt the desirability of carrying the literary study as far as has been done. Curiosity about the external world, aroused in this way or by the extended study of geography, has been thought to have the effect of stimulating a spirit of unrest and a desire for reading the sensational parts of newspapers, to which they are not permitted access. As for arithmetic, it is admitted that it costs a great deal of labor to teach it to them, and it is not thought worth while to carry it beyond the four rules, the simplest application of common fractions, and the common weights and measures.

There are in all 10 teachers, one of whom, the bandmaster, is a man. There are special teachers for physical culture, manual training, and sewing. In the last there are 5 classes with 40 boys and girls.

The course in manual training begins with finger development in the kindergarten, where they have a little card needlework, drawing, and coloring with brush and crayon. After kindergarten comes sewing or woodwork; they are not limited by sex, but a child does not usually receive training in both.

Sewing may be preceded by the toy knitter. It is taught by the system of Olive C. Hapgood. The work is not given in absolutely systematic order, but with a view to capture interest—for instance, quite little girls are allowed to make a doll's costume, however imperfectly, and some have been greatly developed by the doll dressing.

The raffia and reed work (which precedes the wood carving) is excellent in workmanship and color.

In wood carving the teacher traces an outline of some object on thin wood, the pupil marks it out by driving nails or with punch and mallet, or by cutting away outside the lines. The tools first learned are the hammer, mallet, chisel, and saw. The carving is elementary, in low relief with little modeling. A few useful light articles are made without joints, chiefly as toys and souvenirs, and with regard to the pupils' preferences. There is a simple carpentry class to which this leads up. Burnt work is also done. There are 5 classes daily with 45 pupils, one-third girls.

Comparing the amount of work done on the academic and the manual sides, we find in ordinary school work 73 pupils; in manual training and instrumental music, 121. The kindergarten is not included in this statement.

As regards economic results, most of the trained boys are able to do farm work in its various branches, and like those employments; few care for carpenter's or painter's work. Most of the clothing is made by the nine or more boys at the tailor's shop. Some of the shops are closed in summer to enable men to work in the fields and small boys to work in the cannery.

Girls prefer the care of children to all other occupations (except, perhaps, gardening). Such care fills a pretty large share of their time. Fifteen work in the dress-making room for about three or four hours a day.

The children attending school do two hours of work daily on the floors, windows, beds, in dusting, etc.

The life furnished by these activities is thought to be adequate to the demands

the individual's nature. Their education is intended to fit them for such a life. It is thought doubtful if any child ever left the institution that could begin to make a living except industrially. There is one boy who can not talk, read, or write, but the right spring has been touched, and he does handsome work in the carving class, and next year will go to the carpenter.

Of the whole number of inmates it is estimated that 80 are unproductive; 15 render services worth their keep; 20 possibly half that, and the balance still less than half.

Special privileges are largely used as incitements among the pupils and as aids to discipline. There is an honor system for naming the well-conducted children. There are opportunities for earning pennies by good behavior and spending them. There are several successful clubs among the pupils. There is an evening gathering in a parlor where 20 good-record children are socially entertained with cake, coffee, and pianola. The spirit of encouragement is distinctly prevalent in the institution.

The professional feeling of the teachers is encouraged by meetings at which they discuss their work with the principal.

I had the good fortune to assist twice at whole-evening entertainments. In one there was a series of exciting contests in spelling, number, bed making, potato paring, hair dressing, between pupils, upon the stage, followed by remarkably good recitations and music. The other was a *soirée* given by the grown boys of one of the cottages to the officers and invited friends, planned and well carried out by these young men, resulting in a most spirited and entertaining "good time" in regular village fashion, but with perfect regard to the proprieties.

On Sunday the morning assembly, from 10.30 to 12, is held alternately by Miss Morrison and the assistant superintendent. In the afternoon from 3 to 4.30 Mr. Johnstone always leads; there is a Sunday school arranged in 20 groups of 9 each.

STATE HOME FOR THE CARE AND TRAINING OF FEEBLE-MINDED WOMEN AT VINELAND.

Superintendent and medical director, Mary J. Dunlap, M. D.

In the absence of the director I was very courteously shown over the buildings and saw the school in operation. The number of inmates by the report for 1902 was 126, mostly above 20 years of age. Girls above 10 are now also admitted. There are 2 classes, containing about 40 pupils, under 2 teachers. The younger class (from 12 to 20 years of age) are mostly beginners and do early primary work. The older girls' teaching is almost equivalent to individual work, and they spend several years in the class. Many are in the Fourth Reader, and in arithmetic they learn some weights and measures and a little in fractions. These girls sang an Easter anthem excellently.

The cultivation of the æsthetic side is prominent in various ways. The gymnasium is handsome and well fitted up, and very tasteful uniforms are worn. There is an orchestra of 14 pieces. In manual work they do much modeling, basket work, carving, wrought-iron work, knitting, and much besides, of course including sewing, and there is much that is pleasing in the general aspect of the house. The school work was not observed to be essentially different from that elsewhere seen. The devotion of the teachers to their work was very interesting and pleasing to behold, and the general impression was an agreeable one.

THE OHIO INSTITUTION FOR FEEBLE-MINDED YOUTH.

Superintendent, G. A. Doren, M. D.

This is one of the oldest and largest institutions of its class, and maintains the policy of rapid enlargement. The report for 1901 gave the number of inmates as 1,113. The colony, convenient of access, offers large opportunity of growth; at that date 5 custodial buildings were commenced there, to accommodate, when com-

pleted, 800 male inmates, who will till the soil and make brick. Buildings for 400 more females of the custodial class at the main institution are nearly finished.

The school department is very large, having 29 teachers, with perhaps 450 scholars, Mrs. Doren being at their head; and it is admitted, I believe, that the work is very successful. There is to be noticed a close analysis of methods, great resources in text-books and apparatus, constant attention to the needs of individual children, with good final results. Some of the material and methods may conveniently be described here, although not peculiar to Columbus.

The following are used in the early training of touch, finger power, and color sense: The form board is an old invention; it is about 2 feet long, with 5 or 6 sockets cut in its surface, corresponding to blocks shaped as circles, triangles, diamonds, etc., which the beginner tries to fit into the sockets. At Columbus I saw a graded series of 3 boards. A much easier instrument is the peg board, with a lot of boiler rivets which the child inserts into the holes in the board. The heavy iron is more easily felt and handled than wooden pegs. A series of six cups and balls, painted of different colors, teaches color and gives practice in handling. Colored pictures glued to thin wood and cut into irregular bits are found very interesting and useful. The "pattern box" is filled with inch cubes, colored variously on different sides, and is of much use. The above represent part of the original material devised for the feeble-minded and have held their ground well. The slab of sole leather pierced with holes one-fourth or one-half inch apart is used to teach forming stitches on a gigantic scale. The pierced wooden frame has the same use. Wooden splints and pegs are used for number work and for making designs; and then there is the whole kindergarten apparatus to draw from. At Columbus they now use pea work very little; the perforated-card work has been dropped as tiring the eyes; scissor work is found to be difficult for the children, but I understand it is used. Colored pegs are used to place in holes in boards. Colored chalks are used in filling in designs made on square-ruled paper, and for coloring the objects outlined in card sewing.

The care taken to analyze the process of education into successive steps is well illustrated at Columbus by the teaching of language. What follows may not be a perfect statement, but will show the principles followed.

The "word method" is used at the start by letting children become familiar with certain slips of card on which words representing familiar objects are printed in heavy type an inch high. Such words are "desk, blackboard, button, hat, dumb-bell, mamma." About 24 such are used at Columbus. Deaf mutes find advantage in being able to point to the articles signified. The usual primary charts are not favored here, as being to some extent confusing through complexity. There is no definite time for leaving off the use of the word strips or for intermingling more analytic processes. They are adapted to class work.

Small cards 2 inches square containing pictures of animals and objects, with their names, are used with a similar purpose. They should come in three sets, one with printed name, one with print and script forms, one blank for matching words.

For desk use there are word cards and a profusion of letter cards, of moderate size, in type which resembles that of the word slips. The pupil soon begins to match words with each other and with pictures, then to pick out the letters to match a word. The letters are also used in copying sentences of three or four monosyllables placed before them.

Swinton's "Telling with the Pencil" is used in introducing writing. The word strips having become very familiar (and the individual letters recognized), they also serve as material for blackboard work in spelling. A word-method book is now taken up (a primer). Spelling by dictation is much practiced, and each scholar has a little book in which the teacher writes the words as he learns them individually.

Here the pupil is fairly in primary school work of about the second grade. Composition of a simple type has previously been commenced by requiring a sentence to

be made upon a given word. The work now done is fairly typified by the following, written by a little girl of 9 years. The spelling, etc., are reproduced; a few phrases are culled:

"The kitty was on the table. And girls went up by the table and hear it pur. It can talk a little if you rub its back. If you pull a cat's tail he will scratches you."

Here is some history:

"Who cut down the pretty cherry tree in tow, and george answered his Father and said I did it with my little hatchet George has so many tears in his eye his Father held him in his arms."

There are no marked peculiarities in the later stages of language work, the children passing through a series of readers to the fourth, with considerable side reading. Essays by reproduction are continued. In the highest grade they study authors and make albums descriptive of their works and life, inserting pictures.

Much attention is given to signs of weariness, or rather ennui, in the younger children, and their work is often changed or given a new direction, or a new implement or method is used, if they seem tired by monotony.

There is a recess of twenty minutes in the morning. Older children go every forenoon to some manual or outside class. Saturday afternoon is a half holiday.

The distribution of children among the classes is based largely on a study of their character, temperament, and ability, and their age; also upon the teacher's qualities. The attainments in a given class may vary exceedingly. Five grades, however, may conveniently be spoken of, which are represented by the following classes:

1. About 24 girls, from 5 to 12 years of age, the great majority of whom have been in the school less than a year. It is a "trial room," and children may remain here a few months, or as long as three years. As is usual in lower classes, all require much individual attention. Their abilities differ very much. Some are beginners, using peg boards, etc., while others learn words from word strips, etc. A large part were seen at once laying pegs on their desks to count with, doing the same thing, but not at all "keeping together."

2. Boys, in two sections. Some were laying pegs for number work, the others were in Prince's First Arithmetic, and of eleven of the latter, no two were working together. They still use word strips; also a word-method book.

3. Girls of eight years and upward, divided in language into four groups, the lowest of whom are learning single words and have not reached the primer, while the two highest are respectively in first and second readers. The composition quoted was seen here.

4. All the pupils new this year to the class. Prince's Arithmetic, No. 2.

5. Boys, highest grade of work. Prince, part 4, in arithmetic. Can answer mentally, with a little assistance, the question, "How many quarters of an inch in 1 foot?" Also, "A horse eats one-half peck three times a day; how long will it take him to eat $4\frac{1}{2}$ pecks?" They measure the school room and form a plan to scale. They keep albums devoted to the authors they study, and show intelligent appreciation. Their essays are very creditable; would represent good grammar school work; the spelling and handwriting (as throughout the school) are exceedingly good. They have some study of birds, in which the grounds of the institution abound.

There is one kindergarten teacher who receives in six periods all those who require her work, in groups of fifteen or twenty each. They perform the usual manual occupations. There are also good classes in kindergarten games and marching.

The children appear universally bright, orderly, interested.

The evening session of an hour employs a large number of inmates, giving opportunities for further progress to the more able, and hand work of many kinds to those of lower grade. The hour closes in a short collective session, at which there is spirited singing to music by a band, followed by the Lord's Prayer and a march off by sections.

At the Sunday school a considerable variety of material in the way of illustrated papers is used.

A number of ponies are owned by the superintendent, which the children ride as much as they please.

The trade and labor departments comprise the shops of the tailor, shoemaker and mender, baker, plumber, carpenter, dressmaker, cooking, sewing, ironing, and housework; one may add music. Sloyd is not used. There are five girls' sewing classes and two for boys. This work is rated high, and they pick the boys from the upper classes to make tailors of them. All girls, as far as possible, learn sewing. All the sewing and garment making is done at the institution. Carpentering is done on a large scale. All the unskilled labor in constructing the new buildings is done by inmates. Something like twenty of the brighter graduates are working in setting up mosaic tiles in patterns ready for the workmen, and the entire flooring of the new buildings is to consist of this material. The brick for these buildings was made by the inmates at the farm. The plumbing was done by the boys. The boys do absolutely all their own housework and run the laundry. All the beef, pork, milk, butter, and vegetables consumed by the establishment are produced there by the inmates' labor, with many thousand bushels of grain. The farm boys look happy and healthy.

The orchestra, composed of young men and women, play the best classic music in a style which should make them entirely acceptable to a cultivated audience. There are about 27 pieces, well balanced, with a good proportion of strings and wood.

INDIANA SCHOOL FOR FEEBLE-MINDED YOUTH, FORT WAYNE, IND.

Superintendent, Alexander Johnson; assistant principal, Miss Alice B. Scott.

The institution is near the city, which is rapidly approaching it. There is a large tract of land 3 miles distant where some 90 boys till the soil and make large quantities of brick. Their number is expected to be increased to 240 before the season of 1903 is over. Total enrollment for 1902, 906. The school comprises 19 classes, 3 of which, with 40 children, are devoted to needlework, drawing, and some manual labor, and 16, with 310 pupils, are in kindergarten and grade work. Seven of the 16 are for boys and 9 for girls.

The half-time system is adopted, each child having a three-hours' session under control of its own teacher, leaving the room for kindergarten and for gymnastics, which takes the place of recess. All the scholars have outside work besides, and some attend trade or fancy-work classes. The sessions open with a mustering of the children in a hall, after which the boys form divisions and march to their rooms, while the girls remain for half an hour to sing, and brief devotional exercises are held in the class rooms.

The gymnastics are of the Swedish type, very well conducted, and attended by these children as well as by some of lower grade. All the kindergarten classes go daily to the ring games held in the gymnasium, which are also well and vigorously conducted.

Some of the classes are termed "custodial kindergartens" and "custodial primary classes," as they are of an inferior mental type and unpromising, and do not as a rule promote their members regularly; yet some of them, by long-continued effort, have reached the standing of the city grades 1 and 2. Other classes are designated by the number of the corresponding city school grades up to 4.

The five custodial kindergartens are arranged to correspond with the endowments or ages of different types of children and do not form gradations. One contains 17 boys of the lowest intelligence of any admitted, some of whom know the names of colors. They are learning to keep quiet and to reap the benefits of steady discipline. A second contains 22 boys, from 8 to 12 years old, of the lower-middle grade of feeble-mindedness, who were learning the days of the month on a calendar. These two

classes mostly fail to reach the primary grades. The third of these was of a more promising type. Some of the boys have been in school for several years, but have just reached a point where systematic work is feasible of the kind to be described. They are not usually promoted to primary grades, but their progress and their interest were evident and pleasing. They sang a song about washing the hands, with appropriate gestures; and the actual hands, as they were pleased to display them, were marvelously clean. An exercise in Gift 3 followed. The boys named the parts; counted them. They divided the cube at their own pleasure, to start original ideas. Fred has four piles; each pile, he says, is one-quarter. "What do four quarters make?" "One-half." [General laugh among the larger boys.] "If a cube is divided into eight parts, what is one of them?" "One-eighth." A boy speaks up, "I'm a good boy, to study in school; see, I'm learning." One boy, yesterday, showed his first beginning of intelligence in the subject by understanding what one-half implies. The boys eagerly correct a (intentional) mistake of the teacher's in the arrangement of the blocks.

There are two custodial kindergartens for girls. One consists of 17 small, mostly low-grade, girls—Mongolians, etc. The other is a typical group of the custodial class of inmates, comprising 23 girls, up to the age of 16. They were sitting at kindergarten tables, on which squares were chalked, and were placing beans by direction. They can mostly place a bean at the mid-point of a given line. Halves and quarters are understood; one girl understands thirds. Numerals are read and copied from the board. Five can write, but no word work or writing is given. Most of these do not get promotion to higher classes, but a few give "surprises" by unexpected development.

The boys' kindergarten primary class looked bright and gave intelligent responses. They had been given the fifth gift for the first time. The teachers said it was beyond them at present; that they found it very hard to resist the divers attractions of the numerous blocks.

The girls' kindergarten consisted of pretty and attractive children, mostly between 5 and 8 years old. There were no repulsive faces; no appearance of low grade. There was a little natural fooling. One girl of 5 years may probably turn out normal, and seems very much so in behavior. This class is one of those whose work approaches most closely to the normal kindergarten type. They were making cubes with clay, and a few did it fairly well.

One of the custodial primaries consisted of girls decidedly too big for kindergarten work. They use the gift work for learning numbers, but the aim is to make it a primary class, not a kindergarten. Most of the pupils have been in the institution a number of years. Some of them write, and some compose their own letters.

Another girls' custodial primary is ranked as in second grade. The girls are rather old. Many have been in the school from five to eight years, and some of them fourteen or fifteen years. They suggested to me early and long neglect. They are considered to have reached their intellectual limit as regards school instruction.

The following is an average letter written by a second-grade boy. The boys in his class are from 12 to 15 years old.

My dear Father—I am glad to write to you We are all well and happy and hope you are the same. * * * My attendant name is Mr. _____. Miss _____ send her love to you all. We are going to had a nice time on Easter day to gether I am going to school every day and I am attend to my books and slate every day, etc.

It happens to be the case that there are no boys of suitable age to fill the first primary grade this year, and the fourth is also wanting, although there are a number of boys who might be in it, but are engaged in the industries, while a good many others have left.

In the third grade the English was better than in the second. The boys formed three groups in arithmetic. The highest, containing four boys, reduced bushels to pints and told orally the number of quarts in 5 pecks and of pecks in three-fourths

of a bushel. In American history they have rather a feeble grasp of the relations of things.

The third-grade girls were being well trained in spelling and easily read easy sentences containing dissyllables. They sang, with gestures, "Sweet and Low" very well and sympathetically.

The fourth grade is a peculiarly interesting class, of the ages of 16 to 19. In this class is included a special set of girls who are expected to leave the institution as graduates. They use an Eclectic American History, which is within the comprehension of children of 11 or 12 years. Their compositions were very creditable. The best was one just written on "Spring," without directions from the teacher, containing nearly two hundred words, in which only three or four were spelled wrong. It was neatly, fluently, and pleasingly expressed and original in quality. Their arithmetic was about equal to that of the third boys' grade.

The special girls referred to entered the school in a very neglected and seemingly hopeless state of stupidity. Mr. and Mrs. Johnson, from daily association with these girls (some for ten years), have now concluded that their very unusual improvement justifies their being sent out to make their own way. There are about twelve of them. They are to be trained for a year longer in domestic duties and general education.

Seven girls of this grade illustrated "rhythmic drawing," in which the strokes of the chalk, giving the outlines of a flower, are accompanied by appropriate songs. One girl sang "Old Folks at Home" while drawing an appropriate landscape. Those who have talent for drawing are taught in crayon and oil studies from casts, etc., with rather surprisingly good results.

There is also a class (including six upper-grade girls) for fancy work in making mats, drawn work, crochet lace, finely matched Japanese silk embroidery, and seven pillows of torchon lace. The work is very satisfactory and pleasing.

Basket work and pyrography are not in use. The practical effect of making a useful article is preferred to that of sloyd as a developing agency.

The entertainments are considered an important educational feature. They are made very cheerful and wide awake, as I had the pleasure of experiencing. An extensive provision of stage costumes is employed for their historical dramas. In this relation the personality of Mr. Johnson finds opportunity to impress itself upon the inmates in a most wholesome manner. And I certainly can not say less than this of the earnest and encouraging Sunday-school services which he conducts. He arranges these services himself, consisting of 24 different numbers, and comprising prayers, collects, songs, hymns, psalms sung or repeated responsively, psalms recited by divisions, and, in particular, songs by divisions. Each division of the school has a psalm and songs which they are prepared to give on request at these services.

THE SEGUN PHYSIOLOGICAL SCHOOL FOR THE TRAINING OF CHILDREN OF ARRESTED
MENTAL DEVELOPMENT, ORANGE, N. J.

This school is conducted by the widow of the late Edouard Segun (died 1880), who inherited her methods from her husband. The school at present numbers 23 boarding and 3 day scholars, under the care of 11 teachers, besides governesses for their play hours. The surroundings are rural, the grounds (4 acres) are beautiful, and everything within the house has a wholesome and cheerful air.

The scholars pay for these advantages at a rate corresponding to that of the higher class of girls' boarding schools. Their defects of body are numerous—blindness, cretinism, hydrocephalus, clubfoot, partial hemiplegia, mutism, stuttering in one case, cleft palate—and there are two epileptic boys, neither of whom was supposed at entrance to have the disease. For the benefit of this class of cases special teachers are employed for voice training and for medical gymnastics. The diagnosis of

muscular disabilities is made and the treatment indicated by Dr. E. H. Arnold, of New Haven.

School is in session daily (except Saturday and Sunday) from 9 to 12, and from 1 to 3. The youngest children lie down from 1 to 2. Sessions are divided into periods of twenty or thirty minutes each, the children passing from teacher to teacher, so that one child may be with from five to eight teachers each day. The following is an example of the day's order of one of the smallest boys:

Songs and games	9.00
Color lesson (stringing beads)	9.20
Bean-bag play, cube puzzle	9.40
Stringing straws and disks, sorting colors	10.00
Whittling, blackboard work	10.30
Pasting colored paper	11.00
Personal invitation, directing tactile exercise	11.20
Calisthenics	11.40
Physical work	1.00
Rest	1.20
Peg board, stringing buttonmolds	2.00
Sewing on card, cutting with scissors	2.20
Massage	2.40

One of the older girls has the following:

Songs and games	9.00
Number work	9.20
Sewing	9.40
Reading, spelling, dictation	10.00
Basketry	10.30
Number work	11.00
Physical work	11.20
Calisthenics	11.40
Dinner	12.00
Reading	1.00
Writing	1.20
Sewing	1.40
Music	2.00
Drawing, modeling	2.20
Dancing	2.40

The 8 children under 12 march and do Swedish gymnastics in a group, accompanied by 6 ladies. The older children do very much better work; they execute some of the simpler orders without the teacher's lead; the marching is good. The dancing, at 2.45, was under the guidance of 7 teachers; there were two sets of quadrilles formed, and the result was very pleasing.

The opening exercises were also very pleasant. I came in late and found the school seated on the smooth floor of the gymnasium in a ring. After singing "My Country," attention was called to the portraits of McKinley, Washington, etc., hanging on the wall. A waltz lullaby was played, and a child pointed to a picture which she called "Rock the baby." A piece from Rubinstein was played by a teacher; The Song of the Lark, from "Pippa Passes," was repeated in concert. A child recited pretty verses on the pussy willow, suited to the season. A boy sang "Star Spangled Banner." After this they rose and played and sang in the kindergarten manner, with 7 teachers, a wand game and magic music.

The special problems imposed by deformity and paralysis are often severe, as in the case of a boy with palate cleft the entire length, who was being taught to speak. Another was using a finger machine to strengthen the force of separate fingers, and

of the whole hand. The gymnastic apparatus comprises a walking beam, Swedish stall bars, rope, clubs, dumb-bells, a striking bag, and four sets of pulley weights, etc.

The children's manners are most carefully trained, and they are accustomed to the surroundings of well-to-do life and indulged in simple pleasures. They live in a cheerful atmosphere. The work is pretty steady, but did not present the appearance of crowding or forcing. Many learn the piano, but probably do not carry it far. The best performer is a young lady of 21, who executed juvenile pieces with correctness and sang in a very good style several songs in the modern German taste. The standards aimed at are those of good-society manners, and it was evident that Mrs. Seguin succeeds where possible in imparting them. The school is not a custodial institution, and the pupils all are returned to their homes.

Taken as a whole, the children present many defects, and in many cases a low grade of intelligence. One of the most promising can perform in twenty minutes 15 such examples as 375×5 , or $903 - 309$.

The general methods of the school require no further mention; they are of the modern type, and it appeared that the children were generally interested and intent on success. Basket work, now so popular, is very well done. Drawing in line is performed as a disciplinary study.

THE HADDONFIELD TRAINING SCHOOL FOR THOSE MENTALLY DEFICIENT OR PECULIARLY BACKWARD.

Conducted by Misses Margaret Bancroft and Jean W. Cox.

This school is situated in a retired and beautiful part of the quiet village of Haddonfield, not many miles from Camden, Philadelphia's New Jersey suburb. The grounds are very large, the accommodations those of the well to do, and very cheerful and wholesome. There are eight teachers named in the circular, inclusive of the principals. School work begins at 9 and closes at 1, with a short intermission; the younger children are dismissed at 12.

Among the things brought to my notice, the manual training, the physical exercises, and the music were prominent.

Singing naturally forms a large part of the opening exercises. Most of them took a share in the scale exercise, singing in response to the number called, also reading simple scale exercises from a chart. They sang their songs with much spirit and pleasing effect, as they usually do.

The lowest class, consisting of 3 low-grade children (2 of them epileptic), was seen in a small room with a piano, and were singing scales and learning to place the fingers, in the care of two persons.

A Delsarte class performed movements expressive of sentiments and natural objects. The gymnasium is well provided with the usual Swedish apparatus, besides special apparatus.

In the manual room the highest class, containing some quite grown young persons, were working. They do burnt work, which is considered good hand training. They make objects of use: a box to hold battery cells, a tabouret, etc.; they do color work. The close attention and constant help given by the teachers struck me. In fact, the need of much help was apparent.

The kindergarten class of 5 pretty children were enacting a story of a journey by carriage, rail, car, and boat with their toys; they were in the care of a teacher and a maid. A class in articulation was also seen in charge of a special teacher.

A class of low grade large children were interested in their little picture albums and "Baby Stuart;" they write a short sentence on the board or on paper, and know about coins—that 5 cents equal one nickel. They invent devices in flowers for their book covers, and press flowers excellently, and have little gardens to cultivate. The impression is received that the æsthetic side is cultivated assiduously, with all due

attention to social manners. The classes seen varied in number from 3 to 6 and upward. There was no lack of zeal or attention to the pupils; there seemed to be evidence of close and careful training in the attitude of the scholars. One teacher is employed solely for individual work, taking a child for half an hour at a time for special urging to keep him up to his work.

The Sunday school is conducted by two clergymen of different denominations, without the use of much theology, but with a great deal of appeal to natural interest. Recreations are given to a considerable extent by carrying the children to Philadelphia, where they see appropriate plays.

In summer the school is taken as a body to a beautiful seashore spot in Maine, where they enjoy a good deal of liberty in the open air, with a very small modicum of teaching. It is well known that Miss Bancroft's zeal spares no pains, and she is an ardent advocate of the benefits of great personal individual attention, but she puts school in the background in vacation time.

CLASSES MAINTAINED BY PUBLIC SCHOOL BOARDS.^a

Dull and defective children have always been found among the intelligent in public and private schools. Public attention was aroused to the needs of this class in Germany, and a very large number of children in that country are now cared for in special schools. In England such are designated as "special schools for feeble-minded and backward children," and they are assuming an important position.^b

The ratio of these children to the total school population may vary, but the statistics collected in different countries lead to the conclusion that probably 1 per cent are so dull or defective that they can not be taught in the ordinary school classes. The degree of dullness is of all grades, and it is not necessary to attempt an estimate of the number of those who are strictly feeble-minded or imbecile. We are sure that in the classes we are describing a varying proportion are distinctly such, while more or fewer are found normal, though slow.

In Europe it has been considered of importance to prepare such children for self-support, and some of the statistics give a very favorable showing in this respect, but in America we have as yet no sufficient body of results from which to draw statistics.

Probably a more important function of these classes is that of the prevention of crime and illegitimate births. The children are of a class whose will and judgment are defective and whose passions are not controlled. They are easily brought under bad influences and led into criminal ways, and one of the first effects noted when they are placed in city schools is an improvement in their moral tone. The mischievous and perverse are reformed, the mental habits of the indolent and inattentive are improved, and the foundations are laid for the making of good citizens. The difficult task of following up these children after leaving their special classes has been only begun, in reference to which the paper of Mrs. Ellen F. Pinsent, of Birmingham, may be profitably read. (See the *London Lancet*, February 21, 1903.)

It is not uncommon to find defects of sight and hearing in school children whose teachers and even whose parents are unaware of the defect. Such children are often falsely thought stupid or feeble-minded. It is of the highest importance for the welfare of such children that their cases should be understood; and it ought to be a universal rule that the vision and hearing of all backward children should be tested by specially skilled physicians. The attention of teachers ought to be directed to this source of mental incapacity and their enlightened aid invoked in the needed reform.

^a The Report of this Office for 1896-97 contains (Vol. I, pp. 141-160) an article on "Special schools and classes for children of limited mental capacity." In the Report of 1899-1900 is reprinted (Vol. II, pp. 1341-1343) a report made to the Civic Club of Philadelphia on "Backward children in the public schools."—Ed.

^b The number of scholars of this class in Germany is given by Wintermann (1900) as 7,013. In London in 1899-1900 there were 3,700 children in 115 classes.

Schools for the feeble-minded among public-school children have been established in Providence, R. I., Springfield, Mass., Boston, Philadelphia, and New York, in the order given. They go by different names, but their object is the same.

PROVIDENCE.

The first schools for the feeble-minded in America, in connection with a public school system, were established in Providence in 1894. There already existed some classes of backward and troublesome boys, called disciplinary schools; among these boys were some of a feeble-minded type who were then taken out and placed with others selected from the public schools, forming three special classes of 15 each. These classes have remained under the direction of Miss Ellen Le Garde, director of school gymnastics, and are designated as "Classes for backward children." They comprise boys and girls. The correction of bodily weakness is, along with sense-training, made the foundation of their schooling. The career of those who leave is followed up and several have been earning a living in shops for two or three years past; a very few have been successfully placed in school grades.

SPRINGFIELD, MASS.

The term "special" applies here to two kinds of classes, one of which is intended for simply backward children, and is expected to prepare them for the grammar grades; the children as seen looked bright and promising. The class to be here described is composed of defective children, and corresponds to the classes described under the head of "Boston."

The class was established by the superintendent, Dr. Thomas M. Balliet, in May, 1898. It was at first designated a "School for peculiar children," but that phrase has been dropped. A bad feeling was aroused at the outset by a newspaper cartoon describing a "dunce school," with dunce caps on the children's heads. The class has outlived the attack, and public opinion is now very friendly, though there is an unwillingness on the part of parents in many cases to have their children assigned to it.

The control is principally in the hands of the supervisor of primary schools, and the responsible conduct of the class has been largely left in the hands of the teacher, who is a trained kindergartner. The place is a well lighted, tasteful room in the Hooker grammar school building. The other children in the school show a friendly interest and are surprisingly kind, with a sort of patronizing attitude when they meet them in the yard or corridor. The hours are from 9 to 12 and from 2 to 4.

The aim of the class was to train for self-support where that could be looked forward to. Of 30 boys and 5 girls who have been in the class 6 have been promoted to grades, 4 to ungraded classes; the 6 are doing well, from the second to the sixth grade. Nine have gone to work in factories, receiving from 60 cents to \$1 a day, of whom 3 are distinctly feeble minded and 6 below the average. One low-grade defective who left school is unemployed.

The number is limited to 15; the entrance age is 6 to 14 years. The car fares are paid by the public, for those living at a distance.

There is much difference between the pupils. One-third compose a sort of training class or prekindergarten. Two-thirds are in reading and number work corresponding to first grade; but one is doing second and one third grade reading; a boy of 13 reads "Seven Little Sisters" easily, but lacks development in other qualities. Some can add $3 + 4$; 2 (of the 9 present) can tell time.

Physical training is a prominent feature and is well conducted. Two-thirds receive the Swedish drill for fifteen minutes a day, and their performance in very simple movements was very creditable. They are visited by a special gymnastic teacher occasionally. They use the "medicine ball" and other kinds in collective

class work to train their defective hand power by tossing, bowling, bouncing, throwing through a ladder, etc. There are dumb-bells and clubs. I understood that they do not at present have opportunity for free play.

In manual training, they have made some of the sloyd articles, but have also made practical shelves and carts. The boys have made the ladder and the balance beam for practice in walking, both of which are much valued. They receive weekly a short instruction in clay work, followed by drawing. They do not practice basket work nor learn sewing. They have the kindergarten hand work (but not the games), and the elementary apparatus for sedentary work at the desk in sense-development is well employed. They have had a small garden for two years; a gift of \$10 worth of bulbs was highly appreciated and enjoyed in the planting. Excursions are occasionally made to the country with their teacher.

The class is well and intelligently conducted.

BOSTON.

The credit of the establishment of these classes in Boston is due to Mr. Seaver, superintendent of schools, who, with the sanction of a special vote of the board, engaged a teacher in the autumn of 1893 and placed her over a class of 15 children in January, 1899. Since then the classes have gradually increased to their present number of 7, placed at widely separated points in Roxbury, the South End, the West End, East Boston, South Boston, and Charlestown.

The original plan was very simple, and has been carried out in a conservative way. The best possible teachers were selected—women of experience as teachers, acquainted with kindergarten methods, some of whom had been trained by regular service at Barre and in Mrs. Seguin's school, while others had been sent by the board to spend three months in residence at Elwyn previous to taking classes in Boston. These teachers were practically allowed to act as their own judgment dictated. There was no requirement, scarcely even a suggestion, as to the methods to be used; the work done is very much the same as in State schools for the feeble-minded, and such differences as may be observed between individual classes are chiefly matters of minor detail.

The number of pupils is limited to 15 in each class, and car fares are paid when necessary. The one-session plan has always been in use; at first 9 to 12, now 9 to 1, with 20 minutes' recess for free play with football, etc. Handballs are much used in the rooms, and bars, punching bags, and a few other gymnastic helps are being introduced. Kindergarten games proper are restricted by the absence of assistants, and (except in one room) of pianos; but they are in use.

Previous to the opening of the first class a list of 200 pupils had been secured from the masters of schools as unsuited for regular school work, from whom selection was made of the most urgent cases. A later inquiry revealed more cases, and within the past year about 200 have been carefully studied by Dr. Arthur C. Jelly, in conference with teachers and parents. A considerable number of these have been sent to Waltham, and others placed in the city classes. "Special" is the only designation attached to these classes, although the word is quite inadequate to describe them. They ought to be carefully distinguished from the "ungraded" classes intended for the mass of backward or foreign-born children who need helping on to get them into grade work but are not defectives. The members of the "special" classes are, with few exceptions, defectives.

The history of the original class illustrates this fact. During the four and one-half years of its existence it has had 27 pupils, of whom 15 remain; 2 have been sent to Waltham, 3 transferred to other classes of the same type, and 2 to private schools for the feeble-minded, while 1 has died, 1 disappeared, 1 left on account of ill-health, 1 for home employment, and 1 on account of reaching the limit of age—16 years. The last has been successful in getting employment in a store. Three years after its foun-

dation this class had 2 members who had had rickets, 6 convulsions, 1 epilepsy, 3 were seriously deaf, 4 had difficulty with ordinary movements of walking and skipping, 10 spoke with defective articulation, 2 had deformed palates, and only 3 had good teeth—the whole number being 15.

Though this class has been admirably taught, no pupil can do first-grade primary work efficiently or with an approach to the normal rate of speed, and none are in any single study much beyond the attainments of that grade, except in manual work. Their average age is nearly 12.

There is much difference between classes in ability, physical and mental. In one there is a bright group of half a dozen little ones who contrast surprisingly with three unimprovable, one of whom has to be led by the hand from inability to remember her way about the room. No uniform course of instruction can be laid down where each pupil is a class by himself, as is sometimes literally the case. Grading has not been effected in any case, each class representing the needs of its own district. Most of the classes have been plagued at times with the presence of children of mischievous or obstinate character.

Very little has been done in replacing children in grade work; three or four will be tried in grades this autumn. A few have been tried in regular classes during the afternoons.

Sloyd is taught, as far as the pupils' abilities go; basket work and sewing have been great favorites, and kindergarten material is used freely, especially at the beginning. Teachers rely greatly on hand work for securing interest, and cases are related where what seemed absolute obstinacy yielded entirely to treatment with basketry, peg board, color study, and the like, and the pupils became good workers in their primers. One class has had superior training in clay modeling for two years. The teacher considers that they, now averaging 11 years of age, have made as much progress in clay work as her third-grade primary classes at the age of 8. This result is far superior to the product of their book work, and is very interesting in itself.

The curriculum may be briefly described as embracing physical training, manual training, music, attention, self-control, with elementary number and primer work, and general facts about the clock, the calendar, animals, plants, etc.

No body of persons outside of the school board has taken any part in the organization or direction of these classes. Private aid has been extended, in the loan of a room, in a gift of money for material, in the placing of ten selected children on a farm for six weeks. Two small groups have been taught gardening.

The teachers make much of keeping up friendly relations with the families of the children, and have succeeded in winning their confidence quite satisfactorily. The relations with other children vary. In one school the pupils can not be induced to enter another room; but in general there is little or no unpleasantness, and in one school the children play freely at recess with the rest. This is a class of girls, the only case in which the sexes have been separated.

It can not be said that the problem of these schools has been solved; no one supposes that. The propriety of the method of training is unquestioned, but there may be doubt as regards the choice of pupils, the length of time they are to remain, the grouping and grading of classes, and some other points. Public interest has been much aroused, but the feeling is one of entire confidence in the management. Trade instruction has not been attempted in these, nor indeed in any public school classes of this sort in America.

Many of these children after a few years' training will go back to kindly family relations, with more or less employment, and will be far pleasanter members of the family than before. Others will be liable to be neglected and led astray. I have in mind several girls who, though interesting to the eye, are distinctly, yes, hourly, in need of protection, owing to their childish and pliable rather than vicious natures,

whose fate it will be easy to forecast if protection be not given—and the family does not always give it. But there is a brighter side to the work, and one sees a number of children in the classes who bid fair to turn out valuable members of society. The academic results are not prominent.

PHILADELPHIA.

The first school of the kind we are considering was organized in the Hollingsworth public school in July, 1899, with the approval of the school authorities. Its establishment was based on a report by the compulsory education committees of the Public School Association and the Civic Club,^a and was due to the initiative of these organizations, which supported and managed it under the name of the "Philadelphia School for Backward Children." Two teachers were first employed, with an average attendance of 17, under the supervision of the Haddonfield school and the medical care of Drs. C. W. Burr and A. F. Witmer.

Information of importance is given in the reports of the Public Education Association for 1900 and 1901. From the latter we learn that during the year ending March 1 the average enrollment was 11 boys and 4 girls; the average attendance, 11 children; admissions, 23; discharges, 14. Six had been sent to public schools, 5 to institutions, 3 had gone to work. The medical examinations had been very careful, the instruction good. Manual and physical training were emphasized. Excursions were held weekly, and in summer a school was maintained for household work and gardening under substitute teachers for some weeks.

The superintendent of schools had reported as the result of an investigation that 1,122 children were found too backward for the usual class instruction in 1900. The school census taken in the summer of 1902 gave 204,423 children from 6 to 16. In September, 1901, a new law, creating a bureau of compulsory education, went into effect, and the classes are now under its charge, under the name of Classes for Backward Children. Such are now to be found at the "Special Schools" No. 2 (2813 Fletcher street, A. L. Spencer, principal), No. 4 (2109 Iseminger street, H. Clay Borden, principal), and No. 5 (Marvine, below Oxford street, Mrs. M. Cutting, principal).

School No. 5 was visited. It contains two classes of troublesome or truant boys, two of 32 "backward" boys, one of 12 "backward" girls. The principal controls all these, deals with anxious mothers, and makes things seem all right, and also personally teaches woodwork for three periods in the day; this is the subject best loved by the boys. The truant boys have their recess at a different time from the backward; but there is no clashing and no persecution—they are told that the backward are a kind "that require less strict discipline."

The boys were crowded into one room for opening exercises, which were very spirited and cheering, consisting of good and favorite music, which they knew well.

Twelve girls were found in one room. This class was established October, 1902, being the first separate one; the principal believed in the need of separation of girls of 14 and over from large boys. All of these girls but one were receiving dictation work in spelling at once, different sections taking different words: "vessel, horse, he, packages," etc.

The class of lower-grade boys were in age from 9 to 14. They are of the defective type. The brightest really knows that $4 + 3 = 7$. They can not tell time. One spells words of four letters. One is beginning his education by painfully threading spools. They use beads, peg-board, pasting, and a good deal of raphia work.

The higher-grade boys add columns of four figures, multiply 946 by 84, and divide by 24 by the aid of a written-out table. Some are just adding single digits. They are very carefully taught penmanship by analysis. They may run from third or fourth grade down to early first. Perhaps one or two may return to grade work in

^a See footnote p. 2191.

schools. It is intended to carry them on to fractions, weights, and measures. Their appearance is not far from normal; two had defective hearing.

The session is from 9 to 2, with two recesses of fifteen minutes each. The methods appear to be the ordinary school methods, with some allowance for easing off in case of fatigue; the teachers have a kindergarten training. There is some calisthenics, but no apparatus. Judged as regular school work, the work is good. There is no fixed age limit.

In regard to the future prospects of these children the principal made some observations. For a few, she believed, situations in dry-goods stores are a possibility, but the most are more likely to take up the trade of a carpenter, a painter, etc., and the intervals of idleness which occur in such trades are an element of danger for them. The almshouse seems to hang over most of them; there is a tendency to pauperization, to accept gifts of shoes, etc.; there are one or two whose parents are anxious to put them to work as soon as they reach 13, and parents often quite fail to recognize the defect.

In special school No. 2 there is an old-fashioned, low, narrow, upper room with 19 "backward" boys, the truants being downstairs. There is instruction from a male teacher in making useful small boxes, trays, etc., and Liberty Tadd's work. Of the backward boys some multiply three figures by three figures; some spell words of two syllables; only one can do division. The teacher can manage to work the whole class at once by making six grades or divisions for spelling and seven for arithmetic. Of the lower boys, one reads a few words only, one can only stick pegs, one (after three weeks' schooling) is just winding raphia into rings. There is no clay modeling; the most of the hand work is in raphia, and very good. The order in the room is good, but it is the last half hour of the five (9 to 2), and the observer's impression is that the session is too long for profitable work, and that the teacher and children show it. The influence of the woodwork must be beneficial.

The grading practicable in school No. 5, though only in two rooms, places them at a great advantage compared with the class last seen. Two physicians give volunteer care to the eyes and the general health of No. 5.

NEW YORK CITY.

The visit to this place proved unexpectedly interesting, as revealing the commencement of a new and spontaneous movement. My first visit was paid to City School No. 1, where Miss Farrell has conducted a class for several years. There were 15 boys present, principally east-side boys of foreign origin, sons of "business men," some of whom were being prepared for the fourth or fifth grade. The teacher did not think the experiment in this direction had proved particularly successful, as several have been rejected. Quite a number appeared intelligent and were working rapidly in their arithmetic books. In reading they gave the sense well and spiritedly (Fourth Reader). One boy has been quite an invalid; could not read a word five weeks ago, when he entered, and is now in First Reader. He expects to enter a grade next fall. They do facings correctly and promptly. But along with the more promising there are one or two pretty low and unhelpful cases markedly defective.

The boys are excitable and hard to control, and the credit of what has been done is directly due to the teacher. One of the customs of the class is a rest period of five minutes every hour, with the head on the desk and eyes closed. The woodwork and the window-garden work and study seemed distinctly suited to the boys.

It was here that I learned of the interest taken in the defective and backward children by the principal of School No. 77, Miss Julia Richman.

This lady has, within a few weeks, secured permission from the school board to set aside for instruction in special classes those unable to continue in regular grades. In her school of 1,460 girls she found 29 such cases, or 2 per cent. To these she

added a few from outside, and divided them according to their ages, making an older class of 20 and a younger of 17 children. In the first class alone, 13 are suffering from adenoid growths. She has been greatly encouraged and assisted in her benevolent intentions by Dr. Oppenheim, of this city.

The division by ages seems to be a judicious arrangement. In the older group there are some cases of very marked mental deficiency, so marked that they can hardly profit much by attendance even in this class. Their manner was dull and quiet in contrast to the natural, pleasing, and lively ways of the younger class, whose age averages $8\frac{1}{2}$, and of whom only two or three are considered defective, the rest having lost standing from backwardness. It is hoped that most of these younger children may be sent back to grades, though, perhaps, they may at a later time again require help.

The ladies who conduct these classes were chosen from the teaching force of the school. The plan of operations is so far rather tentative; the younger children are shown a good deal of nature in the open air. There has been no means of training these teachers, but they have since had opportunity for visiting the Boston special classes and the Stateschool at Waltham, being most hospitably received in both places. The attitude taken by the school board, as far as I can learn, is encouraging. The first step has been taken in New York without prepossessions or pedantry, and a further step will be awaited with great interest.

CHAPTER XLVIII.

CHANGES IN THE AGE OF COLLEGE GRADUATION.^a

By W. SCOTT THOMAS,

Teachers College, Columbia University.

The belief seems to have become general that the American boy of to-day takes his first collegiate degree—A. B. or its equivalent—a good deal older than his father took his and a great deal older than his grandfather. The present study was undertaken with a view to determining from actual records the measure and rate, if real, of this increase. The plates and tables that are presented herewith tell, in the main, their own story; my task will be little more than the making of a running commentary upon these.

The calculations are based upon nearly twenty thousand cases and include the graduates of eleven colleges, representing all parts of the country except the extreme West. If undue weight seems to be given to the New England colleges, my excuse is twofold: First, the proportion of colleges that date back fifty years or more is much larger in New England than elsewhere; secondly, I have used all the published material I have been able to find, in the shape of alumni catalogues, which give the date of birth of graduates. These have, moreover, been largely supplemented by private information very kindly furnished by the officers of colleges whose general catalogues do not come down to the year 1900.

The results are given in decade periods for the double reason that shorter periods are unwieldy, becoming too numerous, and because the longer period is more reliable. Two or three year periods often show what seems a very decided trend in a given direction; but this is in all cases decidedly modified, if not entirely obliterated, by the addition of the remaining years of the ten. The results thus win stability and evenness.

Before beginning the discussion of the tables and plates, one further word of explanation may be given. It will be noted that in Table I and elsewhere the median age is used rather than the average age. The reasons for using the median age—the point above which and below which, respectively, one-half of the students in each decade graduate—are evident. In the first place, the labor of finding the exact arithmetical average of the age of graduation of 20,000 students would be enormous; and when found it would not give us what we wish, viz, the age at which the students, or a definite percentage of them, actually do graduate. It is evident that a few students graduating in a class above 40 years of age—by no means an unheard-of state of affairs—would unfairly raise the average age of that class, since it is manifestly impossible to graduate twenty years below the normal age. Again, a class, or series of classes, may graduate a considerable number of its members below 20, while a still larger number graduates above 24 or 25. The curve of distribution

^aReprinted by permission from the Popular Science Monthly, June, 1903.

of the ages of graduation will then resemble the letter M. Manifestly, in such a case, which occurs several times, the arithmetical average tells us nothing of value. Finally, the median age gives us the exact information that one-half the students in question graduated at or above the given age and the other half at or below it. The curves of distribution, moreover, given in the plates for all graduates and all colleges for the years 1850-1859 and 1890-1899 show exactly what percentage graduated at each age.

TABLE I.—Median ages of graduation by decades.

	Dartmouth.		Middlebury.		Bowdoin.		University of Vermont.		Adelbert.	
	Age.	No.	Age.	No.	Age.	No.	Age.	No.	Age.	No.
1770-1779	23- 0	78								
1780-1789	23- 1	150								
1790-1799	23- 2	336								
1800-1809	22- 6	323	22-10	76						
1810-1819	22- 9	330	23- 1	194	20- 4	106				
1820-1829	23- 1	328	23- 0	137	20- 8	258	22-4	59		
1830-1839	22- 5	381	23- 4	242	21- 7	289	22-7	80	23- 0	41
1840-1849	23- 1	566	22- 8	109	21- 9	356	22-0	184	23- 2	125
1850-1859	23- 8	558	23- 3	121	22- 1	335	22-4	168	23- 0	98
1860-1869	23- 1	491	23- 5	152	22-10	345	22-6	91	22-10	160
1870-1879	22-10	593	23- 4	111	22- 5	321	22-6	98	22- 9	217
1880-1889	22-10	527	22-11	86	22- 8	303	22-8	108	23- 0	251
1890-1899	22- 9	678	23- 2	125	22- 7	481	22-9	215	22- 9	156

	University of Alabama.		New York University.		Wesleyan.		Oberlin.		De Pauw.		Syracuse.	
	Age.	No.	Age.	No.	Age.	No.	Age.	No.	Age.	No.	Age.	No.
1830-1839	20-4	57	20-2	73	23-0	107	21-11	34				
1840-1849	20-3	126	20-3	147	23-3	231	25- 6	122	21-7	63		
1850-1859	20-9	173	20-7	102	23-4	231	25- 2	120	22-9	89	23-11	23
1860-1869	20-0	48	20-8	128	24-0	260	24- 0	176	23-2	115	24- 0	29
1870-1879	20-3	66	21-6	141	23-8	325	24- 3	270	23-1	230	24- 6	133
1880-1889	20-6	209	21-1	154	23-3	323	24- 3	267	23-2	317	23- 9	224
1890-1899	20-2	270	21-8	115	23-6	456	23-11	403	23-9	371	23-11	264

We now come to a consideration of Table I.^a The most obvious and surprising thing that strikes us at first sight is the fact that our assumed great increase in the age of graduation, taken generally and so far as our material reaches, is absolutely nonexistent.

^aIn Table I, decade "1770-1779" equals Dartmouth 1771-1779; decade "1800-1809" equals Middlebury 1806-1809; decade "1830-1839" equals Alabama 1832-1839, New York University 1833-1839, Oberlin 1837-1839, Wesleyan 1833-1839; decade "1850-1859" equals in Syracuse 1852-1859. In each case the corrected year marks the date of the first graduating class. In decade "1890-1899" Adelbert includes only the years 1890-1895; New York University, 1890-1894; Syracuse, 1890-1898. In Alabama University there were no graduates for the years 1866-1871, inclusive. During several of these years the university was closed.

The data for the decade "1900-" are as follows: Dartmouth, Oberlin, DePauw, each, class of 1900 only; Wesleyan, Alabama, and Vermont, classes of 1900-1901; Bowdoin, 1900-1902. The whole number of cases in this "decade" is 572.

In reference to the degrees included in the investigation, I have attempted to use only A.B., Ph.B., and B.S. In a few instances the last-named degree seems to be used as a semiprofessional degree, implying, for instance, that the student has taken an engineering or some such course not purely "cultural." It seemed impossible to shut out entirely cases of the semiprofessional degrees. The number of them is, however, too small to materially influence the results. In Dartmouth College the graduates of the Chandler Scientific School are not included in the calculations, for the reasons above given. The justice of the exclusions above referred to is evident at once, for the examination is an attempt to show the changes that have come about in the college course as formerly understood; that is, when it did not include the study of a profession within itself, as several of the present courses do.

Only young men have been considered in my inquiry. It is interesting, however, to note that if young women had been included in the investigation the averages and medians would have, in almost every case, been materially reduced. In other words, the young woman is either more highly selected as a student or she meets with fewer hindrances external to her work while going through high school and college. At any rate, whatever the cause or causes may be, the young women graduates are, as a rule, younger than the young men in the same college. This subject is worthy of a separate inquiry.

The median age of graduation in Dartmouth, for instance, has in one hundred and thirty years fallen three months; in one hundred years the median for Middlebury has risen four months. But note that in 1830-1839 the median for Middlebury was two months higher than now. In the case of Bowdoin there has been a steady rise to a little over two years, which, however, reached its maximum in the decade beginning in 1860 and has since been falling. In seventy years the University of Vermont median age has risen but two months, while in the same period that of Adelbert College has fallen three months. Again, we may compare the New York University with Oberlin College. While the age at the former has in sixty years risen one year and five months, in the latter it has fallen one year and seven months. It may be noted in passing that the number of graduates in the given time is in Oberlin about double that in the New York University. Finally, we may call attention to the fact that in the University of Alabama and in Syracuse University the age of graduation has remained practically unchanged, with a slight tendency to decrease.

So much for the general aspects of Table I. It will be of some interest to consider somewhat closely the changes that have come within the last two generations of college graduates, or since 1850. At this period all the colleges in our list are available for comparison; and it is since the beginning of this period that practically all the modern development of the American college has taken place. What happened before 1850, while it may be interesting, can not have the importance for us now that the changes of the past fifty years have.

At the outset, we note that of the eleven colleges in the table, the median age for one only remains quite unchanged—Syracuse. The following show increases, in months: Bowdoin, 6; Vermont, 5; New York University, 13; Wesleyan, 2; De Pauw, 12; total, 38. The following show decreases, thus: Dartmouth, 11; Adelbert, 3; Alabama, 7; Oberlin, 15; Middlebury, 1; total, 37.

TABLE II.—*Average of median age of graduation for past fifty years.*

	1850-1859.	1860-1869.	1870-1879.	1880-1889.	1890-1899.
Dartmouth.....	23- 8	23- 1	22-10	22-10	22- 0
Middlebury.....	23- 3	23- 5	23- 4	22-11	23- 2
Bowdoin.....	22- 1	22-10	22- 5	22- 8	22- 7
University of Vermont.....	22- 4	22- 6	22- 6	22- 8	22- 9
Adelbert.....	23- 0	22-10	22- 9	23- 0	22- 9
University of Alabama.....	20- 9	20- 0	20- 3	20- 0	20- 2
New York University.....	20- 7	20- 8	21- 6	21- 1	21- 8
Wesleyan.....	23- 4	24- 0	23- 8	23- 3	23- 6
Oberlin.....	25- 2	24- 0	24- 3	24- 3	23-11
De Pauw.....	22- 9	23- 2	23- 1	23- 2	23- 9
Syracuse.....	23-11	24- 0	24- 6	23- 9	23-11
Average of totals.....	22- 9.6	22- 9.3	22- 9.9	22- 8.3	22- 7.5

The net result of the changes that have come in the age of graduation in these fifty years is more clearly presented to the eye by Table II. Here is presented a view of the medians for all the eleven colleges, wherein each college is given an equal weight, regardless of whether it be a large or a small college. By this method, then, is avoided the overweighting which a large college, like Dartmouth or Bowdoin, would otherwise exert on the results. The results show that in only one decade is the average of medians as high as that of 1850-1859. Moreover, the last two decades show a slight decreasing tendency, making a net reduction in fifty years of two months for all the colleges.

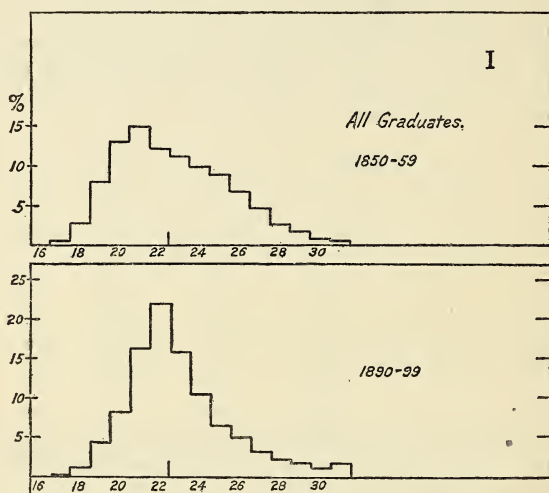
Thus far we have dealt with the median age of graduation as distinct from the average age, and reasons have been adduced to show why the former is preferable to the latter as the measure in our present study. Inasmuch, however, as the arith-

metrical mean is the one in most common use, and further, as some may still feel that it, if investigated, would show the rise that has been supposed to exist, we will consider the data and results that Table III shows. In this table are shown the

TABLE III.—Average age of graduation for the past fifty years.

	1850-1859.	1860-1869.	1870-1879.	1880-1889.	1890-1899.	Cases.
Dartmouth	23- 9.4	23- 6.7	23-4.9	23- 1.3	23- 2.7	5,362
Middlebury	23- 8.1	23- 6.5	23-5.8	23- 6.5	23- 8.1	1,386
Bowdoin	22- 6.4	22-11.7	23-0.0	23- 1.6	23- 2.4	2,797
Vermont	22-11.5	23- 3.3	22-8.6	23- 3.4	23- 0.2	1,003
Adelbert	23- 9.6	23- 7.2	23-2.4	23- 2.4	22-10.8	1,048
University of Alabama	21- 0.0	20- 1.8	20-2.4	20- 3.6	20- 6.0	949
New York University	21- 1.6	21- 2.3	20-8.4	21- 7.5	21-10.8	860
Wesleyan	23-10.8	24- 3.3	24-2.8	23-10.2	23- 6.1	1,933
Oberlin	25- 0.7	24- 7.5	24-5.3	24- 8.7	24- 3.9	1,392
De Pauw	22- 2.4	23- 8.4	23-8.4	23- 9.1	23-10.3	1,185
Syracuse	24- 1.6	24- 5.0	24-7.7	24- 8.6	24- 7.5	751
Average of totals	23- 1.3	23- 3.4	23-0.8	23- 2.3	23- 1.9	.....

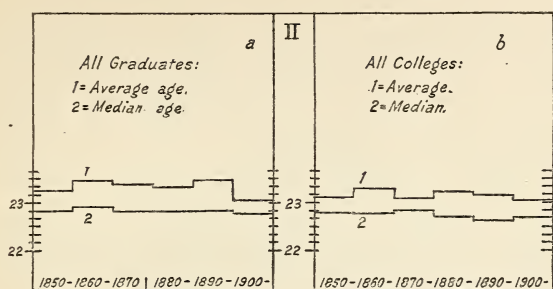
arithmetical averages of each college by decades, supposing that the students graduating at any given year of age, say 22, are about equally distributed throughout the months of the year, thus giving an average for the given year of, say, 22.5 years.



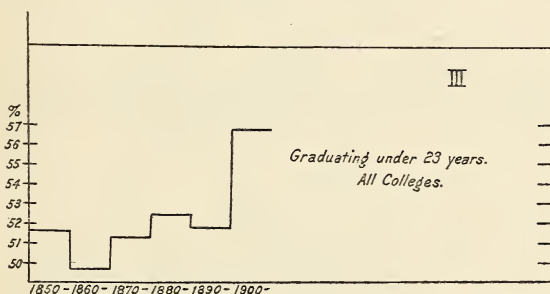
With small numbers this assumption is not without its liability to error; but with numbers so large as we have, the errors are found by actual trial practically to negative each other; so that we can rely upon the results as being, for all practical purposes, and in the main, substantially correct.

The first striking thing to be observed in Table III is the fact that the average age is a few months higher than the median throughout in the totals of all colleges. In the past fifty years the average age of graduation has remained quite unchanged, while in the past forty years the average has fallen one and a half months. This difference is, however, probably too small to be in itself significant, so that we may conclude that there is neither any actual change in the average, nor any definite tendency observable toward rising or falling.

In the above discussion of averages each college has been given the same weight as every other. Now, we may look at the same matter from another point of view.



We may bunch all the graduates as though they were all students of one great college; and, still assuming that they will be about equally distributed through the months of any given year—an assumption which by the now very much larger numbers is

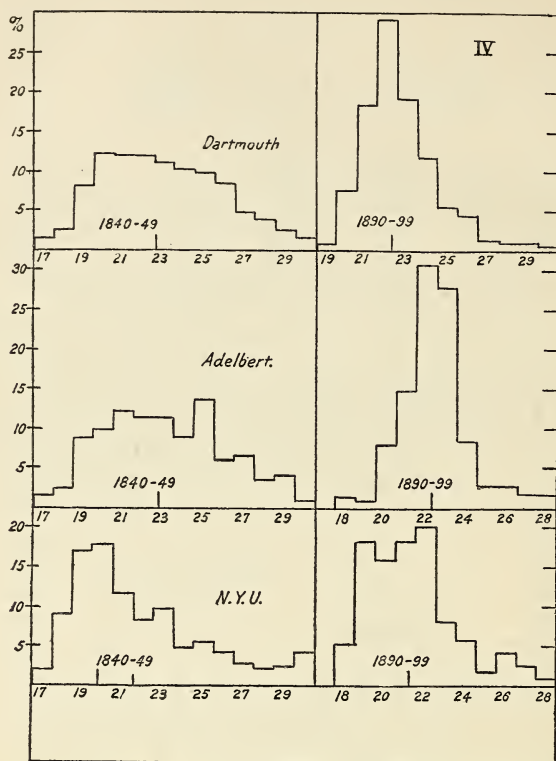


made doubly secure—we may take the average for the five decades since 1850. By this method we obtain the following results:

	1850-1859.		1860-1869.		1870-1879.		1880-1889.		1890-1899.		1900-	
	Years.	Months.	Years.	Months.	Years.	Months.	Years.	Months.	Years.	Months.	Years.	Months.
Average	23	3.0	23	5.4	23	4.8	23	3.9	23	6.1	23	0.5

Even here, where every concession possible is allowed to the weighting of the averages by the few colleges which in the last decade have relatively much larger numbers, together with their consistently higher average age of graduation than in the earlier decades, we still find no change of any significance. At the very best, or worst, the change in fifty years past has been only three months. While now, if we may use for the sake of further illustration the available data of the colleges for the decade beginning 1900, we find on an average three months less than that of 1850-1859. The colleges included here are those seven which furnished for the decade

1890-1899 over 81 per cent of all graduates, and include all the colleges except New York University, Adelbert College, Middlebury College, and Syracuse University.

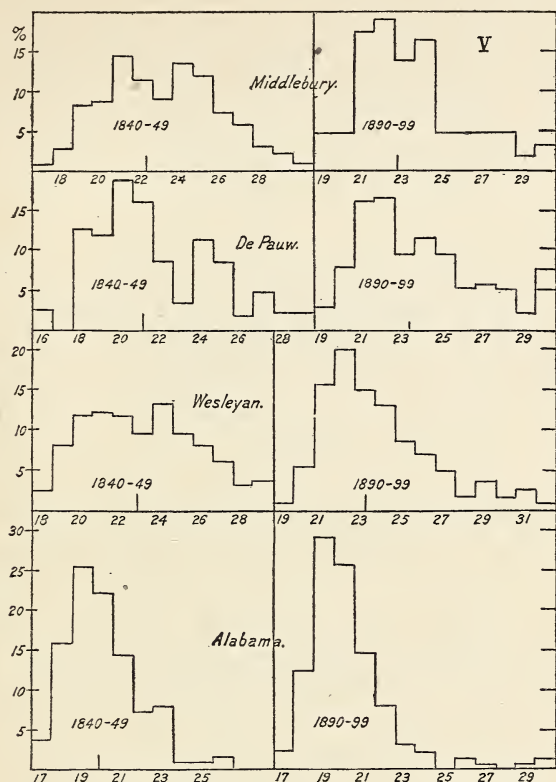


It will be noted that all the largest colleges are included, and that of those omitted two are above and two below the average in the decade 1890-1899.

We may now turn from the consideration of the tables to an examination of the plates. Plate I shows the percentage of students actually graduating at each age—16 years to 31 years—in which last category are bunched for convenience all graduates of the age of 31 years or over—for the two decades 1850-1859 and 1890-1899, respectively. The upright line on the base in the twenty-second year marks the actual median age of graduation of all students for the decade. It will be noticed that its position remains absolutely unchanged. Perhaps the most noticeable exhibition presented by this plate is the pushing of the great bulk of graduates in the last decade into the comparatively narrow compass of the years 20-24, and the consequent great reduction of the numbers graduating above or below these limits as compared with the earlier decade.

One further observation is worth making: At first sight it appears that the mode—the year in which the largest number graduates—is in the first decade, the twenty-first year; while in the second decade this has been pushed up, and is now the twenty-second. In this there are two matters of significance. First, while the mode in the first decade is 21, the percentage here is still less than it is in the same year in the next decade, where the mode appears as 22; secondly, the reduction of the

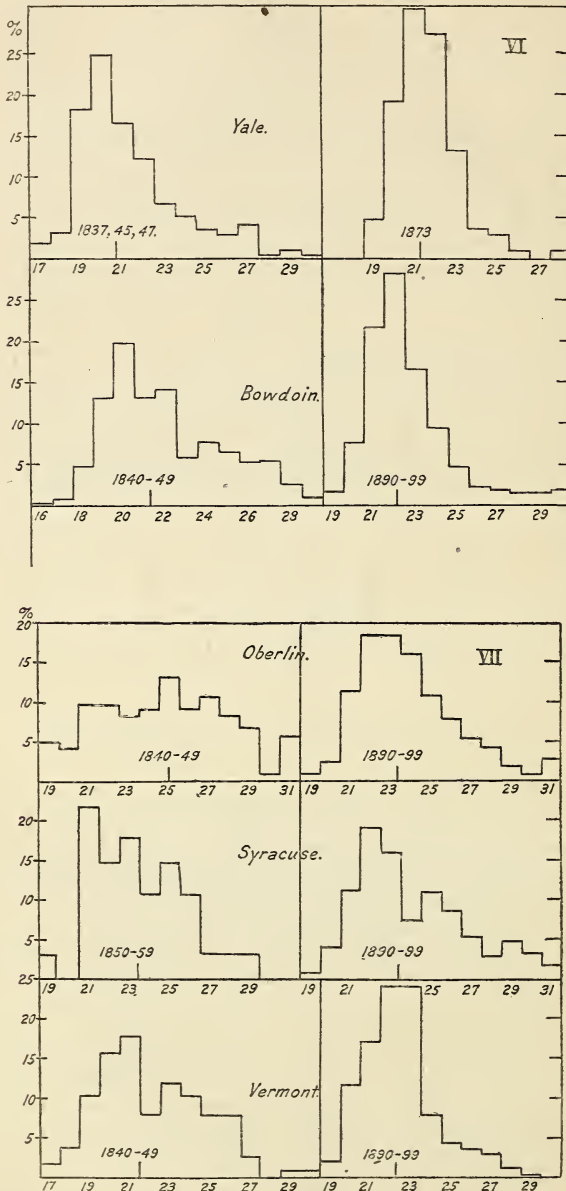
percentages in the years below the twenty-second in the second decade is largely due to the fact that in the first decade two or three colleges which have a high median



age of graduation have in this decade very few students, while in the last decade they have a relatively very much higher number of graduates, thus acquiring an undue influence in the second decade, and failing to exert this influence in the first decade. This fact, which does not come out in this plate, becomes much clearer if we take decade 1860-1869 for comparison with decade 1890-1899.

Plates IV, V, VI, and VII present the evolution of the individual colleges during the last five or six decades in the matter of concentration of the body of graduates into a few years. We may in a measure take the degree of this concentration as an indication of the homogeneity of the student body and of the organization of the educational machinery that prepares the students for college. It will be noted that while there is the greatest difference in the degree to which the condensation has gone on in different colleges, there is, nevertheless, a distinct and uniform tendency toward this concentration, which must in every case be set down as a distinct advantage to the college. The ideal types may be said to be very nearly approximated by such curves as those of Yale, Plate VI, Adelbert and Dartmouth, Plate IV, and Alabama, Plate V. Such a curve as that of Dartmouth, which we may take as the type which all the other colleges more or less closely resemble, shows most clearly that the college has changed in sixty years from a place to which a young man might go for study at any age to a place to which young men go as a matter of business, so to speak, and at a definite period of their life. In other words, the going to college has

become a matter of social organization, with its very definite place in the life of the youth. The intermediate decades, which lack of space prevents our showing, present curves which show how gradually this change has come about. It seems,



further, a safe conclusion to say that all the colleges that have not yet reached the high degree of concentration which some show are, nevertheless, distinctly destined to come to it, unless some unseen force changes their direction of development.

It should be noted, in passing, that an anomaly, such as the curve of Syracuse for 1850-1859, is due to the small number of cases. There were but twenty-nine graduates in this decade.

Plate II presents in graphic form the same facts that have been given in the tables. Division "a" shows in the upper line, marked "1," the average age of all graduates as presented in Table III, "Average of totals," plus the data for decade 1900, so far as available, also referred to above. The second line, marked "2," gives the actual median age of all graduates considered as students of one college. It will be noted that, while the median has remained practically uniform throughout, the average has varied, but with no marked tendency either up or down.

Plate II "b" presents the same facts as "a," except the units of comparison are now colleges instead of individual students. While, as would be expected from the small number of cases, the fluctuations are greater than in the "a" division, the same absence of pronounced trend in either direction is easily observable.

There is one tendency in American education which it seems we may accept as established beyond cavil, viz, that for the future the public high school will take the place of the old academy as the institution in which the average boy will receive his training antecedent to entering college. In the days of our grandfathers the prospective college student received his preparation for college either under the private instruction of his pastor or in one of the academies of the time. In either case the body of college-going boys was a highly selected one—a class who had both the tradition of the scholarly life and, to no small extent, the taste and opportunities to follow this tradition. Then, even more than now, the college turned out men whose future work was to be the ministry, law, or medicine.

With the advent of the public high school and the growing tendency of colleges to accept its graduates for entrance to college courses, we should expect to find two or three changes in particular becoming manifest: First, we should expect to find the college-going students less selected along the lines of intellectual aptitudes and scholarly traditions; secondly, we should expect a greater scope of life employment among the college graduates, and, thirdly, we should anticipate a natural advance in the age at which boys would go to college as a result of the above-named circumstances, with all that they imply. Now, our public school system is, for the most part, so constructed that the normal age for a boy to finish his high school course is in his nineteenth year, making his age of graduation from college between 22 years and 22 years 11 months, inclusive.

From this point of view it becomes important to examine our data with a view to finding out in how far these influences which would be expected to raise the age of graduation from college have been active over other conditions which have negatived them, or vice versa. Plate III shows the percentage of students that actually graduated in all colleges under the age of 23 years since 1850—the date at which the data for all our colleges become available. Comment is hardly necessary here. With the exception of decade 1860-1869, which evidently shows the effects of the civil war, the trend has been unmistakably upward. Even if we throw out the figures for 1900—which represent, as explained above, all the available data from the colleges that in 1890-1899 furnished over 81 per cent of all graduates—the trend is still unmistakably upward.

Concerning the influences that have been instrumental in causing the marked rise in the median or average age of graduation in certain colleges in our list, it is not possible to speak with certainty for all. In the case of one or two, such as New York University and Bowdoin College, it would seem that the rise is due to an increase in the requirements for admission. In the case of certain other, pronouncedly denominational institutions, as DePauw and Syracuse, there is one element separable from perhaps others that may be surmised, which has played an important rôle. This is found in the decidedly high average or median age of those

young men who go into the ministry. The following shows the conditions in the two institutions just named:

DePauw University (1). Syracuse University (2).

	Median of non-ministers.		Median of ministers.		Per cent of ministers.	
	(1)	(2)	(1)	(2)	(1)	(2)
1850-1859	22 1	23 8	25 5	25 6	27.2	27.6
1860-1869	23 1	23 3	23 3	24 6	22.8	41.6
1870-1879	22 7	23 11	25 6	25 9	25.2	28.5
1880-1889	22 11	23 3	25 3	25 6	25.4	31.7
1890-1899	22 9	23 2	26 9	26 7	22.2	30.7

It thus appears that our medians for these two colleges, as shown in Table II, would, with this element of disturbance removed, give quite different results. Thus, the median of the last decade for DePauw would be lowered by just twelve months, while that of Syracuse for the same decade, instead of remaining the same as that of fifty years before, would be lowered by nine months.

While I have not been able to work over the data for the other denominational colleges completely enough to give the results here, there are nevertheless many indications that a similar state of affairs prevails, though probably in different degree.

In conclusion, we may sum up our findings as follows: The increase in age of graduation from college in general has been tremendously exaggerated. It exists only for certain institutions, while others show a corresponding decrease.

The normal age of graduation, as our school system is constituted, is below 23 years and above 22; our results show that more students graduate now within those limits than ever before; that the gradually organizing secondary education tends to make this percentage increasingly larger. (Nearly 85 per cent of all graduates of the Johns Hopkins University in the twenty years since its founding to 1899 have been within these limits.)

If entrance into professional life is later than formerly, the cause must be sought elsewhere than in the college and preparatory school.

Whereas it was once possible for a boy to graduate from college at 16 or even younger, though very few really did so, this is true no longer. But the young man now, as a consequence, leaves college with very much higher academic attainments, and but little, if any, older than was his father or even his grandfather.

All colleges show, in different degrees, an increasing diminution of range in age of graduation. This shows that the secondary education is becoming better organized.

If, now, the age of graduation which we have shown to be the prevailing one, viz., 22.5 years, be deemed still too old, three means of reducing this would seem to be possible: First, cut off one year from the college course, without lowering the entrance requirements; secondly, in view of the far greater efficiency of the secondary school, reduce the entrance requirements to college and, retaining the four years' course, permit the boy to enter college, say, a year younger; thirdly, drop one year from the college course, increase the length of the actual weeks of residence and instruction to thirty-eight or forty, and endeavor to disabuse the mind of the average collegian of the belief that college is a place to dawdle and loaf four years for the sake of a degree that he does not earn, but which he generally gets just the same. The college would then have a serious opportunity to prove its right to existence, and if it succeeded the present diletantism of college life would tend to disappear.

One further suggestion we may venture to make. Every boy that has the native capacity to do college work should be put into the high school in the fall after he is 14 years old, regardless of whether he has done all the prescribed grammar school work or not. If he can not then get ready for college by 18, don't let him go to college. He is not cut out for the strenuous intellectual life.

CHAPTER XLIX.

REPORT ON SCHOOL STATISTICS, MADE BY A COMMITTEE OF THE DEPARTMENT OF SUPERINTENDENCE OF THE NATIONAL EDUCATIONAL ASSOCIATION.

[This report, reprinted from the Proceedings of the N. E. A., appeared in the Annual Report of this Office for 1897-98, Chap. 29. It is here again reprinted for information and suggestions.]

THE DEPARTMENT OF SUPERINTENDENCE.

GENTLEMEN: Your committee, consisting of the undersigned and Messrs. James MacAlister and George P. Brown, holding over from the last year, conclude their report^a

^a PRELIMINARY REPORT, MADE IN FEBRUARY, 1891.

GENTLEMEN: Your committee, appointed at the last annual meeting for the purpose of considering and reporting on the subject of school statistics, beg leave to offer the following preliminary report, setting forth the results of their studies on the subject, and postponing for another meeting, or for the work of another committee, if it be your pleasure, the completion of the details of a scheme of statistics which will afford the data required for a comparative study of domestic and foreign educational systems.

Your committee would first call attention to the object and purpose of collection of statistics, which they conceive to be the following:

Statistics reveal the nature and efficiency of the powers and forces involved in a process. Forces and powers are revealed in their results. Their results are of little moment, if dead results, except as they indicate what the living power has been and still is. In matters of education we inquire into the aims and purposes of the educative process, and learn this by a quantitative study of the means employed and the results obtained. It is evident, therefore, at the outset, that the quantities given by our statistical tables can have no significance except in connection with the qualitative elements involved. We pass over at once from the how many to the what kind. We seek again new quantitative data that may indicate the quality, but we never reach quantitative data that are significant in and for themselves.

Your committee would suggest as the four principal heads under which school statistics may be grouped: First, attendance of pupils; second, course of study; third, teaching forces and appliances; fourth, support—revenue and expenditures. Under these four heads they would group the following details:

I. Statistics of attendance should answer questions like the following—(a) How many? (b) How long? (c) Who?

That is to say: (1) How many pupils in the aggregate? (2) How many relatively to the entire population? (3) How many relatively to the population of the school age, say 5 to 21, 6 to 14, or some other period agreed upon? Then this item should be further defined in five items: (1) How many enrolled during the annual session of school? (2) How many as average belonging? (3) How many in actual average daily attendance? (4) How many were dropped and afterwards readmitted? (5) The number of cases of tardiness.

Under the second item of attendance (How long?) we wish the number of daily school sessions for the year, and the hours of a school session, the length and hour of recesses and intermissions.

Under the third item of Who? we include such items as—(1) How many of each sex? (2) How many at each year of age, and the average age? (3) Race. (4) How many born in the town or State where the school is situated? (5) How many born in other parts of the same nation? (6) How many born abroad? (7) Occupations of parents.

II. Under the second of our four chief heads we should ask for statistics regarding the course of study, and thus determine by this grade of schools as follows: (a) Kindergarten; (b) primary and grammar schools; (c) secondary education; (d) higher education.

We should ask very carefully as to the relations of these items to the first class of items, especially age, sex, and average attendance.

The primary and grammar schools are to be distinguished from the secondary schools by the fol-

on statistics by offering, first, a list of the items which, in their opinion, should be collected to show the workings of a school system.

They have arranged these items in three classes. The first class includes the essential data which should be taken every year, and from all schools. This first list contains the essential and indispensable items for every annual report.

The second list contains the more important of what we may call occasional statistics, and should not be expected every year, perhaps, nor from all schools. A State superintendent may, for example, collect statistics one year regarding the place of nativity of pupils and parents, another year he may take occupations, and another year he may collect items regarding the preparation of the teaching force.

In our third list we have included still less essential items, which may be collected at still rarer intervals.

In the next place, we have given a tabular summary showing in detail the items actually collected in the several States of the Union, and side by side with it an exhibit of the statistical items collected in the several countries of Europe. As these details can not be read before an audience, your committee submit the same for printing in an appendix, hoping that they will be found useful to State officers in the preparation of their forms and blanks for collecting these returns.

All of which is respectfully submitted.

W. T. HARRIS,
Chairman of Committee.

APPENDIX I.

SCHOOL STATISTICS.

I. FUNDAMENTAL ITEMS.

1. Number of children of legal school age, classified by race and sex (school population): a, White males; b, white females; c, colored males; d, colored females.

NOTE.—These letters, a, b, c, d, are used in these tables always to indicate race or sex as here indicated.

lowing tests: The introduction of algebra, or of an ancient or modern language, marks the beginning of the secondary course of study. The higher course of study should be marked by analytic mathematics, or by logical and philosophical studies, or by advanced language studies.

III. The third general head, "The teaching forces and appliances," includes: (1) Buildings and accommodations; (2) size of schools under one principal teacher (or else number of pupils per teacher); (3) number of teachers; (4) supervision; (5) means of training teachers; (6) examinations of teachers; (7) methods of discipline and instruction used by teachers.

IV. The fourth general head, "The support of schools," includes—

(1) Revenue. Items of. (a) Receipts from State and local taxation; (b) receipts from funds or productive property; (c) receipts, if any, from tuition.

(2) Expenditures. (a) For teachers' salaries, including supervision; (b) incidentals, including janitor hire, fuel, apparatus, and other current expenses; (c) permanent investments, including building and repairs.

Your committee would call attention to the importance of a detailed discussion of the use to be made of these several items, in studying the effective forces of educational systems, and in comparing one with another. Such discussion is not here attempted, but is suggested as a proper subject of a supplementary report. Moreover, your committee have observed the prime necessity for such a definition of the several items as to prevent misunderstanding. A description of the best methods of keeping and tabulating the several items would also be a very useful addition to such a report.

In dealing with reports, not merely reports from a foreign country, but with reports from different sections of the United States, your committee has been impressed with the necessity of a glossary of terms used in tabulating statistics. There should be a careful collation of all terms and designations used here and abroad, and so minute a description given of the processes of ascertaining the data under the several heads as to leave no doubt in the mind as to the exact meaning of each. Without this accurate information there can be no satisfactory comparative study of school systems.

All of which is respectfully submitted.

W. T. HARRIS.
JAS. MACALISTER.
GEORGE P. BROWN.

2. Number of pupils enrolled on the school registers (excluding duplicate registrations), classified by race and sex ($a + b + c + d$).

NOTE.—The plus sign (+), when used, indicates that the items between which it is placed are taken separately. Thus, $a + b$ means that the white males and white females are given separately. Where this plus sign is omitted the items are not given separately in the reports.

3. Average daily attendance, classified by race and sex.
4. Average length of school year (days).
5. Number of teachers, classified by race and sex.
6. Number of pupils receiving kindergarten instruction, classified by race and sex.
7. Number of pupils receiving elementary instruction (including kindergarten pupils), classified by race and sex.
8. Number of pupils receiving secondary instruction, classified by race and sex.
9. Number of students receiving higher instruction, including colleges, schools of medicine, theology, law, technology, classified by race and sex.
10. Number of students in special schools, classified by race and sex, including trade schools, evening schools of all kinds, manual-training schools, schools for the defective and dependent classes, reform schools, commercial schools, and nurses' training schools.
11. Number of buildings used as schoolhouses.
12. Total seating capacity of such buildings (number of pupils that can be accommodated).
13. Value of all property used for school purposes.
14. Average monthly salaries of teachers classified by race and sex.
15. Total school revenue: (1) Income from productive funds and rents, (2) State school fund, (3) local taxes, (4) other sources.
16. Total expenditure: (1) Salaries of teachers (including supervision), (2) other current expenses, (3) permanent expenditure (for buildings, grounds, etc.).
17. Amount of permanent invested funds.

II. LESS ESSENTIAL BUT DESIRABLE ITEMS.

18. Age classification of pupils enrolled: (1) Number of pupils under 6, (2) number of pupils between 6 and 7, etc., * * * (11) number of pupils between 15 and 16, (12) number of pupils over 16.
19. Number of cases of tardiness.
20. (1) Number of pupils born within the State, (2) number of pupils born in other States, (3) number of pupils born in foreign countries.
21. Occupations of parents: (1) Agents, (2) bankers and brokers, (3) clerks and salesmen, (4) domestic servants and waiters, (5) draymen and teamsters, (6) farmers, (7) factory and mill operatives, (8) hotel and boarding house keepers, (9) laborers (unskilled), (10) manufacturers, (11) mariners and boatmen, (12) mechanics and artisans, (13) miners and quarrymen, (14) merchants, traders, and dealers, (15) professionals, (16) public officials and employees, (17) railroad employees, (18) seamstresses, (19) saloon keepers and bartenders, (20) unclassified.
22. Average number belonging, including temporary absentees.
23. Number of pupils in each branch of study.
24. (1) Average age of kindergarten pupils, (2) average age of elementary pupils, (3) average age of secondary pupils, (4) average age of higher pupils, (5) average age of special pupils.
25. (1) Number of normal schools, (2) enrollment in normal department, (3) average attendance, (4) number of teachers, (5) expenses.

III. OCCASIONAL ITEMS.

26. (1) Number of teachers who have taught less than two years, (2) number from two to five years, (3) number over five years.
27. (1) Number of applicants for teachers' certificates, (2) number who are certified.
28. (1) Number of teachers graduates of normal schools, (2) number of teachers graduates of universities and colleges, (3) number of teachers graduates of high schools, academies, etc., (4) number of teachers who have received only an elementary education.
29. Number of pupils dropped and readmitted in the course of the year.
30. Number of hours in each school session.
31. Length of recesses or intermissions, and time of beginning.
32. Number of cases of corporal punishment.
33. Number of pupils promoted to next higher grade.

APPENDIX II.

An exhibit showing which of the essential items enumerated in Appendix I are reported by the several States of the Union and by leading foreign nations.

NOTE.—Acknowledgment is here made by the committee to Mr. F. E. Upton, of the Bureau of Education, for valuable assistance in the compilation of this and the following appendices.—W. T. H.

I. THE UNITED STATES.

- ALABAMA.—1. ab + cd (enumeration made on alternate years). 2. ab + cd. 3. ab + cd. 4. ab + cd. 5. a + b + c + d. 14. ab + cd. 15. (1) + (2) + (4); (3) is imperfectly given. 16. (1) and (3) are only reported in city districts. 17. 23. 25.
- ARIZONA.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 7. 8. 13. 14. a + b. 15. 16. 22.
- ARKANSAS.—1. a + b + c + d. 2. a + b + c + d. 3. a + b + c + d. 4. 5. ac + bd. 11. 13. 14. ac + bd. 15. 16. 17. 23.
- CALIFORNIA.—1. a + b + c + d. 2. a + b. 3. ab. 4. 5. a + b. 7. 8. 11. 13. 14. ab. 15. 16. 17. 22. 25. 27. 28.
- COLORADO.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 7. 8. 11. 12. 13. 14. a + b. 15. 16. 17.
- CONNECTICUT.—1. ab. 2. ab. 3. ab. 4. 5. a + b. 6. 8. 11. 12. 13. 14. a + b. 15. 16. 17. 26.
- DELAWARE.—1. a + b. 2. a + b. 3. 4. 5. a + b. 13. 14. a + b. 15. 16. 23. ab.
- DISTRICT OF COLUMBIA.—2. a + b + c + d. 3. ab + cd. 4. 5. a + b + c + d. 6. 7. 8. 10. 11. 15. 16. 22. 25. (1) (2) (3) (4).
- FLORIDA.—2. a + b + c + d. 3. a + b + c + d. 4. 5. a + b + c + d. 8. 11. 13. 14. a + b + c + d. 15. 16. 17. 23.
- GEORGIA.—1. a + b + c + d (every fifth year). 2. a + b + c + d. 3. ab + cd. 5. a + b + c + d. 7. 8. 11. 13. 15. 16. 23.
- IDAHO.—1. a + b. 2. a + b. 3. 4. 5. a + b. 13. 15. 16. 17.
- ILLINOIS.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 8. a + b. 11. 13. 14. a + b. 15. 16. 17. 25. (1) (2) (3) (4) (5). 27.
- INDIANA.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 8. 11. 13. 14. a + b. 15. 16. 17. 25.
- IOWA.—1. a + b. 2. ab. 3. ab. 4. 5. a + b. 8. 11. 13. 14. a + b. 15. 16. 17. 26. (1) (2). 27. (1) (2).
- KANSAS.—1. a + c + b + d. 2. a + c + b + d. 3. a + b + c + d. 4. 5. a + b + c + d. 8. 11. 13. 14. a + b. 15. 16. 17. 27.
- KENTUCKY.—1. a + b + c + d. 2. a + b + c + d. 3. a + b + c + d. 4. 5. a + b + c + d. 7. 8. 11. 13. 14. a + b + c + d. 15. 16. 17. 23. (1) (4). 25. 26. (1). 27. (1) (2). 28. (1).
- LOUISIANA.—2. a + b + c + d. 3. ab + cd. 4. 5. a + b + c + d. 11. 14. a + b + c + d. 15. 16.
- MAINE.—1. ab. 2. ab. 3. ab. 4. 5. a + b. 8. 11. 13. 14. a + b. 15. 16. 17. 23.
- MARYLAND.—2. a + b + c + d. 3. ab + cd. 4. 5. a + b + c + d. 11. 15. 16. 23.
- MASSACHUSETTS.—1. ab. 2. ab. 3. ab. 4. 5. a + b. 6. 8. 14. a + b. 15. 16. 17. 22. 25. 28. (1).
- MICHIGAN.—1. a + b. 2. a + b. 4. 5. a + b. 7. 8. 11. 12. 13. 14. a + b. 15. 16. 17. 23.
- MINNESOTA.—2. ab. 3. ab. 4. 5. a + b. 8. 11. 13. 14. a + b. 15. 16. 17. 28. (1) (2) (3).
- MISSISSIPPI.—1. a + b + c + d. 2. a + b + c + d. 3. a + b + c + d. 4. 5. a + b + c + d. 11. 13. 14. a + b + c + d. 15. 16. 27. (1) (2).
- MISSOURI.—1. a + b + c + d. 2. a + b + c + d. 3. 4. 5. 8. 11. 12. 13. 14. 15. 16. 17. 27. b. 28. (1).
- MONTANA.—1. a + b. 2. ab. 3. ab. 4. 5. a + b. 11. 13. 15. 16. 17. 28. (1).
- NEBRASKA.—1. a + b. 2. a + b. 3. a + b. 4. 5. a + b. 7. 8. 11. 13. 15. 16. 17. 18. 27. (1) (2).
- NEVADA.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 11. 13. 14. a + b. 15. 16. 17. 22. 26. (1).
- NEW HAMPSHIRE.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 11. 13. 14. a + b. 15. 16. 22. 26. (1).
- NEW JERSEY.—2. a + b. 3. ab. 4. 5. a + b. 8. 11. 12. 13. 14. a + b. 15. 16. 17. 27. (1) (2).
- NEW MEXICO.—1. a + b. 2. a + b. 3. a + b. 4. 5. a + b. 13. 15. 16.
- NEW YORK.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 8. 11. 13. 14. 15. 16. 17. 27. (1) (2).
- NORTH CAROLINA.—1. a + b + c + d. 2. a + b + c + d. 3. ab + cd. 4. 5. a + b + c + d. 11. 13. 14. a + b + c + d. 15. 16. 17. 18. 23.
- NORTH DAKOTA.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 7. 8. 11. 13. 14. a + b. 15. 16. 17. 23.
- OHIO.—1. a + b. 2. a + b. 3. a + b. 4. 5. a + b. 7. 8. 11. 13. 14. a + b. 15. 16. 17. 23.
- OREGON.—1. a + b. 2. a + b. 3. a + b. 4. 5. a + b. 11. 13. 14. a + b. 15. 16. 17. 23. 27. (1) (2).
- PENNSYLVANIA.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 8. 11. 12. 13. 14. a + b. 16. 26. (1) (4). 27. (1) (2). 28. (1) (2) (3).
- RHODE ISLAND.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 8. 11. 13. 14. a + b. 15. 16. 17. 23.
- SOUTH CAROLINA.—2. a + b + c + d. 3. a + b + c + d. 4. 5. a + b + c + d. 11. 13. 14. ac + bd. 15. 16. 23.
- SOUTH DAKOTA.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 11. 12. 13. 14. a + b. 15. 16. 17. 23. 27. (1) (2).
- TENNESSEE.—1. a + b + c + d. 2. a + b + c + d. 3. ac + bd. 4. 5. a + b + c + d. 11. 13. 14. a + b + c + d. 15. 16. 17. 23.
- TEXAS.—1. a + b + c + d. 2. a + b + c + d. 3. a + b + c + d. 4. 5. a + c + b + d. 8. 11. 12. 13. 14. a + b + c + d. 15. 16. 17. 23. 28. (1) (2).
- UTAH.—1. a + b. 2. a + b. 3. ab. 4. 5. a + b. 13. 14. a + b. 15. 16. 17. 23.
- VERMONT.—1. a + b. 2. a + b. 4. 5. a + b. 7. 8. 13. 14. a + b. 15. 16. 18. 23.
- VIRGINIA.—1. a + b + c + d (once in 5 years). 2. a + b + c + d. 3. a + b + c + d. 4. 5. a + b + c + d. 8. ab + cd. 11. 12. ab + cd. 13. 14. ac + bd. 15. 16. 17. 18. 24. 25. 27. (1) (2).
- WASHINGTON.—1. a + b. 2. a + b. 3. a + b. 4. 5. a + b. 7. 8. 11. 12. 13. 14. a + b. 15. 16. 17. 27. (1) (2).

WEST VIRGINIA.—1. a + b + c + d. 2. a + b + c + d. 3. a + b + c + d. 4. 5. a + b + c + d. 11. 13. 14. 15. 16. 17. 23. 27.
 WISCONSIN.—1. a + b. 2. a + b. 4. 5. a + b. 8. 11. 12. 13. 14. a + b. 15. 16. 17.

II. FOREIGN COUNTRIES.

CANADA—ENGLAND.—1. ab. 2. a + b. 3. a + b. 4. 5. a + b. 6. a + b. 7. a + b. 8. a + b. 9. 10. 12. 14. a + b (yearly). 15. 16. 18. ab (a + b in some cities). 23. 25. 26 (in some cities). 27. 28.
 SCOTLAND.—1. ab. 2. a + b. 3. a + b. 4. 5. a + b. 6. a + b. 7. a + b. 8. a + b. 9 (partial). 10 (partial). 12. 14. a + b (average annual salary). 15. 16. 18. ab. 23. 25. 27. 28.
 FRANCE.—1. a + b. 2. a + b. 4. 5. a + b. 6. a + b. 7. a + b. 8. a + b. 9. a + b. 10. a + b. 11. 12. 13. 14. a + b (annual). 15. 16. 18. 21 (Paris). 25. 28. 30. 31.
 BELGIUM.—1. ab. 2. a + b. 3. a + b. 4. 5. a + b. 6. a + b. 7. a + b. 8. a + b. 9. a + b. 10. 11. 14. 15. 16. 22. 23 (certain branches). 25. 29.
 ITALY.—1. ab. 2. a + b. 4 (by months). 5. a + b. 6. ab (reports infant schools which include Froebelian methods and a few kindergartens in the largest cities). 7. a + b. 8. a + b. 9. ab. 10. a + b. 11. 14. a + b (reports maximum and minimum annual salary). 15. 16. 25. a + b. 27. a + b (reports numbers certified). 28. a + b (reports graduates of normals). 30. 31.
 NETHERLANDS.—1. ab. 2. a + b. 5. a + b. 7. a + b (kindergartens not included). 8. a + b. 9. a + b. 10. a + b. 11. 14. ab (reports maximum and minimum annual salary). 15. 16. 23. a + b. 25. a + b. 27. a + b. 28. a + b (reports graduates of normals). 33. ab.
 SPAIN.—1. ab. 2. a + b. 3. a + b. 5. a + b. 7. a + b (kindergartens not included). 8. a + b. 9 (in part). 10 (in part). 11. 14. a + b (reports maximum and minimum annual salary). 15. 16. 25. a + b. 27. ab (reports numbers certified and those certificated). 28. ab (reports graduates with normal certificates). 30. 31.
 NORWAY.—1. ab. 2. a + b. 4 (reports number of weeks). 5. a + b. 7. a + b (kindergartens not included). 8. a + b. 9. ab. 15. 16. 25. ab. 28. ab (reports graduates of normal schools and academies). 30. 31.
 SWEDEN.—1. ab. 2. a + b. 4 (by weeks). 5. a + b. 7. a + b (kindergartens not included). 8. a + b. 9. ab. 10. a + b. 11. 14. a + b (reports maximum and minimum annual salary). 15. 16. 18. ab. 23. ab (reports per cent of pupils in each branch in secondary schools). 25. a + b (reports separate schools for the sexes). 30. 31. 33. ab.
 RUSSIA.—1. ab. 2. a + b. 5. ab. 7. a + b (kindergartens not included). 8. a + b. 9. a + b. 10. a + b. 15. 16. 25. a + b.
 PRUSSIA.—1. a + b. 2. a + b (every fifth year for State statistics, annually for local purposes). 4. 5. a + b. 7. a + b. 8. a + b. 9. a + b. 11. 15. 16. 17 (every fifth year). 25. 27. 28. 30.
 SAXONY.—1. a + b. 2. a + b. 4. 5. a + b. 7. a + b. 8. a + b. 9. ab. 10. ab. 11. 15. 16. 17 (every third year). 25. 27. 28. 30.
 WURTEMBERG.—1. a + b. 2. a + b. 4. 5. a + b. 7. a + b. 8. a + b. 9. ab. 10. ab. 11. 15. 16. 17 (only partially). 25. 27. 28. 30.
 HAMBURG.—1. a + b. 2. a + b. 4. 5. a + b. 7. a + b. 8. a + b. 10. ab. 11. 15. 16. 17. 25. 27. 28.
 BREMEN.—1. a + b. 2. a + b. 4. 5. a + b. 7. a + b. 8. a + b. 10. ab. 11. 15. 16. 25. 27. 28.
 LÜBECK.—1. a + b. 2. a + b. 4. 5. a + b. 7. a + b. 8. a + b. 10. ab. 11. 15. 16. 25. 27. 28.
 AUSTRIA.—1. a + b. 2. a + b. 4. 5. a + b. 7. a + b. 8. a + b. 9. ab. 10. 11. 25. 27. 28. 30.
 HUNGARY.—1. a + b. 2. a + b. 4. 5. a + b. 6. a + b. 7. a + b. 8. a + b. 9. ab. 10. ab. 11. 15. 16. 17. 25. 27. 28. 30.
 SWITZERLAND.—1. a + b. 2. a + b. 4. 5. a + b. 7. a + b. 8. a + b. 9. a + b. 10. ab. 11. 15. 16. 25. 27. 28. 30.

APPENDIX III.

Giving the definitions of certain technical terms used in educational reports, together with their equivalents in certain foreign countries. The Portuguese equivalents were furnished by Mr. H. M. Lane.

TECHNICAL TERMS USED IN EDUCATION—DEFINITIONS AND FOREIGN EQUIVALENTS.

1 (a). *School age*.—Age at which children are permitted free attendance at the public schools. This age varies in the different States, but 6 to 21 may be considered the representative school age in this country, being designed evidently to embrace all minors old enough to render school instruction advisable and profitable to them. The children of school age in each State, whatever that age may be, collectively constitute the school population of such State.

NOTE.—There are, in the foreign countries considered in this vocabulary, no terms corresponding in significance to "school age" and "school population," as understood in the United States. In a popular sense, however, as used in literature everywhere, "school age" includes the period of life from the age of 4 or 5 years to adult age, as the epoch most suitable for schooling.

1 (b). *Compulsory school age*.—The age at which children are obliged by law to attend school in

those States of the Union having compulsory school laws. This age also varies in the several States, but 8 to 14 may be considered as the representative. The children subject to a compulsory school law constitute the "compulsory school population" of a State.

Eng. *Age for school attendance.*

Ger. *Schulpflichtiges Alter.*

Fr. *Age scolaire.*

It. *Obbligo di frequentare la scuola.*

Sp. *Edad escolar.*

Port. *Idade escolar.*

NOTE.—The compulsory school age in the foreign countries considered above varies, but 6 to 13 may be regarded as typical. All the children subject to compulsory school laws in England and France, and the major part of those in Germany, are allowed free instruction at public schools.

1 (c). *School population.*—See 1 (a) and note.

1 (d). *Compulsory school population.*—For definition, see 1 (b).

Eng. *Population of school age.*

Ger. *Schulpflichtige Kinder.*

Fr. *Enfants d'âge scolaire; or, Nombre d'enfants à instruire.*

It. *Popolazione da 6 a 12 anni.*

Port. *População escolar.*

Enrollment.—Number of different pupils enrolled (or entered) on the school registers during any given year; or, in other words, the entire number of different pupils who have attended at any time during the year.

Eng. *Number of children (or scholars) on registers.*

Ger. *Zahl der Eingeschriebenen.*

Fr. *Nombre des inscrits.*

It. *Numero degli iscritti.*

Sp. *Número de niños concurrentes (or inscriptos).*

Port. *Número de alumnos matriculados.*

3 (a). *Attendance.*—Number of pupils present (on any given day or at any given time).

Eng. *Attendance.*

Ger. *Frequenz, determined on two test days (Stichtage) each year.*

Fr. *Fréquentation, or Élèves présents, determined as in Germany.*

Sp. *Asistencia.*

Port. *Frequência.*

3 (b). *Average attendance.*—Average number of pupils attending each day or session.

Eng. *Average attendance.*

Sp. *Asistencia media.*

Port. *Frequência media.*

4 (a). *School year.*—(1) The year, or period of twelve months, for which school officials are elected, appropriations of money made, teachers hired, school reports made, etc., though the annual epoch of some of these features sometimes dates from a different day than that of others. In the United States the school year usually begins the 1st of July, or some other day during the summer vacation. The term is sometimes restricted to (2) that portion of the school year during which the schools are in actual session.

Eng. *School year.* "A year or other period for which an annual Parliamentary grant is * * * paid or payable." It "is the year ending with the last day of the month preceding that fixed for the inspectors' annual visit."—Ed. Acts Man., 17 ed., p. 375.

Ger. *Schuljahr.*

Fr. *Année scolaire.*

It. *Anno scolastico.*

Port. *Anno lectivo, or anno escolar.*

4 (b). *Length of school year.*—The number of days, weeks, or months the schools were in actual session during the school year. The expressions "length of schools," "duration of schools," "length of school term," etc., are also used. The average length of the school year is the average of a group of schools in which the number of days of session varies. As in most foreign governmental school systems the number of days is nearly uniform, this latter term has little application outside the United States.

Eng. *Number of times school has kept.* This must be divided by two to get the number of days.

Ger. *Dauer des Schuljahres.*

Fr. *Durée de l'année scolaire.*

Port. *Numero de dias do anno escolar.*

5. *Teacher.*—An instructor in an elementary or secondary school.

Eng. *Schoolmaster, schoolmistress, teacher*

Ger. *Lehrer, Lehrerin.*

Fr. *Maître, maîtresse, instituteur, institutrice.*

It. *Insegnante, maestro, maestra.*

Sp. *Maestro, maestra.*

Port. *Mestre, mestra, professor, professora.*

6. *Kindergarten*.—A school for young children, from about 3 to 6 years, conducted after the methods of Froebel.

Eng. *Infant school, or class.*

Ger. *Kindergarten.*

Fr. *École maternelle.*

It. *Asilo d'infanzia.*

Port. *Jardim da Infancia.*

7. *Elementary instruction*.—Instruction in the first principles or rudiments of knowledge, including chiefly reading, writing, spelling, arithmetic, grammar, geography, United States history, and often the outlines of natural history and science, the pupil being prepared by this course to enter upon algebra and Latin or some modern language. Usually in the United States the first eight years of a fully graded public-school course mark the period of elementary instruction, taking the child at the age of about 6 years. Elementary schools are schools in which elementary instruction is the sole or predominating feature. These in a fully graded course may be subdivided into primary schools (first four years) and grammar (or intermediate) schools (second four years). Kindergarten instruction is also classed as elementary.

Eng. *Elementary instruction.*

Ger. *Elementar-Unterricht.*

Fr. *Enseignement primaire* (excluding the "primaire supérieur")

It. *Istruzione elementare.*

Sp. *Enseñanza primaria.*

Port. *Ensino elementar.*

8. *Secondary instruction*.—This is supposed to begin the ninth year of the course of study, and to take up algebra, geometry, natural philosophy, physical geography, Latin, Greek, French, and German, for some or all pupils, and for a whole or a part of the four years; also an outline study of universal history, English literature, and some of the special natural sciences, as geology, human physiology, botany, etc. A secondary school is a school whose ultimate object is to give a secondary education, and which may or may not have a preparatory course of elementary grade, or pupils pursuing elementary studies.

Eng. *Secondary (or intermediate) instruction*. The term "secondary schools" in England is applied to certain groups of schools designed for the education of the upper and middle classes, including endowed grammar (i. e., classical) schools, endowed non-classical schools, private schools, and proprietary schools. These are also known as middle-class schools. They receive pupils at about the age of 8, continue them in their elementary studies, and carry them along to an age varying from 14 to 19, giving them an education in some cases higher, in others—especially in the "private" schools—not so high as is indicated by the term secondary in the United States. The nine great public schools of England (Eton, Harrow, etc.), which are properly "intermediate" schools—i. e., standing between preparatory primary schools, or private tutors, and the "universities"—receive pupils from 10 to 15, and are of higher grade than most of the secondary schools of the United States. Higher board schools have developed in some of the large cities, and correspond nearly to our public secondary schools (high schools), giving to the children of their people an opportunity to continue their education beyond the elementary grade. About 80,000 pupils pursue high-school subjects in elementary schools.

Ger. *Höherer Unterricht* (i. e., higher than that given in the Volksschulen).

Fr. *Enseignement primaire supérieur*. The instruction given in the "division de grammaire" of lycées and collèges communaux also belongs here.

It. *Istruzione secondaria.*

Port. *Ensino secundario.*

9. *Higher (or superior) instruction*.—This is supposed to take the fourth epoch of four years in a complete course of education, secondary taking the third four years, and elementary education the first eight years. By topics and methods, the higher education is distinguished by taking mathematics in those branches which succeed plane geometry and elementary algebra; Latin and Greek writers that require more maturity of reflection to master, such as Horace, Livy, Tacitus, Juvenal, Cicero's moral essays, Homer, Demosthenes, Plato, Eschylus, Sophocles, Euripides, Aristotle; physics treated by mathematics; rhetoric; mental philosophy; the philosophy of history. In general, the studies of higher education are conducted on a comparative method—with the purpose of treating each theme in the light of all branches of knowledge. A higher institution of learning is one whose ultimate object is to give a higher education, and which therefore may or may not have a preparatory department in which instruction is given in secondary or even elementary branches.

Eng. *University instruction; collegiate instruction.*

Ger. *Hochschulunterricht.*

Fr. *Enseignement supérieur*. The last three years of the enseignement secondaire is also of the higher grade according to the United States standard.

It. *Istruzione superiore.*

Sp. *Enseñanza universitaria.*

Port. *Ensino superior.*

10 (a). *Special schools*.—Schools of elementary or secondary grade which (1) educate for some special trade, business, or occupation (e. g., commercial colleges, art schools); or (2) educate some special class of persons (e. g., deaf-mutes, juvenile delinquents).

10 (b). *Evening schools*.—A class of special schools, generally public and located at the centers of population, designed to give evening instruction in elementary and sometimes in secondary branches, general and technical, to persons whose occupation, age, or both, prevent them from attending the day schools. A special feature of evening schools in some cities of the United States is the instruction of foreigners in the English language.

Eng. *Evening schools*.

Ger. *Abendschulen, Fortbildungsschulen*.

Fr. *Classes d'adultes*. (Held in the evening or on Sunday.)

It. *Scuole serali*.

Port. *Escolas nocturnos, or aulas nocturnos*.

10 (c). *Evening high schools. Continuation schools*.—A class of evening schools designed more particularly to give some degree of secondary education to youths who are obliged to go to work after finishing their elementary education in the day schools.

Ger. *Technische Fortbildungsschulen* (evenings or Sundays).

Port. *Escolas secundarias nocturnas*.

11. *Schoolhouse*.—A building used for school purposes, one in which instruction is given.

Eng. *School building*.

Ger. *Schulhaus*.

Fr. *Maison d'école*.

It. *Edificio scolastico. Locale per le scuole*.

Sp. *Casa de escuela*.

Port. *Edificio escolar*.

12. *Number of sittings for study*, excluding those used only for recitation purposes.

Eng. *Accommodation, number of seats*. Includes all seats, being total seating capacity.

Port. *Lotação da escola*.

13. *School property*.—All property, real and personal, belonging to a school system (i. e., not hired or rented), and designed to be used for school purposes, including school sites and buildings, furniture, libraries, apparatus, etc.

Eng. *School buildings, premises, and furnishing*.

Ger. *Schul-Eigenthum*.

Fr. *Bâtiments et matériaux scolaires*.

Port. *Propriedade escolar*.

14. *Salary (or wages) of teachers*.—The sum paid to teachers weekly, monthly, or annually, as compensation for their services. In computing the average monthly salaries of any group of teachers weekly and annual salaries must be reduced to a monthly basis.

Eng. *Salary*.

Ger. *Gehalt*.

Fr. *Traitement*.

It. *Onorario; stipendio*.

Sp. *Sueldos*.

Port. *Ordenado*.

15 (a). *Revenue (school)*.—Money from any source received for school purposes.

Eng. *Income*.

Ger. *Einnahmen*.

Fr. *Ressource*.

It. *Rendita*.

Sp. *Ingresos*.

Port. *Rendimento*.

15 (b). *State (school) tax*.—A uniform tax levied on all the property or polls of a State, the proceeds whereof is apportioned to the counties, towns, or school districts, generally according to school population or average attendance.

Eng. *Rates*.

Ger. *Staats-Steuern*.

15 (c). *Local (school) taxes*.—County, town, and school district taxes for school purposes.

Eng. *Rates*.

Ger. *Orts- (or Municipal-) Steuern*.

Fr. *Centimes additionels, or spéciaux*.

It. *Tasse comunale e provinciale*.

Sp. *Fondos provinciales, comunales, y municipales*.

15 (d). *Revenue from permanent funds*.—The interest on invested funds, including rent of school lands, if any.

Eng. *Income from endowment*.

Ger. *Interessen angelegter Fonds*.

Fr. *Produit des legs et dons*.

Sp. *Ingresos de los donativos y legados*.

Port. *Rendu dos fundos permanentes*.

- 16 (a). *Expenditure (school).*—Money expended for school purposes.

Eng. *Expenditure.*

Ger. *Ausgaben.*

Fr. *Dépenses.*

It. *Spese generali.*

Sp. *Gastos.*

Port. *Despesas escolares.*

- 16 (b). *Amount paid to teachers* (for salaries), including salaries of superintendents.

Eng. *Teachers' salaries.*

Ger. *Ausgaben für Gehalte.*

Fr. *Traitements.*

It. *Stipendi; remunerazioni ed indennità al personale.*

Sp. *Obligaciones del personal.*

Port. *Ordenado do pessoal.*

- 16 (c). *Other current expenditure* in addition to amount paid to teachers; i. e., incidental or miscellaneous expenditure for the maintenance of the schools and care of school buildings, including, among other things, fuel, lighting, janitors, incidental repairs, free text-books if any, and stationery, cost of administration, rent of hired buildings, etc. Foreign countries do not conform to this classification, but the analogous foreign terms are as follows:

Eng. *Miscellaneous expenditure.*

Ger. *Andere Ausgaben.*

Fr. *Dépenses diverses.*

Port. *Despesas da administração.*

- 16 (d). *Permanent expenditure.*—Expenditure for school buildings (including permanent repairs), grounds, furniture, libraries, and lasting apparatus.

Eng. *Capital charges.*

Ger. *Baukosten.*

Fr. *Dépenses de construction.*

It. *Sussidi per costruzione e riparazione di edifici scolastici.*

Port. *Despesas da conservação.*

17. *Permanent funds.*—Value of funds and other property yielding an annual revenue for school purposes.

Eng. *Endowment.*

Ger. *Fonds.*

Fr. *Dons et legs.*

Sp. *Donativos, legados, y mandos.*

Port. *Património; or Fundos permanentes.*

19. *Tardy.*—Late in arriving at school.

Eng. *Not punctual.*

Ger. *Zuspätkommend.*

Fr. *En retard.*

Port. *Tardio.*

22. *Average number belonging to a school*, or system of schools, includes temporary absentees. Pupils absent for sickness or other cause, but with intention of returning to school, are considered as "belonging." This number differs from the number "enrolled" (see 2), inasmuch as the latter contains all different pupils who have attended at any time during the year, some of whom may have been dropped from the roll of those "belonging," on account of death, removal from the district, protracted sickness, entrance on business, etc.

25. *Normal school.*—A school designed for the professional training of persons intending to become teachers, usually maintained by a State or city.

Eng. *Training college.*

Ger. *Lehrer-Seminar.*

Fr. *École normale.*

It. *Scuola normale.*

Sp. *Escuela normale.*

Port. *Escola normal.*

27. *Certificate; license (to teach).*—A formal testimony of ability to teach, or permission to teach, awarded as the result of satisfactory examination before an examining board, or after having successfully completed a certain prescribed course of study, or given other evidence of capacity to teach.

Eng. *Certificate.*

Ger. *Zeugniß; Reifezeugniß; Lizenz.*

Fr. *Titre (or brevet) de capacité; certificat d'aptitude pédagogique.*

It. *Diploma d'abilitazione (or d'idoneità).*

Sp. *Certificado de aptitud.*

Port. *Título de suficiencia.*

- 28 (a). *University.*—An institution for higher education, having as its nucleus a college in which the so-called liberal arts are taught in a course of three or four years for the degree of A. B., and in

addition one or more departments for the learned professions, medicine, law, or divinity; or it may be for advanced or post-graduate work, along any lines of learning or investigation. In England the university unites several colleges.

Eng. *University*.

Ger. *Universität*.

Fr. *Faculté*. Université is the term very generally employed for the Paris "facultés."

It. *Università*.

Sp. *Universidad*.

Port. *Universidade*.

23 (b). *College*.—Strictly speaking, an institution of higher education, usually with a four years' course completing preparation for the degree of A. B. The word college is also used in connection with a descriptive word to designate other species of higher education, as "Agricultural College," "Medical College."

Eng. *College*.

Ger. *Gymnasium*.

Fr. *Lyceé; collège communal (de plein exercice)*.

It. *Ginnasio; liceo*.

Sp. *Instituto; colegio*.

Port. *Academia* (used only for institutions of higher studies).

23 (c). *High school*.—A public secondary school.

Eng. *Higher board schools*.

Ger. *Höhere Schule*.

Fr. *École primaire supérieure*.

Port. *Gymnasio; lyceo*.

23 (d). *Academy; institute; seminary*.—Names given indifferently to private secondary schools. "Institute" is occasionally applied to schools of higher grade.

Eng. *Grammar school; high school; institute; public school, etc.*

Fr. *Établissement libre d'enseignement secondaire; établissement laïque; établissement; ecclésiastique; petit séminaire*.

Port. *Instituto; collegio* (used for all kinds of schools below college grade).

30. *Sessions*.—A sitting of a school, or assembly of the pupils for recitations, exercises, and studies, continuing from the time the school is called to order until the pupils are dismissed beyond the teachers' jurisdiction. There are generally either one or two sessions each day.

Eng. *Meeting of the school*.

Ger. *Vor- oder Nachmittags Unterricht*.

Port. *Reunião; dias de aula; sessão da escola*.

31. *Recess; intermission*.—Brief suspensions of school exercises, recurring periodically each day, for recreation, meals, or some other purpose. In public elementary schools holding sessions from 9 to 12 a. m., and from 1 to 4 p. m., two recesses of fifteen minutes each take place, the first at or near the hour of 10.30 a. m., and the second at or near the hour of 2.30 p. m. The noon hour for dinner is not called a "recess," but usually an "intermission."

Ger. *Freierviertelstunde*.

Fr. *Récréations; sortie de midi*.

Port. *Recreio*.

32. *Corporal punishment*.—Punishment inflicted upon a pupil's person, generally with a rod, cane, or ruler, but including a variety of other punishments in which bodily pain is caused. Other punishments, to be discriminated from corporal, are such as are based on the sense of honor, such as deprivation from privileges of the school, confinement after school hours, requirement to sit or stand in some unusual place, enrollment on a list of disgraced pupils, etc.

33 (a). *Promotion*.—Advancement from any grade to the next higher.

Eng. *Advance to higher standard*.

Ger. *Versetzung*.

Fr. *Avancement; montée d'une classe*.

Port. *Accesso; "promoção"*.

33 (b). *Grade; class*.—The body or group of pupils having the same degree of advancement, pursuing the same studies, etc.

Eng. *Standard*.

Ger. *Klasse*.

Fr. *Classe*.

Ital. *Classe; grado*.

Sp. *Clas; grado*.

Port. *Gráu; classe*.

CHAPTER L.

EDUCATION IN THE PHILIPPINES.

[The account of the condition of education in the Philippines for the year 1901-2 is perforce confined in the present chapter to the reports of the American educational authorities upon the success of their efforts to perfect the system of public schools which was inaugurated immediately after the military conquest. The introduction of schools, it will be remembered, formed a conspicuous feature of the American occupation of the islands. No official report of the work of the ancient University of San Tomás, or of the various "colleges" or secondary schools scattered through the archipelago, which formed part of the educational facilities available in the islands under the Spanish rule, has been received since the American occupation, nor, so far as known, has any adequate account of those higher institutions been published by any competent observer within that period. No review, therefore, of the condition of secondary and higher education in the Philippines during the American occupation can be given at the present time.]

The chapter opens with a brief historical summary of the efforts of the Spanish authorities to introduce the Spanish language and primary instruction into the Philippines, taken from a Spanish source. These efforts resulted in the establishment of a normal school at Manila in 1864, and public schools in all the municipalities. School buildings were found by the Americans throughout the islands upon their arrival, although the schools themselves were not in operation, having been interrupted by the disturbances which afflicted the country.]

PUBLIC SCHOOLS IN THE PHILIPPINES UNDER SPANISH RULE.

In view of the purpose of the Americans to make English a part of the compulsory public school course in the Philippines, it is interesting to know that the Spaniards on their part also endeavored to make their own language an obligatory study in the schools of the archipelago from time to time, beginning soon after their acquisition of the islands. At that early period the attempt to introduce Spanish was a part of the missionary work of the church in christianizing the natives. The introduction of Spanish in modern times was a part of the general programme of primary instruction provided for the islands, and a history of that branch of education as fostered by the Spanish Government is given in a little work by Señor Vicente Barrantes (*La Instrucción Primaria en Filipinas*, Madrid, 1869), who was for a number of years secretary to the governor-general at Manila. The following is a partial summary of that history. From this work it appears that the same questions as to the intelligence and capacity for self-government of the Filipinos were discussed in Spain in 1868 that have been discussed in this country within the last four years. Señor Barrantes based his estimate of the intellectual capacity of the Filipinos in part upon the number of them who could speak Spanish, which he put at over 87,000. He was of the opinion that there were Filipinos as well qualified to sit as delegates in the Spanish Cortes at the time of his observations as the former delegates from Cuba and Porto Rico had been, whose qualifications were well known. It also appears that there were as diverse opinions regarding the state of education in the Philippines among Spaniards in 1868 as among Americans in 1899. Some Spaniards declared that there was not then, and that there had never been any education worthy of the name in the islands, while others affirmed that education was widespread. These latter

writers referred to the "revolution" in the schools of the Philippines due to the regulations of December 20, 1863, introduced by Minister Concha, and the establishment of the normal school at Manila in 1864, directed by the Jesuits, as evidence of increased educational activity. By these final improvements, they said, primary instruction was made compulsory, the schools were well attended in every town, and as a consequence there were more persons in the archipelago able to read and write than in the peninsula. Moreover, these Filipinophilists added, given two ignorant individuals, one a Spaniard and the other a Filipino, and the Filipino will have the better manners. On the other hand, Spaniards who had lived in the archipelago described the Filipinos as intellectually backward and given over to ignorance—a summary judgment which is familiar to us from repetition at this day. Comparing these two opinions, which in great part might be paralleled in recent years, we may assent to the declaration of Señor Barrantes that the Filipinos were unknown to the Spaniards.

Coming now to the real subject of this little historical sketch, we observe that Señor Barrantes combats the charge that the friars were the cause of the backwardness of education in the islands, the real explanation of which he proceeds to develop by tracing the successive steps taken by the Spanish Government to introduce at first the Spanish language, and in modern times primary instruction among the natives of the archipelago. By the laws of the Indies (*leyes de Indias*) under Charles V it was ordered in 1550 that the natives of the colonies be taught Spanish if they wished, in order that they might learn Christian doctrine, and in 1596 the law directed that Spanish should be taught them through policy, on account of the general advantages which would result from their familiarity with that language. But in 1550, as Barrantes points out, Spanish sovereignty had not yet been extended to the Philippines, but was confined to Peru and Mexico, for the benefit of which countries the law in question had been framed. Legaspi did not annex the Visayas to the Spanish crown until 1566, and it was not until 1596 that the law was really promulgated in the Philippines. This early action is apparently cited only to show that the home government and the church were no more backward in attending to the intellectual or spiritual needs of the Filipinos than of the natives of the other Spanish colonies. The next order cited is the *cédula* of 1686, enjoining upon all archbishops and bishops in the colonies to see that the natives be taught Spanish and be instructed in Christian doctrine in Spanish.

Passing now to more modern times, the author asks how we could expect that primary instruction should be promoted in the archipelago when it was so backward at home. Nevertheless, he cites a *cédula* of November 5, 1782, relating to the establishment of schools for teaching Spanish in the towns of the "Indies," which provides that there should be a common land set apart in the principal communities for cultivation and grazing, the proceeds of which should be used for school purposes. This *cédula* also required that capable teachers should be selected to teach in the schools, which was, however, an empty prescription, since school-teachers were not to be had in the colonies, or even in Spain at that time, where there were as yet no elementary public schools.

Señor Barrantes says, in defending the religious orders against the charge that they had always neglected to teach Spanish, and had prevented others from teaching it, that the early missionary friars in the Philippines were not themselves sufficiently well educated to give lay instruction, while the diversity of languages in the islands and their other manifold duties have since prevented the friars from teaching Spanish systematically. The royal order of December 22, 1792, regarding the teaching of Spanish in the Philippines, prohibits the use of the native dialects in the schools and provides that Spanish be the only language spoken in the convents and courts. This order reiterated the provisions of others running back to 1770. But the authorities in Spain were ignorant of the conditions of the Philippines. No teachers were to be

had for the schools referred to in the orders. There was no inducement for the Spaniards who went to the islands with a view to making money to turn to school-teaching, while the natives were not fitted to teach and the friars could not give their time to it.

Some time after the issue of these orders the friars did make difficulties about teaching Spanish, professedly on account of what they regarded, or affected to regard, as severities on the part of the governor, Anda, in enforcing the regulations regarding it. It was alleged that Governor Anda attempted to enforce the use of Spanish tyrannically, and banish the native dialects altogether, whereas the royal order only directed that heads of families should be persuaded to send their children to school, without oppressive measures, while making Spanish the only language to be used in school.

In 1815 a royal order directed that charity schools should be established in the convents of friars and nuns in the Philippines to teach poor children Christian doctrine, good manners, and the elements of reading, until they were 10 years of age, furnishing them food and clothing meanwhile. (The Spanish constitution of 1812 had made education obligatory throughout the realm.)

The royal *cédula* of November 14, 1816, extended primary instruction to the Philippines at the request of the deputies from the colonies, ordered the erection of school buildings in localities where there were none, directed the priests to persuade parents to send their children to the schools, and specified how the teachers were to be paid. During the constitutional period in Spain, from 1820 to 1823, Minister Cuadra established a normal school in the City of Mexico, on the Bell and Lancaster method, which was to be the center of normal schools in other Mexican cities, and a decree directed that a suitable teacher should be sent from this school to open a similar one in Manila. The revolutions in Mexico and South America, however, prevented the execution of this plan. The political situation in Spain from 1820 to 1840 is sufficient to account for the backwardness of education in that country as well as its colonies during that period, but nevertheless, in 1834-1839, Minister Altamira, who was deeply interested in organizing education in Spain, endeavored to extend the school organization of the mother country to the Philippines, under the mistaken idea that the islands were really a Spanish colony and the people colonial Spaniards. He ordered an impracticable and absurd census to be taken, which was to show the literacy of the population, the number of schools, the attendance, etc., in the Philippines, just as in each province of Spain. The questions were very minute, the census inquiries containing the following heads: Name of town; population; males able to read; females able to read; males able to write; females able to write; number of public and private schools; attendance and age of pupils; number of masters and mistresses; examined or not, and whether engaged in any other business; salary of teachers and sources thereof; who appoints the teachers; character of school buildings and material; text-books used. Señor Barrantes says that it took fifty years to get this information in the Philippines. The minister was totally ignorant of the conditions in the islands, and while everyone knew that a nipa hut or a room in the tribunal or the priest's house was the only schoolhouse in a town, the census asked whether the schoolhouse was the property of the town, was rented, bequeathed, or presented, etc., as in Spain. The *ayuntamiento* of Manila, on receiving this *cédula*, declared that it was impossible to fill the blanks. In 1839 the first practical step was taken toward establishing primary instruction in the islands through the appointment by the minister of marine, commerce and the colonies, of a commission to prepare a plan for a system of schools in the Philippines to conform, as far as possible, with the law of 1838 in Spain. The reforms proposed in the royal order of November 3, 1839, were not, however, carried out until 1855, for the reason, principally, that in that interval there had been nine changes in the Government, which did not allow sufficient uninterrupted time to carry out any plan with effect. Among other things

it is interesting to read that the Government proposed to send 150 or 170 teachers from Spain to the Philippines.

The junta of education in Manila was created in 1855, after the readmission of the Jesuits into the islands, in 1852, had given a new impulse to education in general and particularly to the proposal to introduce Spanish into the schools. The following fundamental points were impressed upon the junta by General Crespo, the governor-general, viz: First, to provide for uniformity of instruction in schools for both sexes and promote instruction in Spanish; second, to determine the number of teachers needed and the amount of taxes from each town necessary to pay them; third, to report upon the advisability of establishing a normal school in Manila.

After its first session the junta did not meet again until February 23, 1857, nor did it report finally until March 7, 1861, after General Crespo had been succeeded by four other governor-generals, all zealous for primary instruction and all contributing to its advancement, especially the last, General Solano, who had a project of reform drawn up analogous to that of 1855. The principal points in this reform were as follows:

A normal school was to be established in Manila, the teacher students of which were to be apportioned to the different provinces in the proportion of 1 teacher student to 50,000 or 60,000 inhabitants, while their expenses were to be defrayed from local funds. A prominent place was to be given to subjects relating to industries and the arts in the normal course. No graduate could receive a diploma unless he could speak and write Spanish with ease, and no one could teach in the schools without a diploma and unless he was of good moral conduct. Inspection of the schools was put under the charge of the heads of the provinces, religious and moral instruction being placed in the hands of the parish priests. The proposed normal course included a school of practice in charge of the teacher students.

The proposed instruction in Spanish met with much opposition in the junta itself, a circumstance which caused much delay in its work, while the acting governor had confidentially charged the Jesuits with a different organization of the schools than that officially proposed, which division of counsels further contributed to the sluggishness which prevailed in educational matters at that time. The argument of the opponents of the proposal to teach Spanish in the schools was, according to Señor Barrantes, that if there were a uniform language in the islands the door would be opened to Protestant propagandism, and they cited the attempts of Russia and Prussia to force their languages upon unhappy Poland as a warning and an example. They regarded the attempts as prompted by religious motives while, as Barrantes points out, those attempts were rather political acts. In either case, he continues, the objection could have no weight as far as the Philippines were concerned, because the Evangelical Society of London had already made its propaganda in the islands not only in Spanish but in Visayan and Tagalog, in the latter cases easily avoiding the vigilance of the Spanish authorities and the custom-house. The opponents of Spanish acted also from political considerations. They hoped that by keeping alive and thereby mutually opposing the different languages—Cagayan, Tagalog, Pampanga, Ilocano, Pangasinan, etc.—they would isolate so many separate sources of incendiarism. The comment of Señor Barrantes on this plan is that the antagonism of those different peoples lies not in language but in race, and that as the Malay is the common parent of all the dialects of Luzon and the Visayas there is sufficient fundamental similarity among them to enable those speaking them to form a political alliance if the proper historical moment should ever come. That such a moment had never come up to the time of his writing, and probably never would, was due, Barrantes thought, to antipathy of race, which is stronger than affinity of language.

The junta finally voted to make Spanish obligatory, and the Madrid government promulgated the necessary orders in December, 1863. By those orders a normal school was created at Manila and placed in charge of the Jesuits. Its instruction was to be gratuitous and its graduates were required to teach for ten years after

graduating. The law also provided that there should be one school for boys and one for girls in each town of the archipelago, instruction in these schools to be free for the poor and obligatory upon all. The normal school and the public schools were to be supported from local funds, and provision was made for the purchase of school material and apparatus and for the rent of quarters for schools where there were no public school buildings. The teachers were to have certain privileges. They were to be preferred as clerks in public positions and were to be regarded as among the *principales* (or aristocracy) after a certain term of service. Inspection was provided for in a superior central commission at Manila as an advisory board for the governor-general, consisting of the archbishop and seven others. In the provinces the governors were to have councils like the superior central one at Manila, while the parish priests were to be the local inspectors. It was to be their duty also to teach morals and Christian doctrine in the schools. Article 16 of the law provides that in any town where a school has been established fifteen years no natives shall be eligible for *gobernadorcillo* or lieutenant-governor who can not read, write, and speak Spanish, nor shall they be reckoned among the *principales* unless they are such by descent. Finally the archbishop and bishops were admonished to arouse the zeal of the parish priests for the schools. Spanish alone was to be used in the normal school. The programme of primary instruction included Christian doctrine, reading, writing, practical instruction in Spanish grammar and orthography, arithmetic, general geography, history of Spain, practical agriculture and its application to the needs of the country, good manners, and singing. For girls, instruction in needlework, etc., was provided. The teachers were to receive a salary of from 8 to 20 pesos a month besides fees from children of rich parents, together with a house. The government provided pens, ink, and paper for the pupils.

The normal school at Manila was opened January 23, 1865, and the superior commission and the provincial and local boards went into operation May 17, 1864. The pupils of the normal school were allotted among the various provinces in proportion to the population and in accordance with certain other conditions (such as the degree of civilization, for example). Few pupils came from distant parts of the archipelago, however, and in order to reach these distant points it was proposed to establish another normal school at Cebu. As a further means of securing teachers, captains and sergeants of the Filipino army were authorized to matriculate as "externes" in the Manila normal school, and from these military officers came some of the best teachers in the islands.

Up to 1867 there were no school statistics in the archipelago, so that the reform junta was obliged to have recourse to the report of the tax collector's bureau, and from this source all they were able to say was that there had been 817 schools in the islands in 1855. But in 1867 a statistical bureau was organized at Manila, and the inspector-general began to publish monthly reports from that time. The clergy throughout the provinces, being urged and charged thereto by the government, put their hands to the work, undertook the inspection of schools, and supplied funds for school equipment and material, nor did they, Señor Barrantes asserts, oppose the teaching of Spanish.

In order to make its wishes carried out the government sent out the following order to be posted in the streets of all towns and at the doors of all churches, schools, and "tribunals" (municipal buildings): To Don ———, *gobernadorcillo* of ———. By order of his excellency, the superior civil governor, the captain-general of the Philippines hereby reminds all heads of families that they not only ought to send their children to school as a sacred duty, but for the further reason that in fifteen years from the date of the establishment of the school in this town only those who can speak, read, and write Spanish shall be qualified to be *gobernadorcillos*, or justices, or be classed with the *principales*, unless they be such by descent. Further, that thirty years from the said date only those who can speak, read, and write Spanish shall be exempt from personal *prestaciones*, and, finally, after Decem-

ber 20, 1868, only those who can speak, read, and write Spanish can be appointed to any salaried government office in the archipelago. Fathers who do not send their sons to school after being notified hereby shall be punished by a fine of from one-half to 2 reales, as the cura of the parish and the *gobernadorcillo* shall determine.

By an accompanying order it was directed that the inauguration of every new school or installation of a teacher should be celebrated by a procession of the principales of the town, headed by the cura and escorted by music, while the names of donors of school furniture, books, etc., to the school should be published in the *Gazette*.

The preceding orders soon produced good results. Although schools for girls were less amply provided for than those for boys, yet the teachers of these schools received salaries, and the schools made good progress, largely on account of the aptitude of the native women for education and their ambition. Sisters of charity were imported at the expense of private individuals to teach in these schools. Señor Barrantes gives statistics and explains the difficulties in the way of obtaining them and discusses the poor and the good results of primary instruction in the various provinces. The statistics apply to the year 1868, only one year after the publication of the law. From these figures it appears that in the whole archipelago there were 593 schools in 1867 and 684 in 1868, with an attendance in the latter year of 138,990 pupils in an enumerated population of 4,721,619.

Señor Barrantes explains in conclusion that the backwardness of primary education in the Philippines was to be attributed rather to the antiquated laws than to the character of the population or the apathy or opposition of the religious orders. As to superior education, we know that the ancient University of San Tomas has had influence during nearly three hundred years of existence, and Señor Barrantes mentions the following facts regarding the work of the university in a footnote. The cabinet of natural history at the university was being increased every day, and he gives the names of many graduates of the university who have written on philosophy, chemistry, physics and astronomy, geography, and history, besides publishing sacred hymns and other works in the native languages.

PRESENT CONDITION OF EDUCATION IN THE PHILIPPINES.

[The following account of the state of education in the Philippines is of great interest historically, as it represents the results so far of the efforts of the Americans to introduce their public school system into the archipelago and the modifications thereof which the strange conditions there have made necessary. The centralization of authority will be noticed, and it will be instructive to compare these measures taken by the Americans with those of their Spanish predecessors in introducing primary instruction in the islands, an account of which, translated from a history of primary instruction in the Philippines up to 1868, by Señor Barrantes, immediately precedes the present account. Unlike the Spaniards, the Americans have begun their educational campaign by establishing public common or elementary and secondary schools for the benefit of the common people at large, and they have deferred any attempts to introduce higher education until, on their plan, there is a sufficient preparation for it. The Spaniards, on the other hand, coming to the islands when public elementary education supported by the state was unknown, proceeded to found a university for higher education, in addition to the church schools, which were common at the period of the conquest, but, following the changes of modern ideas, they also took steps to establish a system of schools for the people in the latter half of the nineteenth century. Evidences of the existence of these schools at the time of the American occupation are found in the reports of the American officers and teachers, extracts from which were published in the last two reports of this Bureau, and similar evidence will also be seen in the present account. This account is made up of extracts from the official report of Hon. Bernard Moses, secretary of public instruction, Philippine Islands, and from the detailed report of Mr. Fred W. Atkinson, general superintendent of public instruction for the Philippine Islands. The secretary's report is mainly a summary of the more important features of the superintendent's report, and presents the difficulties of the educational situation and the energetic measures taken to meet them in a concise but comprehensive manner. Extracts from the detailed report of Mr. Atkinson are given with the view that readers may get a more vivid picture of the actual field work than could be obtained from the judicial summary of the secretary.]

THE PEOPLE.

[The general character and distribution of the people of the islands is concisely stated by Mr. Atkinson as follows:]

There are in the Philippine Islands three distinct races—the Negrito, with 21 tribes; the Indonesian, with 16 tribes, and the Malayan, with 47 tribes, making a total of 84 different tribes. Of these, the Negritos, which at one time populated the whole archipelago, are slowly disappearing, and probably less than 25,000 remain. They are physically weak and intellectually stand very low in the human scale.

The Indonesians, with a tribal population of some 251,200, live almost exclusively on the great island of Mindanao. They are not only physically superior to the Negritos, but to the peoples of the Malayan race as well, and are, as a rule, quite intelligent.

The Malayan race, with its admixture, however, is the dominant one, and is found in all parts of the archipelago in greater or less numbers. The Visayans, with a population of 2,600,000, occupy the islands south of Luzon; the Tagalogs, with 1,663,000, the central part of Luzon; the Bicolis, with half a million, southern Luzon; Ilocanos and Cagayans, northern Luzon; the Pampangans and Pangasinans, northern central Luzon; the Moros, the Jolo (Sulu) Archipelago and Mindanao.

Thus it will be seen that the problem of educating the peoples of three different races, made up of many tribes, which, even in the same race, differ very greatly, not only in the degree of civilization, but in language, manners, customs, and laws, is no small task. The needs and conditions of the different provinces, and in some cases the different parts of a province, have to be studied carefully in order that the greatest amount of good may be given to those whom we have been set the task of educating.

[From the Report for 1901-2, of Bernard Moses, secretary of public instruction.]

ADMINISTRATIVE CHANGES.

In order to bring the educational affairs of all parts of the archipelago more directly under the head of the general superintendent and to provide for a more efficient management of the school affairs in each province, an important change in matters of school supervision was made by the law enacted October 8, 1902. It divided the archipelago into 36 school divisions. The several divisions, except in a few cases, were made to coincide with the provinces. In each of these divisions, except those corresponding to the provinces of Benguet, Lepanto-Bontoc, Nueva Vizcaya, and Paragua, a regularly appointed division superintendent was provided for. In each of the four provinces excepted it was provided that the governor should act, without additional compensation, as division superintendent.

In addition to the teachers appointed for the municipalities by the division superintendent, whose salaries are paid by the municipalities, the general superintendent is authorized to keep in the service of the insular government a force of 1,000 trained teachers for the primary schools and such other additional trained teachers as may be necessary for the provincial schools of secondary instruction. The salaries of the teachers of primary schools range from the few dollars received by the Filipino teacher in the poorest pueblo to \$1,500 per annum. For the salaries of secondary teachers an upper limit of \$1,800 per annum has been fixed. The annual salaries of the division superintendents range from \$1,500 to \$2,500; only three of this number, however, receive the highest salary. The salaries of the division superintendents, of the teachers of the provincial schools, of the American primary teachers, and of the clerks in the offices of the division superintendents are paid with funds appropriated from the insular treasury. The offices of the division superintendents are provided by the several provinces.

THE AMERICAN TEACHERS.

The American teachers have been appointed or selected in general in two ways—either directly by the general superintendent or by persons or institutions in the United States authorized to select a definite number. It is not to be expected that some mistakes would not be made in appointing so large a number of persons in a very limited period, but, considering the whole number of teachers, the quality has been eminently satisfactory. These teachers were not, however, all brought from America, but a number were appointed who were already in the Philippines. Among these latter were included discharged volunteer and regular soldiers and wives and relatives of officers and civilians. At the outset those who were sent into the more remote towns suffered certain hardships, not the least of which was their isolation. Their food was often such as they were unaccustomed to, and the change from the conditions which they had left was often such as to cause homesickness and a certain measure of dissatisfaction with their lot. The long intervals which sometimes occurred between the coming of the mails, and the consequent difficulties of hearing from friends and receiving their pay promptly, tended to develop in many cases a considerable measure of discontent, and when the pay arrived it was, by reason of the depreciation of the local currency, found to be worth less than at the time when they should have received it. In addition to these causes they were also sometimes affected by the difficulties which they encountered in sending money to the United States. But as the monetary difficulties disappeared, as they became adjusted to their new surroundings, as the civil supply stores made available a better quality of food, and as they became more intimately acquainted with the people, they turned to their work with new zeal, and appear, in many cases, to have found in it a high degree of satisfaction. It might be added that the increases in a large number of their salaries during the year tended to impress upon them the thought that their services were, after all, appreciated. The strong desire on the part of the more intelligent Filipinos to have their children educated, and the aptitude of the children to learn, have generally made the way of the American teacher easy, and given him or her a high place in the regard of those among whom they worked. This friendly attitude of the people toward the teachers has been met by the heroic efforts of many of the teachers in behalf of the Filipinos afflicted with cholera. When the scourge appeared and the schools were closed, in almost every instance the teacher stood at his post and did whatever was possible for him to do to relieve the sufferings of the people and impede the progress of the disease, and four of them became its victims.

The number of American teachers connected with the bureau of education between January, 1901, and September, 1902, was 1,074, but the highest number on the rolls at any one time was 926. Between May, 1902, and September of the same year this number was diminished, so that on the 1st of September, 1902, there were 845 American teachers in active service. This number included the division superintendents and deputy division superintendents. The total number separated from the service during the period in question, from the beginning of 1901 to the 1st of September, 1902, was 229; 15 of these by death, 2 on account of the death of other persons, 61 by reason of sickness either of the teacher himself or some member of his family, 69 wives of soldiers and other transient residents who had been appointed in the islands, 10 women married, 24 men appointed to civil positions, 3 commissioned as military officers, 8 dismissed or discharged, 7 deserted, and 30 resigned—some of these last for the good of the service, others on account of dissatisfaction with monetary and other conditions, and a few to engage in business or other affairs.

In addition to the American teachers there have been employed in the period in question a large number of Filipino teachers. In view of the fact that some of these teachers were appointed by the municipal authorities before the organization of the

public school system and some since its organization, in violation of the provision placing the appointment in the hands of the division superintendent, it has been impossible to keep in the general office an accurate statement of the whole number of Filipino teachers in the service at any given time.

In the day schools of Manila in July, 1901, the number in attendance was 5,123. On account of the cholera the number in August, 1902, was 3,044. In the report of last year it was said that at the time there were probably over 150,000 Filipino pupils enrolled in the free primary schools and over 75,000 in actual attendance. It was stated that there were probably 3,000 to 4,000 elementary Filipino teachers, 1,800 to 2,000 of whom were receiving one hour of English instruction daily; that there were at least 10,000 adults receiving instruction in English in the evening schools, and that there would shortly be from 20,000 to 30,000 attending these schools. During the present year there are more than 200,000 Filipino pupils enrolled in the primary schools, about 65 per cent of whom are in actual attendance. The number of Filipino teachers appointed by the division superintendents is 2,625 and the total estimated number 3,400. There is a combined teaching force of Americans and Filipinos of 4,227. The night school enrollment for the past year has been about 25,000, and the estimated actual attendance is about 70 per cent of this number. Between 15,000 and 20,000 pupils are already enrolled in the provincial schools of secondary instruction.

THE FILIPINO TEACHERS.

While the American teachers have already rendered very important services in beginning the work of public instruction in accordance with American ideas, it is nevertheless true that the ultimate character of the public instruction in the Philippines must depend on the character of the Filipino teachers which it will be possible to develop. Under the old régime the salaries of Filipinos were insignificant, and at present they average about \$6 a month for women and \$8 a month for men, in money of the United States. The upper limit of these salaries actually paid is about \$25 a month, while the lower limit is about \$1, which in some instances is for long periods withheld. It has happened that a teacher receiving a salary of \$16.50 a month has hired a substitute for \$4.50, and has lived as an independent gentleman on the remaining \$12. The establishment of the native constabulary, with salaries ranging from \$8.75 to \$18.75, when the ability to read and write is required only of those receiving the highest salary, has naturally aroused more or less of discontent among the Filipino teachers and led them to inquire why a government which can pay its police sergeants the munificent salary of \$18.75 is not able to pay its teachers with equal liberality. This unfavorable contrast may also be made in other cases, for the Filipino teachers are paid less than the drivers and cooks, and often less than ordinary laborers.

In addition to the fact that the salaries of the Filipino teachers are extremely low, there is the other fact that there is sometimes great uncertainty about the payment. By law the division superintendent is authorized to appoint the Filipino teachers in the municipalities and some of the municipalities have raised the question as to whether they were expected to pay the salaries of teachers appointed by officers not belonging to the municipality. "They argued that since the government appoints the teacher and fixes his salary the government expected to pay that salary. Others, when instructed to pay the salary, have assumed the right to fix it and also to appoint the teacher." Even where there is no question about the obligation to pay, the payments are often made irregularly, sometimes in other articles than money, sometimes at long intervals, and sometimes not at all. It is clear that under a system like this the Filipino teacher can never become a very effective factor in the development of public enlightenment; but as the bulk of the population must in the long run rely upon the Filipino teacher, either the municipalities must rise to a proper

recognition of their obligations toward the public school-teacher or a more satisfactory arrangement for their payment be made through some other authority.

TEACHERS' COLLEGE.

Prior to August, 1902, the schools of Manila held two sessions daily, one in the morning and one in the afternoon. The last hour of the morning session was set apart for the instruction of the Filipino teachers. The instruction was given by the American teachers in the schoolhouses where they were severally employed. Given in small groups, without systematic organization or effective supervision, its quality depended largely on the personality of the American teachers. Where the teacher was strong and methodical the work was orderly and effective; where the teacher was weak and lacking in zeal the instruction was fragmentary and unsystematic; but as the purpose of this early instruction of the Filipino teachers was merely to assist them in acquiring a knowledge of the English language, the method adopted, securing close relations between an American teacher and a small group of Filipino teachers, was productive of more or less satisfactory results. In the course of time, however, it became necessary that the Filipino teachers should be subject to a more regular discipline and more systematic instruction. They needed instruction not only in the English language, but also in the various subjects that entered into the curriculum of the primary school. This became manifest at the end of the school year in 1901, when a considerable number of Filipino teachers of Manila had to be dismissed on account of their inefficiency. Some of these were too old to acquire a useful mastery of a new language, and some were indifferent and not in sympathy with the purposes of the government as manifested in its system of public instruction. In order to obviate the necessity of a subsequent resort to this severe method of curing the inefficiency of the city schools, it was determined that the sessions of the schools for teaching the children should be continued throughout the forenoon, that the afternoon session should be abandoned, and that all the Filipino teachers should be assembled at one place and organized into a normal school to be held between 3 and 5 o'clock in the afternoon.

Under this plan the 150 Filipino teachers engaged in the public schools of Manila are assembled for five days in the week in the building in the Walled City known as the "Escuela Municipal." They are divided into small sections and are taught by the American teachers regularly assigned to the Manila schools, each section meeting for three periods and receiving instruction in three different subjects in the two hours of the session. The obligation which was imposed on the Filipino teachers to attend the afternoon session of this branch of the Manila normal school was at first thought by them to be a hardship, on account of the difficulties and expense of securing the requisite transportation; but when it was explained to them that this opportunity was offered by the government in order to enable them to increase their fitness for their work, and thus make them worthy to be continued in their positions, they saw clearly that what was required of them was for their advantage. In bringing the instruction of the children into a single period of four hours in the morning, with two brief recesses, the cooler half of the day was utilized for this purpose and they were released from the necessity of returning to school in the hotter hours of the afternoon. These advantages were more than sufficient to balance whatever disadvantages may have arisen from establishing one session of four hours in place of two shorter sessions separated by a midday intermission. This plan was carried into effect on August 4. Legally this school is a branch of the Manila normal school, and has been conducted under the general direction of Dr. E. B. Bryan, principal of that school. Much of its noteworthy success, however, is due to the tact and energy of the vice-principal, Mr. E. W. Oliver, who has been in actual charge of the institution from its beginning.

PROVINCIAL SCHOOLS OF SECONDARY INSTRUCTION.

An important step in the development of the system of public instruction in the Philippines was the establishment and organization of the provincial schools of secondary instruction. The law authorizing such schools was enacted March 7, 1902. Prior to this date the bureau of education had been chiefly concerned with the organization of primary schools. As a consequence, many of the more advanced pupils in these schools, who had been taught English, began to entertain serious doubts respecting the possibility of continuing their studies in English in schools of a higher grade, and some of them thought it advisable to resume their studies of Spanish in order that they might be prepared to enter the Spanish schools of secondary instruction. This was particularly true in Manila, where there were several secondary schools which were maintained under the authority of the church. These were the only important schools of this grade that existed in the archipelago at the beginning of the American occupation, and only a comparatively small part of the inhabitants of the provinces found themselves in circumstances which permitted them to give their sons the advantages of these schools. It was advisable, therefore, to meet as early as possible the strong demand in the provinces for schools to which children could be admitted on completion of their primary instruction. With the enactment of the law of March 7 the general plan of the system of public instruction began to assume real form. This plan provided that in the course of time the primary schools should exist under municipal authority, the secondary schools under provincial authority, and higher instruction, together with whatever special schools might be established, should be supported directly by the insular government. Schools of secondary instruction were thus to become the peculiar charge of the provincial government. The provincial board was authorized to provide, by construction or purchase or renting, such school building or buildings in the province as in the opinion of the board might be necessary, to be used for the free secondary instruction of pupils resident in the province.

In view of the rude condition of the provincial population with respect to education, and in order to provide an effective and simple organization, it was determined that the secondary schools in the provinces should cover the widest range of subjects that it might be found necessary to teach. It was recognized that these provincial schools would furnish the highest grade of instruction that would be demanded by any considerable number of residents of the provinces; that they would become in the course of time the colleges for the people; and that the few who might demand such instruction as is given in a university would seek that instruction either in Manila or in the United States. It was, therefore, provided by law that the secondary instruction given in the provincial schools might include, in addition to academic and commercial subjects, manual training, instruction in agriculture, and normal-school instruction. While it is expected that ultimately the expenses of equipping and maintaining the provincial schools will be borne by the provinces, it is provided that for the time being the salaries of the teachers in these schools shall be paid from the insular treasury. In their establishment and conduct they are subject to the supervision of the division superintendents and the general superintendent of education. When, however, it shall be determined by law that the condition of finances of a province will justify for the future the payment of the salaries of teachers and all the expenses of supplies and equipment for secondary schools for the provincial treasury, such salaries and expenses shall be met by the several provinces. It was recognized in providing for these schools that certain provinces might not for a number of years be prepared to establish schools for secondary instruction, and it was provided that the provincial board of any such province might appropriate provincial funds for the payment of the tuition in a provincial school in any other province or in the city of Manila of such pupils as might wish to enter such provincial school.

Prior to September 1, 1902, 23 provincial schools had been established in the principal towns of the archipelago, and the work of organizing such schools in 11 other towns was in progress. While English will continue to be the language in which the instruction in these schools is given, an opportunity will be offered to such persons as desire it, for business or social reasons, to acquire also a knowledge of Spanish. By reason of the large part which the Spaniards have played in the history of the Philippines, and the fact that the principal sources of our knowledge respecting these islands are in Spanish, it will be desirable for many years to come that Filipino scholars and men of special cultivation shall, in addition to their knowledge of English, have also such command of Spanish as will make accessible to them the history and information relating to their early institutions. This language and its literature, therefore, will constitute one of the subordinate subjects in the curriculum of the provincial school. By authorizing the broadest possible curriculum and by bringing instruction in all of the subjects mentioned under a single organization it is expected that those who have these schools in charge will adapt the work in them to the peculiar conditions of the people in the several provinces where they are established. The wide diversity in the soil, the climate, and the character of the inhabitants make necessary different kinds of instruction for different parts of the islands, and the organization of provincial schools makes it possible for the main work of the school to be adapted to the various needs of the inhabitants. In some instances, moreover, in order to make it possible for students from all parts of the province to attend the provincial school, it has been found necessary to make provision for furnishing them at reasonable rates with board and lodging. This is rendered especially necessary in some places by the extensive destruction of houses during the rebellion. In some parts of the islands the people had heard that Napoleon's great army was defeated in its undertaking against Russia by the burning of Moscow, and burned some of their principal towns as a means of checking the advance of the Americans. They were surprised to find that this means was not effective, that the Americans could sleep out of doors, and that they brought their own food with them. This useless destruction of buildings has left many important towns without adequate accommodations either for the offices of the government or for the schools. This limitation of quarters imposes upon some of the schools the necessity of providing quarters for at least a certain part of the pupils, and this bringing together boys who are prepared to enter upon their secondary studies and subjecting them to a rational discipline is likely to have a beneficial effect both on their character and their attainments.

MUNICIPAL SUPPORT OF NORMAL SCHOOL STUDENTS.

There are many small towns and villages in the interior of the islands which are too poor to pay Filipino teachers sufficient salaries to induce those of proper attainments to come from other larger towns to engage in teaching, and which have among the inhabitants no persons of sufficient attainments to warrant their employment in the schools. These places are not of sufficient importance to make it wise for the government to support in them American teachers. The inhabitants of these small interior towns or villages are, therefore, without any means for bringing themselves into connection with the educational plans and purposes of the government, or of acquiring knowledge of the kind of civilization which the Americans are hoping to develop in the Philippines. The difficulty here presented is a real one, for it is not desirable that so large a part of the population as is represented by these small towns should be left long without being brought, either directly or indirectly, under the influence of American ideas. To remedy the existing state of things authority was given by act No. 446 to the municipal council to pay out of any funds in the municipal treasury not otherwise appropriated 40 pesos monthly toward the support of one young man and one young woman while attending a public

provincial or normal school. It is understood by the municipality furnishing the support authorized by this act that on returning from the normal school the persons in whose behalf these contributions from the municipal treasury have been made should become teachers in their several municipalities whenever their services might be required. In order to secure the attendance from these small towns of persons properly equipped to carry on the work of the normal school and to give promise of being effective teachers, it was provided that the appointment should be in the hands of the municipal councils, but that the principal of the provincial or the normal school should examine these persons at the end of their first month of attendance. If they passed this examination satisfactorily they might be retained as students, receiving the assistance provided from the municipal treasury, but if they failed to pass creditably this examination they should be sent back to their pueblo, and other more promising persons be appointed in their stead. Before the passage of this act information had been received from various small towns stating their desire to have the opportunity thus presented for providing themselves with properly instructed teachers. This act was passed so recently that as yet no information is at hand concerning action taken under it.

LANGUAGE OF THE SCHOOLS.

Fuller knowledge of the condition of the Filipinos with respect to language seems to justify the decision formed in the beginning to make English the language of the schools. The great majority of the Filipinos are ignorant of Spanish. This is particularly true of the children. Those who profess to be able to use this language have but an imperfect command of it. The native languages are numerous and so unlike that no one of them can be employed as the common medium of communication. There are no books in any one of them that could be advantageously used in a system of public instruction. The few newspapers that are printed in the native languages do not furnish all the intellectual guidance or stimulus needed by the inhabitants of the islands in their aspirations to be counted among civilized peoples. Of such papers there are only two in Tagalog and two in Visayan, but none in any of the other six dialects of the civilized tribes. Elementary books might have been prepared and printed in the various dialects and made the basis of primary instruction. Pupils having passed over this stage of their cultivation by this means would have found only a barren waste before them. There is no great advantage in learning to read in a language which offers nothing worth reading to those who have acquired the art. Children educated in the common schools with only such means as may be provided in Tagalog or Bicol have still practically no access to sources of information regarding the world. The limits of the province remain their horizon. They are shut out from the advantages enjoyed by their more fortunate fellow-countrymen who have had the means to enable them to acquire a language through which may be derived a knowledge of civilized society. The boy who grows to manhood knowing only a language without a literature finds that as the result of his training in school he has not the means for increasing his knowledge, and he very readily falls back into the mental darkness of the semi-savage state. The boy who in his school days has learned the language of a civilized nation, even if he has learned nothing else, has put himself in rapport with civilization. Aside from the practical circumstances of his life, it makes little difference whether he learns English, French, German, or Spanish, but it makes a great deal of difference whether he learns French or Tagalog, English or Bicol. The one makes him a citizen of the world, the other makes him a citizen of a province in the Philippine Islands. If the government were to make the local dialects the media of school instruction, a limited number of the more or less wealthy and influential persons would use the facilities which they can command to learn English for the sake of the additional power or other advantages it would give them in the communities to which they belong, and

these advantages or this additional power would tend to perpetuate the prestige and domination of the present oligarchic element in Filipino society. The knowledge of English which the public schools offer to the youth of the islands will contribute materially to the emancipation of the dependent classes and to the development of that personal independence which is at present almost entirely wanting in the great mass of the people, but which is necessary to the maintenance of a liberal government. It may, perhaps, be difficult to change the fundamental ideas of a race, but it is not very difficult, under proper circumstances rendered permanent for a considerable period, for children of one nation in the process of growth to manhood to acquire a complete practical knowledge of the language of a foreign race. The use of a vernacular dialect in the intimate relations of life and of a literary language in the commercial and public affairs is not uncommon. Practically all Filipinos who use the Spanish language in their more important concerns make at the same time more or less use of one or another of the local dialects; yet under Spanish rule no persistent effort was made to give the great body of the people opportunities for learning Spanish, and in many instances not only was no encouragement offered to the acquisition of a knowledge of this language, but positive hindrances were put in the way of acquiring it. The effort of the Americans to give to the Filipinos a knowledge of English is in marked contrast to the policy carried out by some of the European nations in their oriental possessions. This effort has been met by considerable enthusiasm on the part of the people, and, considering the brief period during which schools have been maintained, has produced noteworthy results. The pupils in all the schools where American teachers have been stationed are able to receive instruction in English, and in the larger towns most of the Filipino teachers have acquired sufficient knowledge of English to enable them to use it successfully in their teaching. The 150 Filipino teachers of Manila, as students in the recently established branch of the Manila normal school, and the students of the normal school itself, use only English in their recitations and reports.

INDUSTRIAL EDUCATION.

The progress of industrial education has met, and will probably continue to meet, with certain obstacles in the Philippines. The people have been accustomed under their earlier instruction to regard education as a means of putting themselves in positions where manual labor is not required. Hitherto the Filipino youth has looked upon the instruction of the schools as a means of preparing him to become a teacher, a civil officer, a clerk, a lawyer, a physician, or a priest. That phase of education through which the young man expects to become a skillful workman has lain almost entirely below his horizon. This is not so much a fault of his race as it is a fault of the nation under which he had been a subject for three centuries. Spain has impressed upon the Filipinos her lack of appreciation of honest work and that higher form of skill which comes from systematic education.

EDUCATION OF THE MOROS.

The Moros, like the Igorrotes, manifest little or no desire to place themselves under the civilizing influences which the government may exert. Their religion appears to satisfy their present needs, and they show no inclination either to accept or tolerate any other. Occupying some of the richest lands of the archipelago, they appear to have abundant food, and whatever excitement is needed to contribute to their happiness they find in the intertribal conflicts which mark their history. For generations they have been as they are, and they see no reason why they should be plunged into that uncomfortable stream which we call progress. The knowledge of the wisdom and traditions of their ancestors apparently satisfies them. Instruction among them, to be successful, must start from their point of view, and the instructor

has to exercise great care not to do violence to their traditional ideas. In accordance with this view, teaching among the Moros on a limited scale has been undertaken in two schools, one in Zamboanga and another in the island of Jolo, but at present the Moros are not manifesting any considerable eagerness to be taught by Americans. Like many other people in the rudimentary stage of social development, they entertain an exaggerated idea of the importance of their power and popular wisdom. As long as they remain in the delusion that they are invincible, it will not be possible by any system of instruction to break the authority of their inherited views. No change is likely to be made in these views except as a consequence of recognizing the physical superiority of some other people. The education of the Moro must, therefore, follow his awakening to an appreciation of his feebleness as contrasted with the powers of a civilized nation.

LOCAL SELF-HELP IN EDUCATIONAL AFFAIRS.

It is possible that if no other consideration has been taken account of in the development of the schools and the construction of school buildings, much more might have been accomplished if the funds and forces at the disposal of the insular government had been used more freely. By reason of many generations of subjection to a strongly centralized administration, the Filipinos have failed to develop the spirit of local self-help and the sense of local responsibility in the municipalities and provinces, and in view of the fact that the government here established provides for a certain degree of self-government in the municipalities and provinces, it was recognized that it would be desirable to stimulate the sense of municipal and provincial responsibility as far as this could be done without sacrificing the present too much to the future. It was manifest that the people were especially interested in education and were willing, in many cases, to make extraordinary efforts to secure proper schools. By allowing them to understand that American teachers would be furnished wherever suitable accommodations for schools were provided, the spirit of local pride was in a measure aroused, and in many cases the municipalities have made noteworthy efforts either to build suitable schoolhouses or to repair those which had suffered some years of neglect. Evidence of the beginning of a healthy activity in this respect comes from various quarters. The Commission, in act No. 74, indicated that \$400,000 might be spent in building and equipping schoolhouses, but only a very small part of this has been actually used, and in view of the improvement in the finances of the provinces it is not probable that large sums will be required by them from the insular government.

INSTRUCTION IN AGRICULTURE.

The organization of the school of agriculture provided for by act No. 74 has been delayed with a view, if possible, to bringing it into connection with the proposed experimental sugar plantation in the island of Negros. While this project was under consideration and investigations were in progress to determine the proper plans for such a plantation, it was impossible to fix definitely the site of the proposed school. Finally, in view of the large amount of work devolving upon the general superintendent of education, and in view of the fact that the bureau of agriculture would have constantly in its service a number of experts who might be used for some part of the year as instructors in the school and at other times carry on their various investigations, it was determined that the school of agriculture proposed for the island of Negros should be placed under the bureau of agriculture, and the government farm at La Granja was selected as its site. While thus the school of agriculture is placed under the jurisdiction of the bureau of agriculture, arrangements have been made by which certain teachers in the provinces will be employed to cooperate with the bureau of agriculture in making various experiments and in gathering such information as may be useful in promoting knowledge of the agricultural conditions of the

islands. At the same time the law establishing secondary instruction in provincial schools provides for the extension of the curriculum beyond the ordinary course of high-school instruction and makes it embrace not only commercial subjects and manual training, but also normal-school instruction and instruction in agriculture, which means that the provincial schools may on a larger or smaller scale, as the authorities of the province may determine, carry on instruction and experiments in such branches of agriculture as may be supposed to be adapted to the conditions in the province in which any provincial school is established.

COMPULSORY SCHOOL ATTENDANCE.

Hitherto it has not been thought advisable to carry out any general system of compulsory attendance on the public school. At the outset of its deliberations on the subject of free public education the Commission took up and carefully considered the question of the desirability of adopting a general law compelling the attendance of children between certain ages either at public schools or at private schools of recognized standing. For lack of schoolhouses and teachers it was impossible to accommodate all the children of school age either in Manila or in the provincial towns. If, therefore, a compulsory school law had been passed, it would have been impossible to carry it out. In many of the municipalities the municipal officers would have been likely to interpret it as meaning compulsory attendance at a public school, and might therefore have interfered with the freedom of teaching which has been approved, provided that teaching fulfills the condition of a certain standard. Moreover, on account of the poverty and the unsettled condition of the population, a compulsory school law would have imposed a real hardship on many parents and placed an embarrassing obligation on the officers of the government. Such an order issued by the insular government might very well have removed from the local authorities the opportunity to consider this subject independently. Under existing conditions the question of attendance at the schools has been brought to the attention of many of the municipalities and they have had an opportunity to exert their local influence in the matter, thus stimulating their sense of local responsibility. This opportunity of the people of the town to act on a project in which they are vitally interested has furnished another occasion in which to develop the spirit of self-help, and this although the towns have not the legal authority to pass ordinances making education compulsory. However, the town has been, in some measure, able to reach and affect this question by the development of a local public opinion in favor of public education. In the course of time it will probably be found desirable, when schoolhouses shall have been constructed and a sufficient number of teachers trained, to pass a general law affecting this question, either making attendance at schools of a certain standard generally compulsory throughout the archipelago or authorizing the provinces or the municipalities to legislate on the subject.

NIGHT SCHOOLS.

The night schools were originally organized in Manila in September, 1900, for the instruction of persons who had passed beyond the age when they could be expected to attend the primary schools. These were chiefly young men who wished to learn English that they might use it in their business or in clerkships. Filipino teachers also attended these schools to prepare themselves for the contemplated change from Spanish to English as the language of instruction. When the pupils had acquired a sufficient knowledge of English to enable them to use it with some degree of facility in their studies, the curriculum of the night school was made to embrace certain subjects that had a practical value for those in attendance. Some of the schools introduced bookkeeping, stenography, typewriting, and telegraphy, and more of them history, arithmetic, and geography. They have been attended by young men wishing to enter the civil service in order to acquire the necessary knowledge of English,

and by persons already in the service to fit themselves for promotion to the higher grades.

The immediate and striking success of the night schools in Manila seemed to warrant their introduction into the towns in the provinces. In a large number of places, therefore, where American teachers were stationed, night schools were established and taught by one or more of the day-school teachers. These schools were attended by members of all classes, including the municipal officers and sometimes the governors of provinces, as well as by young men and young women living in the town. They have exercised no little influence in giving the more influential classes ideas respecting the methods and purposes of American education. There have been employed in the Manila night schools many persons not otherwise engaged as teachers, such as persons with the requisite attainments regularly engaged in the civil service, while in the provinces the night schools have been almost exclusively taught by American teachers regularly engaged in the day schools. The demand for night schools, both in Manila and in the provinces, has been strong and constant, and the teachers have been willing to teach in them for a compensation of \$15 a month for three nights in the week. During the past year nearly 500 teachers have taught in these schools, and nearly 20,000 pupils have been enrolled. Two thousand and fifty-seven of these have been in attendance in the night schools of the city of Manila.

To correct what appeared to be an abuse of the system, the commission provided by law that no night school should be maintained in the city of Manila, or elsewhere, at the public expense in which the average attendance was not at least 25 pupils over the age of 14 years. This section was introduced into an appropriation bill passed on the 14th of July, 1902. This required average attendance was found, after a brief experience, to be too high, particularly in the provincial towns. When therefore the law of October 8, making extensive changes in the organization of the system, was passed, the provision of July 14 was repealed and 15 fixed as the required average attendance. The salaries of the teachers in the night schools, except in the city of Manila, are paid by the insular government. In Manila the expenses of maintaining the night schools are borne by the city treasury.

SCHOOL OF TELEGRAPHY.

With the establishment of peace and the withdrawal of the bulk of the soldiers from the islands, the military authorities are ready to transfer the telegraph lines to the city government. In order to be able to undertake their operations the government has found it necessary to make special preparation for the training of a considerable number of Filipinos to become operators. For the purpose of providing this force a school of telegraphy, as a department of the trade school, was opened in Manila on February 12, 1902. The instruments were provided by the Signal Corps of the Army. The opportunities afforded to young men by this instruction were clearly seen, and a considerable number of pupils were enrolled at once. At present there are 74 in the school. Of this number 15 are already able to act as operators in offices. When brought into the service they will be enrolled in the constabulary, since the bureau of constabulary will have charge of the telegraph and telephone lines in the islands. The need very soon of a larger number of operators than will be provided by the Manila school has led to the establishment of two other schools, one at Vigan and one at Iloilo. The school at Vigan is expected to train Ilocanos who may become operators in northern Luzon, the school at Manila to train especially Tagalogs for service in central Luzon, while the school at Iloilo will provide instruction for Visayans who will be able to take charge of the stations in the southern islands of the archipelago.

MUNICIPAL, PROVINCIAL, AND INSULAR SUPPORT OF SCHOOLS.

While the public school system as at present organized provides for primary and secondary instruction and for certain special schools, as yet no important step has been taken to make provision for higher or university education. This form of instruction in a very short time will be imperatively needed, since the students from the provincial schools of secondary instruction will have completed their courses, and many of them will require opportunity for further study and training. While it may be desirable to send considerable numbers to the United States, where, under the actual conditions of life, they may acquire a knowledge of American civilization, yet for the great body of Filipinos there must be provided in these islands all the opportunities for education which they will ever be able to enjoy. A university, therefore, organized to supplement the instruction given in the provincial schools will be demanded by the Filipino youth. They will need to be taught not only in those legal and historical subjects which will tend to enable them to comprehend and aid in the administration of the government under which they live, but also those practical sciences, such as civil and electrical engineering, chemistry and its numerous applications in manufacturing, and the various forms of mechanical work which lie at the basis of the material progress of the country, and such an institution it will be the duty of the government in the very near future to provide.

[From report of Fred W. Atkinson, General Superintendent of Public Instruction for the Philippine Islands.]

THE YEAR'S WORK.

The past year has been a busy one, and the educational movement has gone forward with great strides in spite of many difficulties entirely fundamental in character.

Briefly, the tangible results since October 1, 1901, are:

A deputy division superintendent has been appointed for each province; 926 American teachers, including division superintendents and deputy division superintendents (the maximum number at any one time) have been engaged in school work, and thus instruction in the English language has been provided for in about 1,838 schools, in which it is estimated over 200,000 children are enrolled; 400 night schools for adults and those unable to attend during the day have been opened; high schools have been established in 23 provinces, with an enrollment of over 1,500; an enormous quantity of schoolbooks, school supplies and a few thousand modern school desks have been distributed. Through the efforts of the division superintendents, whose duty it is to appoint native teachers, salaries of Filipino teachers have been increased, and a definite announcement has been made to them that the American teachers are here not to displace them, but to prepare them to take charge of their own schools. The Filipino teachers have received daily instruction in English, and in addition to this, when they have progressed sufficiently with the language itself, have been taught the common branches and the methods of teaching these. Vacation normal courses have been conducted in the various school divisions to train the native teachers. Courses in normal instruction are now provided for in the provincial high schools. Industrial instruction has not progressed rapidly, but the industrial school in Manila has at present a steady attendance of 149. Industrial instruction in rather an elementary way also forms a part of the regular work of the provincial high schools. Plans for trade schools in Benguet, Lepanto-Bontoc, and Paragua provinces are maturing, furthered by a regular appropriation for this work which is now available. As a means of preparing the Filipino for work in the signal corps, telegraphy is now a branch taught in the Manila trade school. The present number pursuing this branch in day and evening classes is 85. An art course has been

arranged for in connection with the Manila normal school as a preliminary step, it is hoped, to the establishment of a school of fine arts in the future.

Every portion of the archipelago has been visited by some member of the bureau and the peculiar conditions and special needs of these localities investigated. Circulars of inquiry have been sent out to the provincial governors, presidentes, superintendents, and teachers, and a mass of valuable data is accumulating. The needs and conditions of the different provinces, and in some cases the different parts of a province, have been studied carefully in order that the greatest amount of good may be given to those whom we have been set the task of educating. Transportation is an important factor. Very inadequate are the facilities of getting about in this archipelago, made up of several hundreds of islands, extending from north to south over about 15 degrees of latitude.

The church and religious affiliations, the seasons of harvesting, the customs and notions that have been handed down for centuries, and last, but not least, the natural inertia of the people, are all conditions which must be reckoned with and most carefully considered, necessitating different methods, different work, and different sessions in the school year in order to obtain the best results.

The following table gives some of the more important data concerning school divisions:

Number of school divisions.....	17
Estimated total area, square miles.....	114, 792
Number of elementary American teachers in the field.....	790
Number of American teachers en route or awaiting transportation.....	39
Number of secondary American teachers.....	40
Total number of American teachers and division superintendents in the field.....	847
Number of Filipino teachers appointed by division superintendents.....	2, 625
Total number of Filipino teachers (estimated).....	3, 400
Size of teaching force, American and Filipino.....	4, 247
Number of children enrolled in day schools (more than).....	200, 000
Night school enrollment of past year (estimated).....	25, 000

THE FIELD AND THE WORK.

THE FIELD.

To give a complete survey of the field and the many factors which enter into the school problem would be very interesting, but would necessitate much time and space. A few extracts from reports will be given, showing in a measure some of the difficulties and the diverse features of the problem. As the center of the archipelago, and the portion most cosmopolitan in its make-up, work in the city of Manila is summed up as follows:

There are employed in the Manila public schools 48 American teachers. Of these, 5 are engaged in grammar school work with Filipino students, 9 are employed in the American grammar school, 1 is employed in the Chinese school, and the remainder are employed with Filipino teachers in the elementary schools.

Of the Filipino teachers employed in the city 80 are men and 64 are women. Two of them are engaged in giving instruction in drawing; 1 of the women is a leper and is engaged in teaching the inmates of the San Larazo leper hospital. In addition to the foregoing, 2 Chinese are employed in the Chinese public school on Calle Asuncion.

There are maintained in the city 38 schools, including the American grammar school and the 2 grammar schools for Filipinos. In a few instances 2 schools are located in the same building, and the number of schools is therefore greater than the number of school plants, there being 30 of the latter.

On account of the prevalence of cholera at the opening of the schools on June 16, 1902, and its slow abatement, also on account of antagonistic ecclesiastical influences exercised during vacation, the schools did not receive the desired matriculation, but, contrary to the records of the preceding year, the number of matriculants has gradually increased, so that on August 30, 1902, there were enrolled in all the schools 3,044 students.

The following extracts from report by the division superintendent of the provinces of Ilocos Sur, Union, Lepanto, and Benguet may be considered as fairly typical of the diversity of conditions and difficulties throughout the archipelago. This division includes not only some of the most thickly settled and progressive portions of the country, but also includes some of the uncivilized tribes, the education of which presents difficulties greater than the work among the American Indians.

People.—The principal inhabitants of this coast plateau [of Luzon] are Ilocanos. They own, occupy, cultivate, and control the greater portion of the arable land in Ilocos Sur and La Union. Along the base of the mountains are a number of small barrios or "rancherias" containing Tinguianies, perhaps three thousand in number. Here we also find perhaps two thousand Igorrotes and less than two hundred Negritos. The latter are harmless, nomadic, and are rapidly dying off.

Ilocano.—The Ilocano, I consider, is the most desirable native in Luzon. He is kindly, domestic, not unreasonably ambitious, and seems well disposed toward Americans. While possessing perhaps less energy than the Tagalog, he more than supplies the deficiency by being satisfied to remain at home, till the soil, and educate his children. In the last report of the Manila Normal I notice that Union Province is more strongly represented in its classes than any other province in the Archipelago.

In general physical characteristics the Ilocano does not differ from the rest of the coast people. His face is more pleasant than that of the Tagalog and his stature is perhaps a trifle greater. The home life of these people is peaceful and pleasant. There are, as in all countries, the two classes, rich and poor. Here, as in most countries, the rich man rules and exacts from the poor; but here, unlike the custom in many countries, the rich support the poor in time of need. The mendicant is seldom turned from the door. The common "rice paddy hombre" may feel reasonably certain that some of the good things of the fiesta will find their way to his table. These people are Christians, and have a language and grammar of their own. Spanish is spoken fluently by only the best educated class. In many sections people speak nothing but Ilocano. Their morals are reasonably good. In their dealings with each other they are honest. In method and business instinct they are certainly not American, but much of our criticism is unjust because based upon an imperfect knowledge of conditions and customs.

Perhaps the best quality possessed by the Ilocano is his peaceful disposition. He is not a warrior by choice. During the days of Spanish rule the Ilocano provinces were quiet and easily managed. Our own experience has been similar. The fighting which was done here was really forced upon the people by their warlike neighbors from the south. It is stated by Spaniards that during a former insurrection practically all Spanish troops were taken from the Ilocano provinces, the natives not being disposed to cause trouble.

The people commonly included under the term "Ilocano" may be divided into three classes. The first, and I believe the most substantial class, consists of the pure blood natives. The next class in point of desirability is the Spanish-mestizo. The third class, and the one with which I have experienced greatest difficulty and the members of which show least inclination to accept the American idea, is the Chinese-mestizo.

The pure-blood native Ilocano is a rather sturdy individual. He is satisfied to work and confine himself to practical things. His ability is not less than that of the other two classes mentioned, as is shown by the advancement made by the native children in school, as well as by the business and professional ability of men of this class who hold prominent positions in the provinces.

The Spanish-mestizo seems to have so much of history and tradition inseparably connected with him that he is able to acquire new ideas only after a thorough course of forgetting.

The Chinese-mestizo is an exceedingly difficult fellow to manage. He combines the keenness and stolidity of the Chinaman with the smoothness and secretiveness of the native. The combination is not a particularly pleasant one. The greater portion of the trouble that Americans have experienced in these provinces has been caused by this class. * * *

The capacity of Tinguianies for education is unknown, schools not yet having been established among them. My impression is, however, that they can learn easily. The Tinguanie is not an aggressive person. He does not impress me as one who would contend strongly for his rights. This is perhaps the reason why he clings to the low foothills between the Igorrotes and Ilocanos. He is satisfied to be allowed to remain alone. His face, though pleasant, indicates a lack of the aggressive element necessary for a successful contest among opposing races. * * *

Towns.—The provinces of Ilocos Sur and Union are somewhat overpopulated. All through these provinces the people are collected into centers having an average population of 10,000, with an average distance of 4 miles between centers. These towns are practically all built along the coast wagon road, which follows the general direction of the coast line and runs the entire length of the division. The towns are built upon the plan which is general throughout the islands, the poblacion or central pueblo regularly laid out, usually containing good brick or stone buildings, and barrios scattered all around the center.

My impression is that the towns of Union are generally more prosperous than those of Ilocos Sur. This is partly due to the fact that this province was not so impoverished by war as was Ilocos Sur and partly to the fact that the soil of Union is deeper and richer.

Schools.—The progress of school work in the coast provinces during the past six months has been entirely satisfactory. Presidentes, with a few exceptions, are interested in school work, and every town has a comfortable schoolhouse, fairly good furniture, and a compulsory school law. Local school boards have been organized and are proving helpful. The last vestige of church opposition has been removed. In almost every town the padre is actively interested in school work. In several towns padres assisted at opening of school after vacation. In some towns church bells are rung so as to serve as calls to school. The people seem genuinely interested in the work, and have evidently accepted the idea of English as a common language.

The most valuable work in this direction has been done in the night schools. With few exceptions the attendance in these night schools has been made up of the principales of the town. In many towns the entire municipal government, presidente, vice-presidente, treasurer, and consejales have attended. In this way American influence is brought to bear upon a class of people which can not be reached in any other way. Classes for business men are contemplated in a few towns.

School attendance is strong and steadily increasing. The complete organization of schools is being perfected, and in most towns the school is the central feature. Almost without exception American teachers are deeply interested in the work. Only one complaint of dissatisfaction with station has reached me. In this case the teacher, who complains of heart trouble, wishes transfer to station with another teacher. This transfer has been recommended.

Native teachers are generally satisfactory. The exceptions are the old ones who come down to us from former times, and whose retention is necessary because of popularity in community. Progress made by younger teachers is remarkable. Some of them speak English almost perfectly, teach like Americans, and are full of ambition. In another year many of these teachers will be qualified to take charge of schools. The normal institute was particularly helpful to these teachers. Teachers' classes also assist materially. * * *

I am of the opinion that the greatest improvement which has been effected in school work in this division during the past six months is in the case of native teachers, particularly those of the barrio schools. I found a great majority of these teachers absolutely worthless. Many of them, while regularly appointed, had never seen an American, and had no idea of the proper manner of conducting a school. Not 5 per cent of them understood a word of English or showed any disposition to learn.

This condition has been radically changed. The American teachers almost without exception deserve great credit for effort in this direction. Teachers' classes have been organized in the central pueblo, and native teachers have been compelled to attend and study. A knowledge of English is rapidly becoming an indispensable qualification. Teachers showing no disposition to learn are dropped. The country is full of desirable young men and women eager to teach.

I wish particularly to commend the work and attitude of American teachers in this division. From the beginning I have accorded them the greatest degree of latitude consistent with good conduct. In hardly any case has this been abused. They have worked hard and effectively. Perhaps the best results have been accomplished in the direction of organization and conciliation of antagonistic elements among the natives. The greatest effort has been expended upon organization. The endeavor has been made, and with general success, to make the school the strongest and most fashionable institution in the town. In order to accomplish this it has been necessary to work in a number of directions. In the beginning I proceeded upon the assumption that all padres, presidentes, and ilustrados were antagonistic, but necessary to our success. Indifference is the worst we have encountered from the common "gente."

The above-described condition has been entirely changed. The work of conciliation has been ably performed by the teachers. As before stated, padres are with us. Presidentes are not so favorable generally, but are assisting us materially. Their activity in enforcing compulsory school laws has gone far beyond expecta-

tions. Our hardest work has been with the "ilustrados," particularly Chinese-mestizos. For a long time they were disposed to stand aloof and criticise. This disposition was not apparent in Vigan. I am pleased to note that during the month of June the boys' school of Vigan has added to its rolls more than 100 of this class. Great gains have also been made in provincial towns. The following increases during the month of June are so great as to deserve special mention: Vigan, boys, 127 to 293; Magsingal, 286 to 358; Santo Domingo, 158 to 315. * * *

The only solution of the problem of education in the mountains which I can offer is the industrial school. One of these is to be established at Baguio, Benguet; one at Cervantes, Lepanto, and one at Bontoc. In these schools the elements of an English education should be taught, but only to make possible the teaching of more important things. Our endeavor should be to impart simple practical knowledge. I believe the future of the Igorrote should be properly confined to his little farm. In him I see no possibilities beyond. Business and professional men of all kinds may reasonably be expected from the coast people. I believe that the best we can do for the Igorrote is to make him better satisfied with his present occupation.

[Another report reads:]

The conditions in Sorsogon Province are not so favorable. There the country is unsettled, and the indications are that it will remain so for some time. In general throughout the province the schools are in rented buildings, and these are very inferior to those of Albay Province. There are no roads throughout the country, and money is quite scarce, hence repairs will be slower than in other provinces. The anting-anting brigands are still active, and at the present time the country is much stirred, owing to recent attacks on different towns. This makes the outlook for next year's work rather dark, as I am assured that if the present activity continues it will be unsafe for teachers to remain in some towns. During my visit to the province a town in which I was spending the night was attacked by fanatic bolomen while I was there, but they were driven off, leaving some dead and wounded and five of their number as prisoners. Since my return I am informed that a party of Filipinos in the constabulary was set upon and literally cut to pieces by the bolomen. Notwithstanding these conditions, there is no complaint from the teachers of that province.

The newly elected governor of Sorsogon, Señor Monreal, is apparently much interested in schools, and I have reason to believe that he will live up to his statements. The former governor was unpopular throughout the province, but the new governor seems to have the confidence and respect of all parties. He has pledged his sympathy and helpfulness, and already has done much to help us.

The province of Ambos Camarines is probably in a worse condition than either Albay or Sorsogon, for while those provinces are wealthy in hemp, Camarines must depend almost entirely on the cultivation of rice. The recent death of nearly all the carabaos and cattle has left the province in a bad condition financially. Great poverty exists among the people in some sections, and this has somewhat interfered with the attendance of the children at school, as they have been compelled to assist in the struggle for bread. Apart from this the results have been very satisfactory. All of the civil officials, and practically all of the military officials, from General Grant down, have personally expressed to me their high appreciation of our work.

The character of the buildings used for schools is probably below the average of other provinces, and in some cases we can hardly hope for much improvement for some time to come, as many of the municipalities can not raise enough money to keep up their running expenses. * * *

The people of this and the other provinces, as a general rule, are very anxious for schools, and many cases where parents have made sacrifices to send their children to school have come to my own notice, and I am confident that they appreciate their privileges.

For the benefit of those who wished to study English and could not attend the day schools, night schools were established throughout the division and at first were well attended, but the attendance gradually fell off until most of them had to be abandoned for lack of interest, but I think this is not due to any fault of the American teacher. * * *

The moral tone [of the American teachers] is on a high level, except in a few cases. I have heard rumors of some immorality, but have no reliable evidence, except in one case and this case was soon adjusted.

I have personally found teachers smoking in the schoolroom, and I am informed that one at least of the American teachers is gambling continuously with the padre of his pueblo, but I could not find reliable proofs, although I am reasonably satisfied that it is a fact.

Some of the Filipino teachers have made excellent progress, but a few of them

are so old that they are beyond the age when it is easy for them to take up a new language. Some of the best of these teachers have been recruited from the advanced pupils and they are very diligent in their work. * * *

In Albay and Sorsogon provinces it is very difficult to secure good material for teachers. The salaries that the municipalities can afford to pay are, in many cases, much less than they could make in the hemp market, and consequently they are loth to accept appointments as maestros.

In general, they are studious and courteous. They are attentive to their duties and show an interest in learning English, and usually reflect the American teachers in methods of teaching. They have arrived at the place where they are a valuable aid to the American teacher in the English work.

Very little opposition has been shown by those who are supposed to be opposed to the introduction of American schools. Only two cases of open opposition have come to my notice. In one case an ecclesiastical official spread untruthful statements abroad, and in the other case a person pinned upon his door some seditious statements about the American Government in general and the schools in particular. He was placed under arrest, and is now at liberty under heavy bail to appear before the next session of the court of first instance.

The people at large are wholly in sympathy with our work and speak in the highest terms of the work that has been done.

Upon our arrival here we heard almost no English, but everywhere now one is met with greetings in English, and the parents are delighted with the work of their children. In the most remote towns, in passing through the country, one is surprised to hear conversation among the children in English, or the strains of "America," or "The Star Spangled Banner."

[Extract from Governor Betts's report.]

At the time the civil government took charge of affairs in this province there were two schools organized in each province, one at Ligao under the supervision of an American, and the other at Tabaco under a native instructor. Since the organization of civil government there have been established from one to three schools in each organized municipality throughout the province. Twenty out of the 27 organized pueblos have their schools now under the supervision of American instructors.

The greatest enthusiasm prevails among the people in all the pueblos where American instructors have been detailed, and the problem that at present confronts the municipal governments is that of providing adequate accommodation for the schools, the attendance invariably being in excess of the capacity of the buildings in which the schools are held. In nearly every pueblo in the province there remain the ruins of what was once an excellent school building, but which apparently has been abandoned for some years. These buildings were invariably of stone, the walls of which are still in an excellent state of preservation and could be reconstructed into excellent school buildings.

Some idea of the enthusiasm created in some of the pueblos by opening American schools can be had from the fact that in several pueblos temporary buildings have been constructed by contribution labor in order that there might be ample room to accommodate the pupils. The wonderful progress made by these little people during the short time they have been in school seems incredible, and I do not believe there is a brighter and more enthusiastic lot of little students in the world than can be found in the public schools of this province. The greatest credit is due the American teachers for the excellent manner in which they have conducted their work and for their own excellent deportment.

TEACHING FORCE.

The accompanying table shows the number of schools in each division and province throughout the archipelago, together with the total number of Americans and Filipinos engaged in teaching on the 1st of July, 1902. The number of native teachers includes those formally appointed and under American oversight. That these figures are lower than the real number is evident; the latest report from the island of Marinduque showing 32 teachers (native) actually at work, where the present list shows but 4. Owing to the prevalence of cholera and the delay in reopening schools in many provinces, division superintendents have not reported native teachers unless sure of their being actually at work during the present school year. The total number of Filipino teachers will probably be found to be about 3,400.

Division superintendents.....	17
Division clerks	14
Department superintendents	36
Schools	1, 838
Native teachers	2, 625
American teachers.....	806

[The foregoing includes the nautical school at Manila with 2 native and 4 American teachers, the normal and the trade schools at Manila with 13 and 5 American teachers respectively, and the agricultural school at Negros with 1 American teacher.]

PROGRESS OF THE WORK.

During the past year the issuing of books in Spanish for the use of the public schools has been discontinued, and everywhere within the radius of the influence of the American teachers instruction has proceeded in English, and text-books in arithmetic, geography, and other studies are furnished in English. For some of the barrio schools, removed from the influence and oversight of American teachers, limited use has been made of Visayan-English, Ilocano-English, and Tagalo-English primers, to make the transition more easy. The instruction in Spanish has been to a large extent superseded by instruction in English, and except in the high-school courses will not be taught in the public schools.

A great advance has been made in the comprehension of the nature of the people and the children, and in methods of handling them to obtain the best results. One division superintendent has had much success in his handling of school problems, and one of his methods is thus reported by him:

I have adopted the plan of calling all presidentes in the province to the provincial capital for a discussion of school matters before the provincial board. In Union Province such meeting was attended by remarkable success. Presidentes were brought before a board composed of the provincial officials and the division superintendent. At this meeting the treasurer, the governor, and the division superintendent were present. The entire meeting was devoted to a discussion of schools and school matters. The division superintendent presented to the meeting all matters which he considered as of importance concerning schools. The treasurer stated his position upon these matters in very plain language. I have already described to you the manner in which the governor acted.

In the larger part of the field the weekly school holiday has been changed from the middle of the week, as was customary in Spanish times, and now comes on Saturday, as customary in the United States. The week is thus less broken up and better results are obtained.

In some places the old custom of separate schools for boys and girls has been overcome and boys and girls attend the same school. As this custom grows and becomes more general, it will be possible to effect a saving in teachers, as separate teachers are now required in some cases where the size of the classes is such that they could be consolidated under one teacher if the prejudice did not exist.

FILIPINOS TO THE UNITED STATES.

During the past year a number of Filipino young men have gone to the United States, either under the care and protection of returning army officers or at their own expense, to obtain higher education. One of the teachers of this bureau, during the long vacation, took two young men to his home and placed them in school in Pennsylvania, where they are to remain for three years, the teacher guaranteeing their expenses and their safe return to these islands. The teacher who showed his confidence in this manner has returned to these islands with his bride and has again taken up the work of instruction.

It has always been the opinion of the general superintendent that a selected few of the best young men in these islands should be sent to the United States, not alone

for the academic education which they can receive, but for the broader and more impressive education of daily life in the United States, in contact with its greatness and activity. Educational institutions in the United States will eagerly cooperate in such a work, and parents in many cases could contribute toward the payment of expenses. An appropriation for the partial payment of the expenses of such young men would be money well invested in its results when the young men return to these islands.

MANILA NORMAL SCHOOL.

This school occupies the central position in the educational movement in these islands, and its work is of vital importance in carrying out the policy of supplying thoroughly trained Filipino teachers to take charge of the schools throughout the archipelago.

After some preliminary work the Manila normal school was organized by Dr. E. B. Bryan, its principal, on September 1, 1901. It was at that time provided with rooms in the municipal school building in the Walled City, the same building being also occupied by the Manila grammar school, which held its sessions in the forenoon, thus reducing the normal school to afternoon sessions only. During the remainder of the school year sessions were held from 2 to 5.25 p. m. Five courses were given full time and two courses part time: (1) English expression in its broadest sense, reading, writing, and talking; (2) geography; (3) American history; (4) arithmetic; (5) science.

Music was taught two days and art three days each week, the subjects alternating on the programme.

The total enrollment up to January 1, 1902, was 310 pupils, of which number 18 only were females. The average enrollment was 220, with average attendance of 202. The ages ranged from a minimum of 16 years to a maximum of 28. The instruction was given by 11 American teachers—4 men and 7 women. Twenty-four provinces were represented by the pupils.

The necessity for a suitable building received careful consideration, and during the long vacation the large buildings on the exposition grounds in Ermita, a mile south of the Walled City, were repaired and fitted up for the use of the normal school. On the 16th of June, while the cholera was still prevalent in the entire country surrounding Manila, the present school year was begun. The prevalence of this dread disease, which has hampered all school work, was especially felt by the normal school, preventing the attendance of pupils both in Manila and from the remoter provinces.

The present buildings have accommodations for about 500 pupils, and sessions are held forenoon and afternoon. Good physical and botanical laboratories are ready for use and the apparatus for the same is arriving.

In spite of the handicap mentioned, the total enrollment since June 16 has been 330 pupils, and on the last day of August 270 were actually enrolled, with an average attendance of 265 for the month. Of the 270 pupils, 70 are young women. Letters from a large number of presidentes indicate that the attendance will reach 500 at the opening of the middle term, October 1, on account of improved conditions as to cholera and the consequent removal of local quarantine restrictions and restrictions upon travel.

Fourteen American teachers furnish instruction in English, arithmetic, geography, American history, Filipino history, algebra, physics, botany, and music and art.

The instruction in music and art is being given by the normal school in place of a separate school of fine arts which it is hoped will be established in Manila at a later date. One teacher gives full time to music and another full time to drawing. All students are required to take one year of music and they are also permitted to take two years in addition to the one required, and many are availing themselves of this opportunity. At present the work is limited to vocal music and voice culture.

In drawing, the students are also required to take one year. The work of this year is planned with a twofold purpose in mind—to give the student skill in illustrating his daily work when he takes up his work as a teacher and to give him a basis for the more advanced work. Students are encouraged to take more than the required work if they show especial skill or fondness for it. At present 7 students are pursuing special lines with surprisingly good results. These students have passed from charcoal work to color. A class of 20 is ready for the work in charcoal. The students are taking great interest in this work and are showing considerable capacity for it. Classes in wood carving will be started as soon as the science hall is ready for use.

The course of study for the Manila normal school is designed to be a four-year course, and during the last two years it is the plan to bring to Manila the pupils who have successfully accomplished the two-year normal course in the various provincial high schools, these courses being especially designed and laid out by the principal of the Manila normal school for that purpose.

THE NORMAL SCHOOL COURSE OF STUDY.

First year.—1, oral expression (reading and talking with special emphasis on difficult sounds and combinations); 2, arithmetic; 3, elementary geography; 4, history of the United States; 5, drawing; 6, music.

Second year.—1, reading (the purpose being to develop rapidity in interpretation, fluency in expression, and a taste for good literature); 2, arithmetic; 3, physical geography; 4, Filipino history; 5, nature study; 6, hygiene, physiology.

Third year.—1, algebra; 2, political and commercial geography; 3, general history; 4, botany; 5, physics.

Fourth year.—1, geometry; 2 (*a*) United States history, (*b*) civics; 3, zoology; 4, chemistry; 5, professional work (observation and practice in model school).

For the benefit of Filipino teachers in the city of Manila normal training classes which all native teachers are required to attend have been organized. These classes meet every afternoon from 3 to 5 in the municipal school building, Intramuros.

This school is under the direction of the normal school principal. The daily management of the school is in charge of Mr. E. W. Oliver, principal of the large Victoria grammar school (American and Filipino), which meets forenoons from 8 to 12 in the same building. The classes are taught by American teachers employed in the public schools of Manila. Daily instruction is given in arithmetic, English, civics, geography, and hygiene.

Thus the Manila normal school marks the culmination of the efforts for the training of Filipino teachers, which were necessarily begun in a crude way by the instruction of each for an hour every school day by the local American teacher; then followed by systematic instruction during a month or six weeks in provincial institutes during the long vacation; further advanced and placed on a more substantial foundation by the work of the provincial schools in their normal courses, and completed and made thorough by the central school at Manila.

Short as has been the time improvement is already felt in the elementary schools where teachers with but a little training in the Manila normal school have been appointed. Too much, however, must not be expected, for the full benefit of such a course can not be obtained for several years, and among the first graduates there may develop a lack of efficiency due to insufficient preparation in such rudiments as are the common possession of all American school children, but are just being introduced in these islands.

NAUTICAL SCHOOL.

A nautical school was opened in Manila, December 15, 1899, with an attendance of 22 pupils. The school is designed to educate young men for the merchant marine service. Owing to the mountainous character and small size of these islands, trans-

portation by water must always continue to be the principal and almost exclusive method. This school is intended to fit Filipinos to take control of their own shipping instead of permitting it to be controlled by people of other nationalities.

At the beginning of the present school year the attendance, especially from the provinces, was subject to the same curtailment on account of cholera as has been noted in other secondary schools. In spite of this, however, on August 31 there were enrolled 73 young men, and the percentage of attendance for the month was 87.7. The pupils represent about 20 different provinces.

The school is under the supervision of Lieut. Commander John J. Knapp, U. S. Navy, and has a teaching force of 4 American teachers and 1 Filipino instructor. The school was last year divided into four classes instead of three, and the scope of the instruction has been much extended. The attendance of the three upper classes is very good, and the attendance of the fourth class improves after the first three or four months. The school is now in good running order. Two full months of work have been completed, including the regular monthly examinations. The upper classes show good progress since the opening of the year, and the new fourth class has some promising material. New classes in physics, nautical astronomy, general history, and United States history have been formed this year.

The instruction during the first year includes arithmetic, English, geography, and drawing. That for the second year, English, algebra, geometry, geography, and drawing. That for the third year, English, history, geometry, plane trigonometry, physics, mechanics, geography, and drawing. During the fourth and final year, the pupils are instructed in spherical trigonometry, nautical astronomy, navigation, seamanship, hydrographical drawing, general and United States history, and English. All classes are instructed in practical seamanship three times a week.

For the course in practical seamanship a mast has been erected in the school grounds and fitted with foresail and topsail. The pupils are frequently drilled at this to make them familiar with the nomenclature and the handling of ropes and sails. It is impossible, however, to get sea experience from this, and it is greatly to be desired that the school be provided with a school-ship at as early a date as is practicable.

During the long vacation the pupils of the most advanced classes have been placed on commercial ships for actual experience in their future profession.

The first object is the Americanization of the students in language, habits of thought, manner of performing work, and general moral principles. The next object is the technical education in seamanship, navigation, and kindred subjects. In view of the fact that the students had little, if any, satisfactory primary training before their admission to this school, it is deemed that very encouraging progress has been made.

The respect for authority and the physical development of the pupils are not unprovided for. Each school morning at 8 o'clock they are required to form in front of the school building and remain uncovered while the United States colors are hoisted. After this they are given twenty minutes "setting-up exercise." This drill, together with the exercise obtained by handling the sails and spars, has greatly improved the appearance and bearing of the students. As further means of discipline, the students are formed, between recitation periods, by the officer of the day and are then marched to their several recitation rooms by their class leaders.

The school hours are from 8 until 1. This time is divided into six periods of forty minutes each, with five-minute intervals between the periods. The two larger classes are divided into two sections each, so that each instructor has during each period an average of 12 students. At the beginning of the school year the number of instructors was 5—2 American and 3 Filipino. There are now 5 instructors, 4 of whom are American and 1 Filipino, and in addition thereto the superintendent has taken direct charge of the instruction in navigation.

The methods of instruction, system of marks and records, and the discipline of the school are based on those of the United States Naval Academy at Annapolis. A card system for the keeping of marks and records has been introduced during the present year. Monthly and semiannual examinations have been held. Monthly reports of the efficiency and conduct of each pupil have been sent to the parent or guardian, and have also been posted in the school building, that both students and instructors could see the results of the school work.

All the instruction in the school at present is given in English, with the exception of that in the class room of the remaining Filipino teacher. The change of the school language from Spanish to English has been an important step, and it is deemed that American methods, particularly in seamanship and navigation, are more direct, and in addition thereto the students are absorbing the wished-for American method of thought and action.

It is recommended that three or four recent graduates of the United States Naval Academy be secured as instructors for this school, that larger and more suitable quarters somewhere near the water be provided, and that a dormitory system be arranged for. The whole course should be extended and enriched and the discipline should be stricter.

MANILA TRADE SCHOOL.

The Manila trade school has at present 136 pupils, divided into classes as follows: Telegraphy, 74; drawing, 60; English, 57; carpentry, 29.

Of this number, only 23 come from the north side of the river Pasig, showing very conclusively that the great body of Filipinos are not being reached in the efforts to give them a knowledge of modern industrial work.

The beginning of trade-school work in Manila has been delayed and hampered by many obstacles, some of them very unexpected. The Filipino people as a class, after years of Spanish rule, have the idea firmly embedded in their minds that manual labor is degrading and beneath their dignity. This is strikingly shown by the enrollment in the classes in telegraphy and drawing as compared with the very few in the carpentry class.

The location of the buildings assigned for use of the trade school is bad, in that it is far removed from the working class of Filipinos, who can not pay for transportation and who will not walk long distances. The school should be moved to a new location in a Filipino industrial center, either in Binondo or Tondo.

Cholera, as in the case of all other secondary schools, has played an important part in decreasing enrollment and attendance.

It has been impossible to purchase in this city a sufficient number of tools for the use of the various classes and for distribution to industrial classes in provincial high schools. Orders for tools to be purchased in the States have been subject to very great and annoying delays.

The status of the various classes is given in the following quotation from the report of the principal, Mr. Ronald P. Gleason:

Carpentry.—Up to the latter part of July we had four sets of carpenter tools and a few extras. They were a makeshift and hardly suited to the needs of the Filipinos. Since the arrival of the tools from the United States much more has been accomplished. The number of pupils taking this work to-day is 29.

Drawing.—No drawing tools or supplies came until about the middle of July, so that up to that time nothing was accomplished. There are 60 pupils in the drawing classes at this time.

Telegraphy.—The outfit for this department, with the exception of the tables and chairs, was furnished by the army. In order to make this a practical course the printed blanks and books for the keeping of such records as the student will be obliged to keep in any telegraph office in the Philippines have been ordered. There is great need for a few typewriters, for in the modern telegraph office a typewriter is almost as necessary as the telegraphic instrument, and the students should have practice in using them. Seventy-four students are taking this course.

Plumbing.—The tools for this work have arrived, but the classes in telegraphy now occupy the room set apart for this work. It is intended to move the classes in telegraphy to the north room of the northwest building. This room is now stacked full of lumber. A building is now being put in condition for the lumber, and the room will soon be cleared so that the classes can be established in plumbing.

English.—The teacher who is to take charge of the plumbing work is at present engaged the full time in teaching English and mathematics to all who desire it. Many do not wish to study these branches here, as they go to the evening school and prefer to devote their full time to practical work. Fifty-seven attend these classes.

Blacksmithing.—Requisitions for tools and supplies for this work were forwarded to the insular purchasing agent early last March. After many delays they were returned with the request that they be cut down. At this time all the funds had been withdrawn, and there was no appropriation available. The teacher who will take charge of this department is here. Neither room, tools, nor supplies are ready, but his services will be required in assisting in the drawing room and elsewhere.

Electricity.—The requisition for this work suffered the same fate as did that of the above. A teacher has been appointed to take charge of this course, but it is doubtful if he comes from the States. * * *

Evening school.—As soon as possible after receiving the necessary tools and supplies evening classes in drawing and carpentry were started, two teachers giving their services five evenings a week. There being no possibility of receiving, under the new night-school attendance requirement, any pay for services rendered, the classes were kept open only three nights a week. The classes in drawing averaged for a number of nights over 20, and with an enrollment of 33. Since the rains have begun the classes are not quite as large. The rain is not the only damper, however, for there are not lamps enough properly to light the room. Immediately after the passage of the appropriation bill for the present quarter a requisition was put in for 10 Parker lamps or their equivalent, so that there might be light enough in all the rooms. Up to the present time no lamps have been received.

The classes in carpentry have never been over 10. There should be evening classes carried on in connection with the trade-school work for the accommodation of a class of people who can not attend school in the daytime, but it does not seem fair to have the teachers give their services when the school day is fully occupied with the regular work. Under the present law that seems to be the only way if they are to be kept open.

EMERGENCY NORMALS.

In the provinces of Pampanga and Bataan, the supply of competent native teachers being insufficient and the ordinary daily instruction of teachers not materially assisting to fit aspirantes for these vacancies, small normal schools were opened at San Fernando, in Pampanga Province, and at Balanga, in Bataan Province. At the former school the attendance became nearly 50 within a week of starting, and the school continued in successful operation under the instruction of two American teachers until the long vacation. The school in Balanga had an enrollment at the same time of 25, and the work in this school was continued under the charge of one American teacher until the vacation. Since the vacation, during which the cholera epidemic prevented the holding of the vacation teachers' institutes in these provinces, the normal schools thus begun have been continued as integral parts of the provincial high schools established in these towns at the reopening of school work. These schools, it may be noted, although organized to supply purely local needs, were the first regular normals to be organized outside of Manila.

VACATION NORMAL INSTITUTES.

To obtain a sufficient number of fairly efficient native teachers to supply the demand, and to teach them English and give them training in American methods, has been one of the most pressing needs of the school work. In pursuance of this plan, all American teachers have devoted one hour per day to this work, giving instruction to all native teachers within a convenient distance. While this work has been effective in its way, the necessity of assembling native teachers in larger bodies for more advanced work has been given much attention by the general superintendent and the division superintendents. In a small way the work was

commenced during April and May of 1901, by vacation normal schools in Manila, Iba, and Laoag.

During the past year the arrival of large numbers of trained American teachers enabled plans to be made for much more efficient work during the long vacation, which in most provinces came during the months of April, May, and June, although some of the provinces had vacations at earlier or later dates on account of local conditions and needs.

The long vacation consisted of twelve weeks, during at least four of which the vacation normals were in session. In some cases the institutes were held at the beginning of vacation and in some provinces in the last month. The general idea was to have one such instruction school in each province, in special cases to be divided or consolidated, as conditions required. One large institute was planned for the entire island of Panay, but the impossibility of getting reasonable transportation and accommodations for the native teachers while attending the session, and the insular government not being able to furnish funds for this purpose, smaller schools were held at Iloilo, Capiz, and San Jose.

It should be remembered that the work along this line, while successful both in numbers and results, was performed in the face of difficulties of transportation, communication, and health which can not be conceived by a person not familiar with these islands. Just at the close of schools the cholera had broken out in Manila, spreading rapidly to the provinces, and for a time threatening not only the vacation work, but the regular school work at the recommencement of schools as well. In an ever-widening circle the scourge has spread, until at the present time the Visayan group (Panay, Cebu, Negros, and Bohol) and the Ilocos provinces, in the north of the island of Luzon, are the provinces most afflicted. The schools for San Fernando, Malolos, Baliuag, Balanga, and Dagupan—in the most thickly populated parts of the archipelago—were forbidden to open, and it is estimated that the attendance at these five schools would have been nearly 1,000. Other schools were severely cut in attendance, or the term was shortened, by the same cause. The mail and transportation service (slow and unsatisfactory at best) was doubly crippled by the quarantines which were enforced on all travel, both by land and sea.

[Notwithstanding the foregoing drawbacks, the statistics of these vacation institutes show that there were 300 American and 2 Filipino teachers engaged in the work at various dates, with 4,389 pupils, and an average attendance of 3,986.]

Necessarily much difference existed in the programme for these schools on account of the varying number of instructors, and more especially because of the limited capacity of the native teachers and aspirantes attending. In the smallest schools the subjects taught were arithmetic, geography, history (general, United States and Filipino), English conversation and grammar, school methods and management. In addition to these, the larger and more advanced classes also received instruction in physiology and hygiene, botany, nature study, applied psychology, drawing, music, and civil government.

In these vacation institutes the common branches were taken up with a view to teaching the subject-matter, and illustrating, as far as possible, correct methods. Filipino teachers or candidates were often called upon to take charge of classes and teach subjects designated by the American teachers, criticism being invited from the other students upon their work and method. In some schools certain principles of pedagogy were illustrated and students were encouraged to discuss them in the English language.

An effort was made to discourage belief in a number of popular fallacies; as, for instance, the value of translation methods and the use of Spanish and Tagalog in the schools. Music, drawing, and physical exercise were also taught where a teacher was available for the purpose.

The division superintendents and principals in charge of these schools report a very noteworthy interest on the part of the pupils, who entered into the work with enthusiasm and displayed a commendable spirit of eagerness and friendly rivalry. The school work during the few months elapsing since the beginning of the schools for the present term shows a very fair increase in efficiency and interest as a result of these institutes.

In some divisions classes for conversation, to which were admitted a limited number, were held every afternoon after the regular hours. This was optional and proved very successful. Each American teacher met from 8 to 12 Filipino teachers, the object being to cultivate the habit of free and easy conversation. Subjects of conversation were chosen largely by the students, but it was always to be something worth talking about and in which all had a lively interest.

Many students who attended these normal institutes did so at great personal sacrifice. It was soon apparent that many who had come would not be able to continue through the month for lack of means. Many of the native teachers had received no salary since January 1, and only a comparatively few were paid up to date. Aspirantes, as a rule, were in a still worse condition, having no money and no hopes of receiving any soon. In Cebu a teachers' organization was formed, a contribution was made by the American and native teachers alike, the needs of the less fortunate were relieved, and 84 pesos were left in the treasury for the next year. The amounts paid to aspirantes and teachers are to be returned whenever they are able, the fund thus becoming self-renewing.

In many of the schools young men and young women studied together. At first many questioned the advisability, as it was a radical departure from the custom of keeping the sexes separate during school work. The young women hesitated to enter the classes with the men, but after the first few days all embarrassment passed away and they were generally agreed that there was great advantage in the arrangement.

PROVINCIAL SCHOOLS.

One of the most important parts of the work during the past half year has been the organization of provincial schools. Not alone is a free public secondary school an entirely new departure in these islands, but the organization of these schools has gone far toward impressing the influential natives with the idea that the American public schools are of interest to themselves as well as to the humbler people. The higher classes of Filipinos have a great love for the showy and ornamental, and while they prefer to send their children to a private school under the church authorities, yet the fact that the Americans are beginning to provide for the higher education—an education more complete and thorough than it is possible to obtain within the islands otherwise—is having its effect, and when it is possible to announce a free American university at Manila it is believed that the primary schools will reap much benefit in increased attendance of the children of the better class of Filipinos.

The foundation for the provincial high schools has been laid by the division superintendents during the past year; grammar classes were organized in public schools in several large towns under municipal support, but accepting pupils temporarily from other towns, and when in March of the present year an act was passed giving provincial boards power to provide for the erection or renting of buildings for such schools, and to provide funds for the other expenses, the division superintendents were nearly ready to make their definite recommendations and select their teachers in order to get the schools started in time for the beginning of the present school year.

The amount of work connected with the organization of these higher schools can not adequately be described. It has been absolutely new work. Everything had to

be created and provided. The American teachers and the text-books were furnished by the insular government, and the buildings, native teachers, furniture, and all other equipment by the provinces. The division superintendents, almost without exception, spent a large part of their vacation in assisting in the organizing of these schools and getting action by provincial authorities. Up to September 1 twenty-three provincial high schools had been organized:

The course of study for these provincial high schools, while necessarily not uniform, provides academic, normal, commercial, industrial, and agricultural courses, the purpose being to fit students for the higher educational work of a general nature; to prepare for the university work to be offered later in Manila; to prepare Filipino teachers to carry on successfully the work of education; to educate for clerical positions, and to fit for the trades and agriculture. The academic course will include all the branches usually taught in grammar and high schools in the United States, with the addition of Spanish, for which there is still a large demand. As a rule, the teacher of Spanish will be a native of these islands, and as fast as the best teachers can be properly educated and imbued with American methods of teaching they will be used in many of the teaching positions in these schools.

A letter received from one of the most active and best division superintendents at the time these high schools were being organized summarizes well the attitude of the people toward the educational movement:

I am forced to believe that the high school will be the strongest weapon we have and will cover the weakest spot in our defenses. The primary schools are all right; I feel safe as to them. In the country we are drawing everything our way. In cities, where church influence and private schools are strong, a serious task confronts us. We have not yet reached the best class of students. They want education. They are not opposed to us or to our schools. They simply realize that we can not yet give them what they want. Some of them are in Manila in church schools. A few of them are in Manila in our schools. A great many of them are here in private schools. They came out to our normal and were among the best workers. The powers of the church here are strong, but latent at present. They are not working against us, but are watching us. I firmly believe that if we do not reach the class described church schools will be established. This would be a serious blow to our work, as this is a strong church town. I consider myself in a position to be posted upon this point.

The local institute represents the power of the private school. It has a fluctuating attendance, a curriculum embracing everything from elementary work to the history of philosophy. It is a self-supporting affair and is not on a very firm financial basis. This class of students do not need Spanish, but they demand it. I have been uncertain upon this point until recently. I now believe we should accept the situation. If we do not furnish a course in Spanish some one else will.

The principal of this institute is a man who would be in every way desirable. He is a finely educated man. He speaks and teaches Spanish and native dialect well. He is also a first-class Latin teacher. The ease with which he puts his dialect or Spanish into Latin is a revelation to us Americans. He has a strong following and is the brains and backbone of the institute.

As for American teachers for the high school, I feel that the best we have is none too good. Here, even more than at any other place in the field, we need an organizer. We must get out among the people and present our case.

The organizing of the school at Iloilo, where conditions were very favorable, shows the eagerness of the people for this class of schools, and mention is incidentally made of the paralysis temporarily imposed by the cholera:

I have the honor to submit the following report of the tributary normal school, organized at Iloilo on June 16 of this year.

The provincial board, being in full sympathy with the idea of establishing a normal school at Iloilo, rented an excellent building at a cost of \$125 gold per month and equipped the same with 200 school desks, teachers' desks, and is now having made 40 benches with a seating capacity of 300 pupils. The board has at all times shown a willingness to comply with any reasonable request for assistance.

Circular letters were sent to the presidentes in Panay requesting them to announce in their respective pueblos the opening of a normal school at Iloilo on June 16 and that pupils would be matriculated on and after June 2. The school was opened with

an attendance of 150 pupils. Matriculations were kept open until the enrollment had reached 288, representing 40 towns from Panay, 6 from Negros Occidental, and 1 from Romblon. Owing to the bad weather, very largely, the average attendance was kept down to about 250 for the month of August.

The greatest enthusiasm prevailed throughout the school among teachers and pupils. A literary society was formed, made up principally of the best pupils in the school, which has assisted very greatly in maintaining an interest and spreading the reputation of the school. Following out a suggestion made to the presidents, many pupils formed clubs for the purpose of reducing living expenses, and just before the outbreak of cholera arrangements were under way to accommodate 100 members with a Filipino and an American teacher in charge of the club. With the outbreak of the cholera about August 28 the pupils began to leave, obeying the urgent requests sent in by parents for them to return. On September 2, in compliance with request made by board of health, the school was closed until cholera situation was so well in hand that the danger was practically over.

As these provincial high schools draw their students from all over the province, and in some cases from neighboring provinces as well, provision has been made by the provincial or municipal authorities in many cases for dormitories for the pupils, or for the provision of suitable board and lodging at a reasonable price on the club plan. These arrangements are made by the provincial or municipal authorities, but the teachers of the school have general oversight of the quarters.

INDUSTRIAL AND AGRICULTURAL INSTRUCTION.

In some parts of the islands, particularly in the provinces of Benguet, Lepanto, Bontoc, Nueva Vizcaya, and in Mindanao, the nature of the tribes makes especially important the instruction along industrial and agricultural lines, rather than along the lines of ordinary primary instruction. Consequently the provincial schools to be established in these places will conform largely to these necessities. In many of the high schools these branches will be given as regular courses, but the work will naturally proceed along more advanced lines in the civilized and more highly educated provinces. The following extract from a letter in reference to the industrial work at Iloilo will give a view of the latter conditions:

In asking what courses should be included at the beginning, the consensus of opinion was that carpentry, blacksmithing, mechanical and architectural drawing, woodworking, and machinery should be put in at once. Special emphasis was laid upon the last. A number of business men said it was by far the most important, as at the present time it is necessary for the hacendero to send to Manila whenever a piece of his machinery breaks for a man to go out to his hacienda to see what is the matter, and thus is often caused a delay of days and sometimes weeks.

The editors in Iloilo make a strong plea for the immediate establishment of printing. They say that they have to send to Manila for Tagalog printers; that these Tagalogs refuse to teach the Visayans their trade, and consequently much ill feeling is aroused. They wish this taught their own countrymen as soon as possible. Its worth as an educational work will be great; however, it is not of prominent interest as are the courses in carpentry, blacksmithing, woodwork, etc.

A view of conditions in the Igorrote provinces illustrates the opposite extreme of industrial work. In forwarding plans and specifications for a building to be erected to accommodate a combined agricultural and industrial school for the province of Bontoc, the division superintendent gives this interesting information:

The province is entirely mountainous and reached from the coast by a single trail, passable for horses and in very good condition. * * *

The entire province is inhabited by Igorrotes. So much has already been written about the Igorrotes that I shall not encumber this report with attempts to describe their habits or customs. It lies within the scope of the report, however, to say that they are not in any social condition to be benefited by any attempts to educate them along the lines laid down for the more civilized tribes of Filipinos. They are centuries behind the other races in race development.

I think it would be wise, in entering upon a plan to educate the Igorrote, to take account of the backward condition of the race and adapt the methods to the needs. Their homes are wretched and filthy. Their habits of dress and eating are shiftless

and unsatisfactory from a civilized point of view. Their filthy personal habits can not but breed disease. Their methods of providing the means of livelihood are primitive. They are, however, industrious in a measure and their conditions may be improved by very simple industrial and sanitary instruction.

For this reason I believe the school suggested herein is the most feasible plan for undertaking their improvement. The plan recommended to build or establish in Bontoc, the capital of the province, an industrial school which will accommodate about 150 to 200 boys and perhaps half as many girls; to provide for the pupils to live at the school under the control of an American teacher who shall have the responsibility of their supervision, both as to their studies and their living, cooking, eating, clothing, etc.; to teach them by actual direction the better ways of living, possible under their circumstances, seems the most hopeful way of bettering them by means of education.

Their soil is productive and the climate is as good as any on the archipelago. Their chief products at present are rice and a kind of sweet potato. They display rather remarkable understanding and diligence in the cultivation of their rice. The tillable land is all in very steep and narrow mountain valleys. The Igorrotes have terraced the sides of these valleys, building up the sides of the terraces with stone walls and directing the small mountain streams into them in such a way that all the rice land is admirably irrigated. The sweet potatoes are cultivated on the sides of the mountains and are produced in abundance. The soil and climate are such as would make a great variety of products possible. There is already grown in various places a small quantity of cacao and coffee. There is no reason why live stock should not thrive, as there is an abundance of grazing and water.

The following is an extract from the letter of Mr. Smith accompanying the estimates for the school:

"There is much in the furnishing and equipping the school here that can be made in Bontoc by the boys and girls, and of materials that can be secured by the natives; the boys and girls can have the same things in their homes when they leave school if they so desire. In this line are the dishes and beds. We will have only to ask the Department to furnish us with knives, forks, spoons, blankets, and domestic (cloth). It is estimated that we will need 100 each of knives, forks, and spoons; 1,000 yards of domestic, 100 blankets, 2,500 yards of cloth for clothing, which could be made up by the school. I think nine-tenths of all the work can and should be done by the pupils of the school, and that everything should be made of material that can be obtained by the native and is within his reach in his present condition. It is my idea to have the school make as many as possible of the things needed and used, and to have the life of the pupil approach as near that of the civilized man as is practical for the Igorrote under the present conditions of the entire people.

"I think that the Department ought to be asked to furnish us with at least 50 sheep, 50 goats, 10 cows, 10 carabaos, 10 mares, and 10 pigs."

The variety of natives in Mindanao of the lower types of civilization gives rise to peculiar conditions and leads to a consideration by the division superintendent of the industrial work there, as follows:

I believe the introduction of industrial education among the regular Christian or Filipino population to be feasible, but attended with many difficulties, chief of which is the Filipino mental attitude toward work. The line of least resistance with the older pupils will run along the industries and occupations held in most esteem by their parents. These vary in different localities, but never include the work done chiefly by the pagans of the region involved—much less that done by the Mohammedans. In Cuyo Mr. Stone has found a satisfactory beginning in pottery, and I expect Mr. Tarbox to find this same line satisfactory in Cagayan. In other localities other industries will form the center. The cultivation of the soil should begin with the things the growing of which is esteemed by the people, even if this confines us to floriculture, as it will in certain localities. This can be followed with the introduction of new things, and in the course of time we may hope to reach the proper cultivation of standard crops, in one locality camotes (which can be indefinitely improved), in another cassava (which is far from its best development here), and so on, in each case adapting the work to the local needs. The work for the big girls is already laid out in most places, and consists in sewing, needlework, fancywork, and in some cases weaving. This furnishes a basis for a beginning. Girls also take an interest in gardening, especially flower gardening. The little children do not feel so much the home prejudices and they can be handled more easily. Pandanus leaf work will be found very interesting and valuable to them, if wisely handled. The simple weaving of mats will soon tire them; but the mat work can be made into an

endless variety of beautiful and useful things of which these people know little. Grasses and various fibers will be useful in similar lines and developments.

The "New Christians" have no prejudices against work, and they are anxious for help. All we shall have to trouble about with them is the decision as to what would be most profitable to them and how to give it them. They are very largely agricultural people, and their form of industrial education should be governed accordingly.

The various Moro tribes vary greatly in their manners of life, and consequently in their needs. At Zamboanga their work must be largely mechanical. In Jolo and the regions roundabout the mechanical and the agricultural elements should be combined. I am longing to get into the region of Lake Lanao, as I feel confident we can help the people there. Their needs seem from this distance to be largely agricultural, as are their tastes. But for the present we can do so little for the Moros that they hardly need be taken into account in forming general schemes for immediate action.

The pagans are nearly all agricultural peoples, although in other respects they differ greatly. We have done absolutely nothing for them as yet, and shall be able to do so little for the present that they, like the Moros, need not enter into our general calculations.

The first and most important item in the equipment needed is the mental equipment of the teacher. This applies especially to the American teacher. That teacher who fails to recognize in this the most serious and important work he has to do will hardly do anything worth the doing. Next to the attitude which will lead a teacher to give this work his most serious attention and constant thought is knowledge of the details of such work and skill with the hands. In most cases we must trust the Filipino teacher to furnish these, while the American teacher furnishes general guidance and enthusiasm. We shall have to bear in mind that the Filipino teacher shares the general Filipino prejudices on the subject of work, and needs encouragement to feel the importance of what he is set to do.

The equipment in the way of tools and apparatus required can not be determined till we know exactly what is to be done in the several localities. For pandanus and allied work the teacher ought at least to have a pocketknife worth a quarter—two or three such knives will be found convenient and useful. A few "Diamond dyes" will be required, but it will be possible to pay for these out of the product of sales of manufactured articles in nearly all cases. A sewing outfit, with such material as it will be necessary to buy, will average probably a cost, by the year, of 50 cents (United States) per girl; but the details of this requirement can be made out by others better than by me. A dozen mattocks or pickaxes, a dozen hoes, two rakes, and two spades will be found a fair outfit with which to begin gardening. Of course seeds, in addition to those to be found in the immediate neighborhood, will be needed soon. A pocketknife is a good tool with which to begin wood carving. Pottery work can be done without a wheel, but this latter will be found very desirable before the work has progressed far. Bamboo splints can be made into additional tools with the help of a knife only. Should clay work develop along artistic lines, as I have no doubt it will in some cases, essentially no additional tools will be required except those which can be made by the artists themselves. As to the necessary kiln for burning clay work, I shall have to refer you to Mr. C. H. Stone, who has had experience in that line in this division. Finally, let me express my strong conviction that it is very desirable, from the educational point of view, to do this work with the simplest practicable apparatus and tools, and to give preference to that which can be made on the ground with ordinary everyday tools.

NIGHT SCHOOLS.

Within the past year great progress has been made in the education of adult Filipinos in English and the common branches by means of the night schools which have been held throughout the archipelago. The first night schools were opened in the city of Manila in September, 1900, and they were so successful that with the establishment of regular day schools in the provinces in the first half of 1901 steps were taken to provide for night schools as well. The salary at this work was fixed at \$15 a month for conducting evening schools an hour and a half three times a week and is paid by the insular government. Outside of the city of Manila the night school-teachers were almost invariably the regular day teachers, but in the city of Manila the services of a considerable number of well-educated civil employees in the various government offices were obtained, together with some regular day school-teachers as instructors and principals.

The growth of these schools has been rapid, and at the end of the last school year in nearly every town where there was an American there was at least one night school. During the year ending with June, 1902, 484 teachers had taught night schools. Of the teachers who have separated from the service 71 had taught night schools, leaving approximately 413 individual night schools conducted for a longer or shorter portion of the school year. Of this number probably 300 had been in operation during the school year. The enrollment, being reported only to the division superintendents, is not accurately known at this office, but is between 15,000 and 20,000, with a high average attendance.

The city of Manila bears all the expenses of its night schools, including salaries of the American teachers. [A list gives the night schools of Manila during the last half of the school year just passed showing a total of 84 teachers, with 2,057 students enrolled.]

Some of these schools, notably the Victoria night school, teach higher arithmetic, geography, history, bookkeeping, stenography, typewriting, and telegraphy. In these advanced classes the Filipinos are being prepared for the civil-service examinations while at the same time carrying on their daily work as before. Already a considerable number have taken civil positions, their qualifications including bookkeeping, typewriting, and even stenography, and many others are working industriously toward the same goal.

In the provinces the instruction in English is the principal subject, and in connection with the learning of the language the common branches are taken up, both as a direct help in the teaching and as additional training. In this work the pupils are constantly drilled in conversation, and in reading, writing, and spelling the language.

The people attending these night schools represent every occupation, from the poorest field laborers to the presidentes, and even the provincial governors in two or three cases, all with a practical object in view in studying the English language. The interest shown in these schools by the older persons, less to be expected than in the case of children, is deep and continued.

[Letters quoted by Superintendent Atkinson show the difficulties the superintendents encounter. One writes as follows:]

The great weakness of the system of instruction as practiced in the public schools of this division is lack of supervision of the work of the native teachers. Each Filipino teacher has his or her own classes, sometimes in the same room with the American teacher, but more frequently in a separate room. The American has his own classes also, and his entire time is given to personal teaching, without intermission. True, the American may sometimes take the class of the Filipino, but in that case the latter takes in exchange the class of the former. Both are busy the entire time. The American teacher has no time nor opportunity to observe and criticise the work and methods of the native, and the native entirely lacks opportunity of learning by observation of the methods of the American. * * *

My solution of the difficulty is to relieve the American teacher of regular teaching, so that he will not be tied down to a class of children every moment of his time, and thus enable him to make his work supervisory. To do this it will be necessary in many cases to employ additional Filipino teachers. The American teacher then must visit constantly the different departments of the school, each of which is under a native teacher, carefully observe the work and methods of the latter, and make notes, either mentally or in writing, of the errors in speech, method, and management. In most cases he will not criticise the teacher before the pupils, but will do so in the teachers' class, or in some cases privately, after dismissal. At times, however, it will be necessary for the American to make a correction, tactfully and considerately, in the presence of the class. At times the method will be so faulty that the supervising teacher will politely request the class, and will proceed to teach the matter in hand by the correct method, the native meanwhile studiously observing the methods of the American. There may be certain subjects which the American teacher should teach personally, and if so, he can do so. * * *

The main point is to arrange it so the American teacher can teach as much or as little as the circumstances may seem to require from day to day, and devote the remainder of his time to careful study and supervision of the work going on under the native teachers.

AMERICAN TEACHERS.

No better presentation of the varied aspects of the teacher's life and work in this archipelago can be presented than the following paper on "The American teacher in the community," read before the American Teachers' Institute at Cebu, June 16, 1902, by John A. Staunton, jr., the deputy division superintendent for the province. It was particularly valuable on account of a large number of teachers being present who had recently arrived in the city of Cebu on the way to their stations. The conditions described may be considered as typical of the larger part of the archipelago, and the attitude of the writer is equally characteristic of the spirit in which the problems have been approached by the large majority of the teachers and supervisors.

* * * The American teacher comes to these islands not as a contract laborer but as a representative of the Government in one of its branches; he stands for all that is included in the word citizenship, and he is concerned with all that is human.

And he comes to educate. If there ever was a place where the schoolmaster's art has been thrown sharply into contrast with education in its true meaning it is here in the Philippine Islands under the Spanish Government. For the Spanish occupants of the islands, whether civil or ecclesiastical, never sought to draw out what there is in the native, but to put that into him which, like an embalming fluid in a corpse, would preserve him from corruption, indeed, but would never make him a master either of knowledge or of himself. The obvious advantage of this system from the Spanish point of view was that it postponed indefinitely the day when the Filipino would become master of his masters. Upon his arrival in Cebu a point of departure in methods of teaching may be profitably noted by the American teacher by attending a session in some barrio school where the Spanish system has not yet been discarded. The parrot-like recitation in concert from a text-book which admits of but little variation from this method will make the newly arrived teacher appreciate to the full the advantages he has to offer. Born of the contrast he will have a new enthusiasm for the object-lesson method; he will newly appreciate both its utility and its necessity. He will better understand that the servile work of a master in the old sense is not to be compared in dignity with the work of an educator, and that he is an educator. And so, believing in himself and his work, the American teacher will enter the community which for two years at least is to be not simply his residence, but more than likely the scene of a struggle against ignorance, conservatism, and indolence which will demand all of his knowledge, tact, and ability.

One Filipino community is very much like another, and yet, in respects, there is a very great difference. Nothing is more noticeable to one who travels about this island of Cebu, for example, than the conformity to a common type in the arrangement of most pueblos. A large church of stone, with tiled roof, faces a plaza in the center of the town. To one side, and frequently connected with the church by cloisters, is the convent, or residence of the clergy. On the other side of the church, perhaps, or at no great distance from it, stands the tribunal, the town hall of the municipality; and on the other side of the plaza the schools—one for boys and another for girls. In each town the elected officeholders—the president, vice-president, treasurer, secretary, and councilmen—officially regulate the municipal affairs, and, in perhaps the majority of cases, are themselves unofficially regulated, or at least largely influenced, by the parish priest who dominates the community very much as the church dominates its buildings. On every Sunday and festival the people, almost to a man, flock to church where the priest sings the mass. The parish priest alone among the residents of the pueblo enters every house and comes in direct contact with every individual; he marries, he confesses, he gives holy communion to each soul in the village; and in each household if there is not a birth with almost immediate baptism in the course of a year, there is at least a death with the necessity for immediate burial and the rites of the church. The padre necessarily dominates the town, and he will as long as the people are Catholics.

[After adding that it is no part of the teacher's business to attempt to disturb this relationship between priest and people but to recognize it fully and conduct himself accordingly, with all the tact he is capable of, the author proceeds to point out that there are differences between Filipino communities as well as uniformity. The uniformity in municipal government, in public and church buildings, and in religious observances throughout the islands is due, he says, to outside influence, while the differences in customs and habits between different communities are due to the natural characteristics of the natives themselves, who, as a rule, do not care to leave their homes and travel about, but prefer to remain isolated in their villages, content with their own ways, which thus become in a manner peculiar to each pueblo. He then goes on to say:]

Perhaps some one will be surprised, however, to learn that in making the circuit of this island of Cebu one will be accosted with several different forms of native salu-

tation, varying with the locality. One might think, perhaps, that the native clergy, who are always the best educated, would have the disposition to get away from their cures on extended vacations; but as the result of questionings put to them on a recent trip, it was learned that many, if not most of the parish priests, prefer to remain continuously at work in their pueblos for years after assuming charge. A trip even to Cebu seems to have little attraction for them, and attendance at fiestas celebrated in neighboring pueblos is all the travel that most of them desire. Where so little opportunity of comparison exists the extent to which local pride or shame can be made use of in encouraging effort is somewhat problematical, but I recall one instance where the flattering encouragement of a visitor worked wonders in developing enthusiasm for the schools.

The two persons in the pueblo with whom the teacher must be on good terms, if his work is to be a success, are the presidente and the padre. The presidente comes first, necessarily, in our enumeration; but it is a rare occasion when the padre comes last if there is any conflict of interests. If the American teacher is a statesman, he will before long have both of these men working for his interests in the development of the schools. If he is short-sighted enough, he may yield to his prejudices, and either leave the two greatest influences in the community unutilized or openly antagonistic. In the latter event, so far as that particular situation is concerned, the teacher is a failure, for the presidente and the padre represent the combined interests of the community. The presidente has been elected nominally by popular suffrage; that is, he is the choice of the people. If his election has been secured by any species of corruption, it amounts to the same, so far as the teacher is concerned, for an influence in the community which has been strong enough to put the man into office will be strong enough to hinder or help the American teacher and his school if the man so wills.

It is impossible to suggest beforehand the best way of getting the presidente to take an active interest in the school, if he does not have it already. Perhaps the best way is an indirect one. Study your man, and if possible gain his confidence and good wishes. His active interests in the schools is more than likely to be due to a personal liking for the teacher. But I am as conscious that my advice is about as valuable as that which runs, "The best way to kill a flea is to pinch it between the thumb nail and forefinger." If you can catch the flea you do not need the advice; if you can not catch it the advice will do no good. But one word is important, it seems to me, in dealing with all of these natives. If there is danger of friction which will work an injury to the schools, do not let the personal element enter into the dispute. We may safely show that we belong to a superior race, at least to this extent, that we refuse to entertain a quarrel with an inferior. Besides, to urge a lower motive, the teacher has no offensive weapon with which to carry a fight with the average presidente through to a successful conclusion, so he had better not begin it. He can afford, if necessary, to lay insults on the table, and to act not as he feels, but as he would advise another to act under the circumstances. I acknowledge that this is difficult advice, but the luxury of a quarrel with the first man in the community can not be afforded when the efficiency of the schools is at stake.

As is to be expected under present conditions, the attitude of the presidentes toward American schools and teachers will vary widely. In some pueblos the presidente will be a real Americanisto, in others his insurrecto tendencies will be hidden only sufficiently for him to continue in office. Where the former is the case the American teacher will be asked, no doubt, to take a more or less active part in municipal affairs. He will be asked about conditions, laws, manners—in short, everything American. In such a pueblo he has a great opportunity. He may be placed on the board of health or be instrumental in forming a board and getting the town cleaned up and kept cleaned; in getting contagious diseases segregated and so stamped out; in influencing the people to use proper water for drinking purposes and washing. He may be called upon to act as interpreter, as a teacher was recently in a case that affected the financial interests of the pueblo to the extent of thousands of dollars. In fact, there are many ways in which an American teacher may be so useful to a presidente who is friendly to American rule that he will be sure to be asked to take a prominent part in municipal affairs. But with an unfriendly presidente there is not much that the teacher can do until the attitude has changed. He has, however, a great opportunity in his night class to develop a pro-American spirit, and I would urge that wherever possible night classes be conducted (even by those teachers to whom the extra pay is no object) for the sake of the contact it affords with the earnest adult of life of the community. A teacher who is not wanted by the chief man in the pueblo can, in most cases if he uses all his opportunities, make himself needed by the pueblo itself before the lapse of many months of his residence.

While the presidente is the first man in the community in name, he is by no means the first man in influence, even in the majority of cases. The padre comes

first. This is a fact, not a theory. The condition must be faced by every teacher who enters a pueblo; and whether he is a Catholic or a Protestant he should know something of the peculiar relationship in which the Filipino padre stands to his flock. With religion, as such, the American teacher has no official relation while he is occupying his station. He may not use the public schools either to promulgate or to attack any religious system or tenets. But the religion of the islands he can not afford to be ignorant of. He will see the whole community flocking to the church, and with a persistence he would like to see displayed in school matters. He will see processions move past his schoolhouse and residence with a solemnity and dignity which may perhaps seem out of keeping with certain features which he may deem grotesque. There is evidently a force at work here stronger than he can ever expect to exert. It behooves him to understand what it is, and if possible to make use of it, and this can be done solely through obtaining the good will of the padre.

Consider for an instant what the padre is to the community. His name defines his position—he is a father to every man, woman, and child in the place. If the incumbent has only recently assumed his charge, at least the office has been permanent, and each successive priest enters into the whole spiritual legacy of his predecessor. He is a father, because every child born in that pueblo, without exception, has been brought to the church and there born again into the spiritual family—the church—by the act of this priest or his predecessor, who baptized it. This makes the padre the spiritual father not only to the child in the schoolhouse, but of the presidente and of all the municipal officials. Once in a while the padre has a wayward child, but rarely one who denies this relationship. The padre of the pueblo may be a young man and the presidente an old one. The old man will be found kissing the hand of his young father in God. Doubtless many of you have observed this as often as I have. Not only does each person in the pueblo recognize the parish priest as his father, but he goes to that father in confession more or less frequently throughout his entire life. He believes that he can receive the official declaration that his sins are remitted only through that channel. It is not my purpose to go into a disquisition on Catholic theology, but to show the strongest influences at work in the Philippine Islands—the influences of the church. After confession those who have been given permission to do so approach the altar to receive that food—the body and blood of Christ—which each, to a man, believes necessary to insure his everlasting life. There is not one in the whole pueblo who either dares or wills to die without it. If one is sick or in danger of death, the priest takes this food from the church and carries it to the sick man's house, that it may support him on his journey into the other world. The priest, then, is regarded, so to speak—not disparagingly—as having a monopoly of the necessary spiritual food, without which the population will starve. Do you see how this gives power? And because this belongs to the people's religion you are prevented from publicly combating it, whatever may be your own personal belief, and I hope you see the logic of my advice that non-Catholic teachers should refrain from covert attacks upon a system which is all but universal in their pueblo and powerful enough to make their schools either successful or failures.

Before we meet the padre we ought to know further that every marriage in the pueblo is contracted before him in the church; that he buries the Christian who dies in the faith in the consecrated ground of the cemetery, under the shadow of the big crosses, and that the reason the people flock to church in such numbers on Sundays and holy days is because the priest there offers the great sacrifice of the mass, which calls Christ to earth again each time it is celebrated, and avails for the salvation of the living and the dead.

But here comes our padre. Let us stop our theological talk and meet him. He is big and fat, or he is little and insignificant, or again he may be, as is often the case, a very well appearing man indeed. But he is the padre in any case. He is dirty and slovenly in personal attire, or he is clean shaven and neat. Never mind; these things do not touch his official position; he is still the priest. Rumor has it that his morals are not of the best; that there are children who are his by other than spiritual generation. It amounts to the same; he is nevertheless both the padre and the priest. If he is personally vicious and corrupt, so much the worse for him. The penalty of his sins he must bear alone, like any other mortal. His duties do not lessen, the validity of his official acts is untouched. The church says, "Once a priest, always a priest, even in hell." Here is the whole clew to a relationship which to many Americans and to all non-Catholics seems so incomprehensible.

But Padre Juan or Padre Francisco is welcoming you warmly to his pueblo; he is calling to his muchachos to bring tobacco and something to drink; or, if it is near dinner time, he is ordering an extra place for you at table; and more than likely he has asked you to make the convent your place of residence until you can find a suitable house. Ought this hospitality to be spurned, ought this offer of friendliness to be lightly treated because you have always been opposed to the system this man

represents, or because you have other personal beliefs, or even because you have heard tales about conduct on his part which would not be tolerated in New England? It is to be answered "no" to every one of these questions. You are sent to that pueblo in a public, not in a private, capacity; as an American citizen, not as a missionary. Your own private life, and not the padre's, is your personal concern; and it is your duty to make your school a success by using every legitimate available means. With the padre as your friend you are almost sure of success; with the padre working against you you are nearly sure to make a failure; or, to state it too mildly, your success can never be complete.

And be sure the padre, with all his outward politeness, is not yours until you have won him. He is watching you, be assured, in your work, to find just what is to be your influence upon his spiritual children. To the padre comes all information in the pueblo that he cares to receive. Your only safety is in what, anyhow, is of real obligation, by the terms of your appointment—a strict neutrality when in school and a close reticence when out. And, more positively, a cultivation (with judgment and tact) of cordial relations with the padre which will make him personally your friend. I can not go into details as to just how this can best be achieved, but I may throw out the hint that a candle placed in the window of your house when, on some fiesta, the whole pueblo is decorated and the procession is to pass by, will go a long way toward placing you in favor. And be assured that the padre will know it. It is a narrow man, indeed, who would fear he would compromise himself by the act.

If I, who am not a Roman Catholic, may, without offense, say one word to the many teachers in this division who are Americans of that faith, I will add this: I have heard from one or two of you criticisms so strong of the ecclesiastical system here as to make me think that perhaps away from home the practice of your religion is irksome. If you maintain this attitude, there is sure to be antagonism between yourself and the padre. But think what a special opportunity you American Catholics have of reassuring these people and of reconciling them to American sovereignty. You are of the same faith. The Spanish type of Catholicism has prevailed necessarily in the past. Your underlying faith is essentially the same. The abuses which some of you object to are peculiarly Spanish. They are even now passing away. If by the quiet practice of your religion, and, if the opportunity offers, [in] your conversations with the padre, you can illustrate the genius of American Catholicism and get the padres to catch the spirit of it, you will have done a great work indeed—a work no less for your country than for your church. * * *

One word in conclusion shall be a plea that the American teacher in the community will, in contrast to some other Americans whom the Filipino is obliged to meet, stand for personal fair dealing. It is a pity that every American who comes here should not be inspired with the high ideals which represent the spirit of America. There are constant opportunities of taking unfair advantage of the native. Even now worthless trinkets are being unloaded on the natives of this island in exchange for hard-earned money. The other day a little piece of jewelry (if it can be called that) worth 25 cents was sold to a native for \$20 (Mexican). Another native showed me a watch for which he had paid \$10 (Mexican). It was an Ingersoll dollar watch! Transactions such as these make one ashamed of one's countrymen. I am glad to say that the receivers of the money in neither of these instances were teachers, but the fact that they were Americans shows how a great labor is before us, for the Filipinos have not yet been taught by the object-lesson method that we love our neighbors as ourselves. * * *

APPOINTMENTS.

During the summer of 1901 it became apparent, from the number of declinations of appointments received at this office and from the unfilled quotas of various educational institutions to which appointing power had been given, that the number of 1,000 teachers would not be attained without additional appointments, and accordingly the applications on file were carefully examined again and additional appointments made. Many excellent teachers, wives of teachers arriving under appointment, were also appointed after their arrival in Manila, as well as a few men and women after passing the examination prescribed for candidates applying in these islands.

Up to these appointments no attention had been paid to any qualifications except those of an educational nature, and appointments and authorities to make appointments had been distributed impartially, as will appear from the lists submitted with the last annual report. In September and October, 1901, however, lists of candidates

were submitted by high representatives of the Roman Catholic Church in the United States, and pressure was brought to bear to make appointments from these lists, on account of the peculiar religious status of these islands. Accordingly 3 division superintendents and 22 teachers were appointed from these special lists, this number including all whose educational preparation and teaching experience equaled those required of others who were appointed directly by the general superintendent. These appointees have arrived at various times and have been stationed without favor or prejudice. With this exception the administration of this bureau has been without any consideration of the religious beliefs of its employees.

Since the 1st day of January, 1901, 1,074 persons have been connected with this bureau as teachers or superintendents. These were American teachers, and the figures do not include the 2,700 native teachers, who are paid by the municipalities and records of whose changes are kept in the office of the division superintendents. The arrival of appointees from the United States constantly increased the teaching force from 765, as reported in September, 1901, until May, 1902, when the maximum number of 926 American teachers were on the rolls, including division superintendents and their deputies. This number has since steadily fallen off from death, sickness, and resignation, until on the 1st of September, 1902, there were 845 American teachers in the field.

Since January, 1901, 229 teachers have separated from the bureau for various reasons, as given in the following table:

Causes.	Women.	Men.	Total.
Deaths	1	14	15
On account of deaths	1	1	2
Sickness (self or family)	30	31	61
Local appointees (soldiers, wives, etc.)	28	41	69
Married	10		10
Appointed to civil positions		24	24
Commissioned as military officers		3	3
Dismissed or discharged		8	8
Deserted		7	7
Resigned:			
Good of service	3	8	11
Dissatisfaction	1	12	13
Business or general	1	5	6
Total	75	154	229

The local appointees were for a large part discharged volunteer and regular soldiers, wives and relatives of officers, and civilians, who were appointed here in the islands without contract, and largely for the purpose of temporarily providing a teaching force prior to the arrival of the trained teachers from the United States.

The matter of personal safety had almost ceased to be a question, for the teachers are not allowed to remain in towns which are considered dangerous; and, in fact, their work is a guaranty of protection, so highly do the people, friendly or hostile to American occupation, appreciate this work of education.

The civil commissary, from which teachers purchase supplies at reduced rates, has now been in operation for nearly a year. While there is some complaint, particularly from those who live in the remote towns, it is small; and the advantages accruing to them from this privilege are material. Branch supply stores have been established in the capital of nearly every province, and the methods in handling supplies are being improved and the transportation facilities bettered, so that the supply store promises to be of even greater benefit to the teachers in the future.

One of the difficulties resulting from the poor mail facilities throughout the islands is the serious delay which many of the teachers experience in receiving their salary checks. Oftentimes they are compelled to wait two and three weeks, and even longer, after the salary is due before they receive it. The hopeful side of the whole

matter is, however, that improvements are being made in the mail service, and the delays in delivery consequently are diminishing.

Coupled with this difficulty was the depreciation of the Mexican currency, in which the teachers were paid. The appropriation for the salaries of teachers is made by the Commission in this local currency; hence the disbursing clerk is compelled to make all checks payable in such money. All might have been well had the currency maintained its former ratio of \$2 Mexican to \$1 gold, but, on the contrary, it depreciated regularly. The postal authorities refused to accept it in payment of money orders on the States, and then the teachers were in a serious difficulty. Many of them had families at home dependent upon them, and others had incurred debts which they had to meet.

To endeavor to equalize the ratio, the Commission fixed the legal ratio of Mexican currency to gold at \$2.10 to \$1 for the first quarter of 1902. The postal authorities, moreover, accepted the local currency at this ratio to the amount of \$50 gold per month from all civil employees. The commercial ratio, however, continued to increase rapidly, and for the second quarter of the year the ratio was established at \$2.27 to \$1; but almost immediately the parity was lost, and at times the commercial ratio was \$2.50 to \$1. The post-offices were forced to refuse Mexican currency at any ratio in order to protect themselves, and the situation for a time was very embarrassing. Gradually the ratio fell off, and with the beginning of the third quarter the ratio was established at \$2.35 to \$1, and, although this rate was only fixed positively for ten days and is subject to change at any time to preserve the ratio, yet it has remained steadily at that figure for nearly three months, until to-day the government ratio is a few points better than the commercial ratio, and the teachers and other civil employees are in a position to regain some of their losses during the first half year. The post-offices now accept Mexican currency in practically unlimited quantities from civil employees at the established ratio. The failure of Congress to pass legislation regarding the currency of these islands has been largely responsible for the peculiarly trying and unfortunate position in which all government officials and employees have been placed, and the Philippine Commission has exercised its full power to do justice to all.

The transportation difficulties at the present time cause serious delay in receiving school supplies—a condition which obviously militates against the best results in the work. Teachers oftentimes are compelled to wait patiently for weeks for books and material and make the best of inadequate tools and equipment on hand. It is not a question of having no books or other supplies, but of getting the additional ones needed.

The plan was adopted, whenever possible, of making the local presidentes responsible for the transportation of school supplies from the nearest post to their towns, and, in other cases, that of placing the respective deputy division superintendents and teachers in charge of supplies shipped after these had arrived at the port nearest their destination. They were authorized to hire bull carts for transporting the goods to the towns for which they were intended. Thus by both the presidentes and the teachers, and in some cases still by the military authorities, the transportation of the supplies receives attention.

Conditions are much better than a year ago and the time taken by goods en route is shortening daily. With the arrival of the fleet of steamers now in course of construction in China, moreover, for the transportation of civil property, decidedly better service is expected.

The work done by the American teacher is in part supervision, but in large part regular teaching. He looks after the school work in his own town and oftentimes in the neighboring barrios, instructs the native teachers daily in English and in other studies, spends a part of his own time in teaching the children, and has charge of

all property and supplies. The native teacher devotes all his time to school management and teaching the children.

For the purpose of gaining impartial opinions of the effect created by the American teachers in their respective towns a letter was sent to the chiefs of the constabulary, provincial governors, and others whose knowledge was considered valuable asking their opinion as to the effect created by the American teachers and any criticism, favorable or otherwise, together with suggestions concerning the work.

The replies were without exception almost flattering. In every case the teacher was reported as doing excellent work, not merely in the special field of teaching, but in the broader way of introducing American ideas, in raising the standard of home life, in preparing the natives really for self-government, in dispelling feeling against Americans, and hence aiding in this work of pacification by showing the people the best we have to offer.

It is needless to quote the numerous letters which have been received in answer to this inquiry. The following letter from Mariano Trias, governor of Cavite Province, is especially interesting as giving the view from the native standpoint:

Before saying a word on the subject, I thought it better to await information from the municipalities of the province, since they have local school boards and are therefore able to furnish me true data.

Of the work, behavior, and interest shown by the teachers in teaching, I have the pleasure to state to you that there is no complaint against them; on the contrary, I am informed that, judging by the improvements made in the English language by the children of both sexes, an agreeable success on this subject in the public schools is soon expected.

As regards the instruction of other subjects, they also praise the practical methods carried out, and for the purpose of giving more encouragement it would be better for the teachers to give instruction direct from the native dialect, using for a basis of instruction the English language.

For those barrios far from town it would be advisable to fix certain dates for visiting them to teach the children, because some are very poor and small and unable to support a school.

I have no idea of the number of American teachers of both sexes in this province, as the reports do not show the disposition of the teachers among their stations, but I understand the towns are in lack of them.

Concerning the helpless native teachers, I think their salaries could be fixed according to the importance of the town and its inhabitants, for some teachers are paid worse than a native policeman, and with such stimulation I wonder that efficiency and skill can be demanded from them.

In those towns where school buildings can not be obtained, and where land taxes amount to nothing, a voluntary contribution is being made with the object of building them as soon as possible, and I hope that all the towns and barrios shall possess good buildings for said purpose within a year.

The news of the opening of the high school was received with great pleasure in this province, and the people only wish that the agricultural, art, and trade schools may be soon opened also. It would be advisable to establish the latter in any of the neighboring towns of Cavite, San Roque, or La Caridad, and the former in Santa Cruz or San Francisco de Malabon.

Some towns want a compulsory law for school attendance, with fines and punishment for parents who do not send their children to school, but I do not agree with such measure. It would be better to give prizes and other stimulations to encourage and increase the number of attendants to school.

The following extracts from the report of one of the division superintendents are of interest:

The American teacher in the Philippines and the problems which he must strive to solve are not fully appreciated by those who have not been eyewitnesses to his work and surroundings.

His chief duties are to teach five hours a day; to instruct the teachers of the central school one hour daily; to organize, after his day school is running smoothly, an evening class for adults and to meet them three times per week for one hour and a half each time; to investigate the barrio schools and supervise the work of barrio teachers; to be tactful and patient in dealing with everybody he meets, especially the presidente.

The surroundings to which he must adapt himself are hard and, above all, strange. There are only two ways in which he can provide food and quarters for himself. If he is the only teacher in the pueblo and the pueblo is garrisoned he has, in many cases, been invited to mess with the commanding officer. I have never heard of a teacher refusing this invitation. When there is only one the situation is serious. He can not afford to keep up an establishment by himself.

When two teachers are assigned to one pueblo they can arrange for their own mess, hiring a cook and a *muchacho*. * * *

For one week, at least, after his arrival at the place to which he is assigned the teacher is discouraged. From this time on he improves; that is, in four cases out of five. By this I mean that he takes hold of the situation and makes the most of it. He becomes interested in his work and makes friends among the leading people, interviewing members of the city council, explaining matters to the presidente, and winning his way.

From the presidente to the smallest urchin admiration for the American women in the provinces is unailing and never ending. The school children adore her. Their attentions become a burden, and it requires the nicest ingenuity to avoid giving offense and yet to have sufficient time for rest and recreation. The schoolhouse for girls is filled by 7.30 in the morning. In the afternoon they accompany the "maestra" home. When the "maestra" walks out the pupils waylay her, and before she reaches her home again there are many "compañeras." If the "maestra" wishes anything there is a scramble to see who can have the honor. One presidente asked for three ladies, and gave as a reason that the children could not distinguish between an American soldier and an American male teacher. There is a grain of truth in this, but there is a better and truer explanation, though the presidente has not, perhaps, thought of it. A woman in the presence of children can become more sympathetic and kindly than can a man. Especially is this true in the present stage of the development of the schools, when the situation in respect to many things is as hard and strange to the children as to the teacher. The best class-room instruction I have seen in this division has been given by the American women.

The American teacher is the chief factor at present. The success of this great educational experiment depends upon his ability to establish sympathetic relations with Filipino pupils, parents, and teachers; to work day and night conscientiously and tactfully, and then patiently to await results. He needs to possess, besides scholarship and professional training, ready tact, plain common sense, a warm heart, and colossal patience. It should be noted that nowhere in the United States are the qualifications for elementary teachers any higher than those exacted as a general rule by the bureau of public instruction here in the appointment of the 1,000 teachers. They are either normal or college graduates, and the majority of them have had at least two years' successful experience; their health good, personal habits and moral character vouched for by the proper authorities.

Success or failure in a country like this depends on the personal idiosyncrasies of the individual. Ambitious, restless young men, with perhaps a too great anxiety to get on in the world, placed in surroundings very different from their native land, especially if surrounded by discomforts, will naturally become discontented, and, seeing the difficulties of the situation only from the one side, will be free in criticism.

The general superintendent wishes to express his great appreciation of the excellent character of the work done by the large majority of American teachers in the field during the past year, to testify to his appreciation of the great discomforts and long delays which have been patiently borne by them, and the help given by the teachers toward solving the problems which are inseparable from pioneer educational work in a country far removed from home and friends, in a different climate, and among a babel of dialects. That so little complaint has been made is a striking illustration of the enthusiasm and continuous perseverance with which the teachers have entered upon and carried through their arduous work.

That the teachers have endeared themselves to the children and parents throughout the archipelago is evidenced by the flood of petitions which come to this office in protest against the removal of teachers, even when their places are to be filled by other American teachers. Some of these petitions, in their quaint wording and ornate

signatures, are quite curious. It is especially eloquent of conditions to find both the presidente and the local padre heading petitions for the retention of American teachers of very different religious faiths, as has happened in several cases.

Another tribute to the work of the American teachers is the eagerness with which they have been sought by other branches of the civil service. Three teachers, formerly soldiers here, have received commissions in the Regular Army, and among the 24 who have taken civil positions are included provincial treasurers, provincial supervisors, civil-service examiner, agricultural expert, and other positions of similar importance. It is a significant fact that these other positions have carried with them a substantial increase in salary over what was paid for a similar grade of work in this bureau.

HEROISM OF TEACHERS.

The work of the American teachers during the cholera epidemic, which, in many of the most populous provinces reached its culmination during the school vacation, can not be too highly commended. In many cases the teacher was the only American in the town. In some cases there was not even a native or Spanish doctor. Some teachers with a little knowledge of medicine, and all through their knowledge of hygiene and sanitation, accomplished wonderful work in preventing and suppressing the dread disease. Almost invariably the American teacher was a member of the board of health, and in Manila the teachers arriving on the *McClellan*, fresh from the States, unacclimated and unused to tropical conditions, being unable to take up school work, became health inspectors in the city of Manila and surrounding towns.

In the remoter towns, isolated from the prompt aid which alone can save life when the most dreaded of all scourges makes its attack, with no command to remain, with the allurements of foreign travel during the vacation put sternly into the background, with no relatives or intimate friends to protect or to encourage, and among alien races, these noble men and women fought by night and day, for week after week, for the lives of an alien people, with no thought or chance of reward, with a noble heroism that is far above the bravery of the soldier fighting a foe who can be seen and known. The United States may justly be proud of the bravery of its soldiers, but it must also remember that the peaceful army of teachers has shown a nobleness of spirit, a self-devotion to the services of humanity, a steadfastness and bravery of soul that is rarely excelled.

Nor did all escape unscathed. Four young men contracted the disease and died—Messrs. Jamison, Badger, Zumstein, and Lucker. One other young man (Mr. De Witt) and two young ladies (Miss Kent and one of the Manila normal teachers) were attacked by the disease, but through prompt and careful nursing they were saved.

FILIPINO TEACHERS.

In other parts of this report are given details of the work for the betterment of the Filipino teachers in an educational way by daily instruction, vacation institutes, and normal schools. These teachers are appointed by the division superintendents and are paid by the municipalities. The whole number of Filipino teachers in service on September 1 is not known exactly, as the division superintendent in most cases only report those regularly appointed by him, and many teachers are actively engaged in teaching in barrios and the more inaccessible towns where the division superintendents, with their press of other duties, have not penetrated and where communication has been slow and infrequent. On the 1st of July there were reported by division superintendents 1,838 separate schools and 2,625 native teachers. On account of the ravages of cholera only those teachers were reported who were known to be at work since the beginning of the school year, and the tabulated report will show many provinces where no schools are reported except those taught by

American teachers. In the island of Marinduque alone, where only 4 native teachers were reported, later returns have shown that 52 are at work. Making a fair and conservative estimate for these unreported teachers, the total will be in the neighborhood of 3,400 native teachers at the present time.

A considerable advance has been secured in the salaries of Filipino teachers, but this advance has not kept pace with the rapid upward leap of salaries in all occupations since American occupation—especially during the past year. The average salary for male teachers is about 20 pesos a month; for female teachers 15 pesos; or, in terms of United States money, little more than \$8 and \$6, respectively, per month. The extreme range of salaries is from 4 to 60 pesos, or even higher in one or two cases, but very few receive over 40. In the case of one teacher, receiving the absurd salary of 4 pesos per month, the municipality objected to raising his salary because they needed the money for roads!

The condition in many provinces is well illustrated by the following extract from a report from the island of Bohol:

The salaries in this division are very inadequate and irregularly paid. The monthly salaries for men teachers range from 5 to 30 pesos, those of women teachers from 4 to 20 pesos. For a short time during last year the man teacher in Tagbilaran was paid 40 pesos per month, but he "farmed" the position, hiring a substitute for 10 pesos. * * *

The native teachers have petitioned for an increase of salary. I have explained to them that under the present system the pueblos pay the teachers, and, since the pueblos are all very poor, they can not afford to pay good salaries. Just now the constabulary is trying to organize a force on this island, and the pay offered is as follows: Per month, first-class privates, 21 pesos; second-class privates, 18 pesos; corporals, 28 pesos; duty sergeants, 35 pesos; first sergeants, 45 pesos. In the grade of sergeant only is reading and writing a requisite. It is difficult for the native teachers to discern why the government that can pay its police the schedule quoted above can not pay them with equal liberality. The average salary per month for men teachers is about 15 pesos, and for women about 12 pesos.

Another difficulty which has caused much trouble is the requirement that salaries can be increased only in the annual appropriations, unless by special approval of the provincial treasurer. The following extract will illustrate this class of hindrances:

The municipal council can appropriate, but such action is inoperative if, in the opinion of the provincial treasurer, the expenditure is not justified. This includes expenditures for construction and repair of schoolhouses, the providing of furniture, and the native teacher's salary allowance. My predecessor in this division had appointed native teachers and increased the salaries of others during the fiscal year. This, according to the later decision of the attorney-general, was impossible without the approval of the provincial treasurer. This approval he appears to have been unable to obtain in a great many cases. Upon January 1, 1902, these appointments and increases made by my predecessor should have become operative, and the proper procedure was for the presidente to include the new salaries and increases upon old salaries in the "presupuesto," or annual expense account, which is sent to the provincial treasurer for approval. This "presupuesto" is supposed to contain a statement of all municipal expenses for the year. Many presidentes, in making up these "presupuestos," included only the salaries at the old figure; some of them even cut this down. The provincial treasurer had no means of knowing that the salary entries in the "presupuestos" were not entirely in accord with the wishes and appointments of the division superintendent. I discovered that these "presupuestos" were wrong in several cases, and acting upon this information I requested the provincial treasurer to hold the "presupuestos" until I could ascertain as to the genuineness of these entries. I am pleased to state that the treasurer did everything in his power to assist me in this matter. In many cases back salary of native teachers amounting to several hundred pesos had accrued. In such cases the provincial treasurer ordered the particular presidente to include this back salary as an expense item in a special "presupuesto" and send same to him at once. In this way our difficulty along the line of native teachers' salaries has been about cleared up.

There are some teachers at present who are receiving sufficient compensation for the quality of work they are able to do. There are many who are doing excellent

work and yet are receiving barely enough salary to meet their living expenses. Although division superintendents have made great efforts to get increases made, the average compensation of native school-teachers is much below the wages paid for good cocheros, cooks, policemen, and in many cases below that of laborers. The government is employing many natives in both the military and civil branches, and the civil service, with its policy of training intelligent Filipinos in clerical positions, opens a field peculiarly fascinating to this class, and at salaries far above the pay of teacher. Complaint is made that bright natives attend the normal classes for a time, obtain a little knowledge of English and facility in the common branches, and then pass the civil-service examination and take positions in offices under the American clerks, thus losing to the educational work the services of many bright teachers.

The suggestion has been made that the insular government should fix the salaries and pay the native teachers, but this can not be assumed by the General Government, and solution must be sought along the municipal or provincial lines. The law provides that a tax of one-fourth of 1 per cent of the valuation of real estate shall be collected and used for support of schools, payment of teachers, erection of buildings, etc., as is more fully stated in the section on "Finances." In the poorer provinces this tax in many cases has not been collected, or, if collected, has been of so small amount as to leave the problem still unsolved. As conditions improve the municipalities will be able to grant the increased salaries to their native teachers.

There is at present no means of knowing the ability of native teachers except by actual observation of their work. Hence some system of certificates is necessary. Such existed under the Spanish rule, but were of little value because they were not true indexes of the teachers' ability. The question was recently submitted to the various division superintendents, and the general opinion is that a system of examination should be introduced gradually and on the results of which certificates of first and second grades should be issued.

The matter of pensioning Filipino teachers was also submitted to the division superintendents for their opinions. The majority were in favor of such pensioning on the grounds that teaching would thus be made a desirable life profession, and at the same time teachers could without hardship be removed from active work to make place for the younger, more active, and efficient ones. These matters of pensioning teachers and of issuing certificates remain to be worked out.

The establishment of normal courses in the provincial high schools tends to the solution of the problem of securing efficient native teachers, for the graduates of these institutions go out well equipped for their work with a substantial training in English and the common branches. This work of preparing the Filipinos to teach their own countrymen is one of the fundamental elements of the present school system, and is one of the most significant signs to the Filipinos of the true purpose of the American Government toward the Filipino people.

SUPPLIES.

The principal supplies which arrived during the last year are as follows:

25,000 Ward's Primer.	20,000 Baldwin Third Reader.
25,000 Ward's First Reader.	10,000 Shaw's Big People and Little People of Other Lands.
1,000 Ward's Manual to Teachers.	20,000 Eggleston's Stories of Great Americans for Little Americans.
500 Phonetic Cards, Primer.	10,000 Lyte's Elementary English.
500 Phonetic Cards, First Reader.	10,000 Heart of Oak, Book 1.
20,000 Songs of the Nation.	10,000 Heart of Oak, Book 2.
10,000 Child's First Studies in Music.	10,000 Grimm's Fairy Tales, Part 1.
10,000 Normal Music Course, First Reader.	1,000 Tompkin's Philosophy of School Management.
40,000 Baldwin Primer.	5,000 Syr's First Reader.
25,000 Baldwin First Reader.	
10,000 Baldwin Second Reader.	

The principal issues are as follows:

5,000 The Young American.	8,000 Montgomery's Beginner's United States History.
15,000 Wentworth's Arithmetic.	10,000 Child's First Studies in Music.
9,000 Big People and Little People of Other Lands.	6,000 Visayan-English Printers.
650 charts, Carnifex.	50,000 Baldwin Primers.
8,000 dozen copy books.	30,000 Baldwin First Year.
10,000 Fifty Famous Stories.	15,000 Baldwin Second Year.
8,000 Frye's Elementary Geography.	10,000 Robinson Crusoe for Youngest Readers.
6,000 Tarbell's Geography.	
5,000 Heart of Oak, Book 2.	

SCHOOL BUILDINGS.

In answer to a special circular letter sent out to the teachers, a detailed report on school buildings was made, from which it was possible to gain accurate information on the condition of each schoolhouse. The estimated number of school buildings is 1,500, many built of stone, but the larger number of wood and nipa. For a time some schools were conducted in convents, but this practice in general was discontinued on the recommendation of the civil governor in order to avoid any harsh feeling between the church and civil authorities.

Often the buildings are used for other purposes—as the presidencia or other office, as a dwelling, or even a store. The practice obtained under Spanish rule of using the schoolhouse as the home of the teacher and his family—a custom that has been set aside now with the idea of raising the dignity of the school building.

The schoolhouses are in various stages of equipment; some have received the modern American desks which recently arrived, others are fitted with rather crude but serviceable Filipino desks, and still others have nothing but a few bamboo benches for furniture. The floor space varies from 160 to 3,000 square feet, and the amount of blackboard surface from none to 600 square feet. The buildings contain from 1 to 8 rooms, and in general the conditions of light and sanitation are good, but the state of repair generally only fair, frequently poor, and in many cases bad.

Activity on the part of the towns in providing suitable schoolhouses is on the increase, and when these municipalities are on a firmer financial basis more is to be expected. Furthermore, with the withdrawal of the soldiers from various towns which have come under civil régime, where their services are no longer needed, the number of satisfactory buildings for school purposes increases.

SCHOOL FINANCES.

INSULAR.

The expenses incurred in the interests of education here are met by the insular government, the provinces, and the municipalities.

The salaries of the American supervisors and teachers, the reimbursements for traveling expenses, the office rent of division superintendents, and the cost of transporting these to the various towns—all these are paid for by the insular treasury.

The teachers and books for the provincial high schools are furnished by the insular government, the sites, buildings, and equipment by the provinces.

The salaries of native teachers, together with the cost of local school buildings and their equipment, are paid for by the municipalities.

Expenses of the bureau of public instruction for the Philippine Islands for the fiscal year 1902, being for the period from July 1, 1901, to June 30, 1902, were as follows:

	U. S. currency.
Salaries and wages.....	\$893,428.20
Transportation.....	86,179.16
Rents and repairs.....	2,183.44
School furniture and supplies.....	212,848.06
Contingent expenses.....	44,284.12
Support of schools.....	3,013.56
Total.....	1,241,936.54

These figures represent the expenditures from appropriations made for obligations of the fiscal year 1902, and are furnished by the auditor for the Philippine Archipelago, to whom all disbursing officers expending funds of this bureau account direct.

MUNICIPAL AND PROVINCIAL.

By the requirements of the municipal code it is made mandatory that "the proceeds of at least one-fourth of 1 per cent of the lands and improvements as assessed shall be devoted exclusively to the support of free public schools and the providing or erection of suitable school buildings." There is no provision which limits expenditure for school purposes to this amount. The low valuation of real estate and the difficulty of collecting the tax in the provinces have caused much trouble in school matters, as will be seen in extracts from letters from division superintendents. It should be remembered that a tax on real estate is a new method of raising revenue in the Philippines, and has been inaugurated since American control began.

The provincial revenues are likewise raised by a tax upon land to the amount of three-eighths of 1 per cent of the valuation thereof. This tax is expendable for the construction and repair of roads and for other provincial purposes. Thus far no trouble has been experienced in obtaining from provincial officers the renting of buildings for provincial high schools and the proper equipment of the same in cases where the provincial revenues warranted.

The policy of the insular government is to require the provincial governments to support the secondary schools as soon as their financial status will permit, paying not only for supplies, but also the salaries of American teachers. The same plan will subsequently be followed in the case of municipalities, the support of the primary schools in all particulars being transferred to municipal boards when the time is ripe. That some time will elapse before that moment arrives is evident from the report of the division superintendents, whose duties bring them into close contact with the provincial and municipal boards. A few excerpts are given as illustrations:

There is not a pueblo in this division that can afford to pay 10 pesos per month to 2 teachers for each barrio. There are only 14 teachers in this province who are receiving more than 10 pesos per month, even in the pueblo schools. In this province the provincial treasurer's representative on the board of assessors for valuing and assessing real estate is a Filipino. I inquired into the why of this and found that there was a great fuss raised against having an American as the treasurer's representative on this board.

Results: This pueblo (Tuguegarao) will have a little over 3,000 pesos of land tax. The salary list of teachers for the year will amount to more than the whole tax, and there is not a schoolhouse of any kind in the pueblo.

The valuation placed upon the best tobacco lands by the board was 100 pesos per hectare. I offered the members of the board 400 pesos per hectare for their "primera clase" land and they would not sell it to me. Such is life in the Philippines.

The present law would not work satisfactorily in America with American school trustees. It seems like inviting scandal to put at the disposal of Filipino school officials more money than many of them have ever seen, giving them opportunity to spend improperly more than all their possessions are worth.

I will confine myself to the situation in Oriental Negros, as my data is reasonably complete for that province only. During my recent visit to that side of the island I examined the records in the office of the provincial treasurer, and also inspected the books and papers of many of the towns in that province.

The assessment list is very small, as you will observe. The income for schools to be derived from the land tax will be exceedingly small. It will be less in almost every case than was paid by the towns to their native teachers before the coming of the American teachers and before the adoption of the school law by the Commission. On the other hand, the attendance in the schools is large and demands many native teachers to handle the work. The towns of Lacy and Canoan, having an average attendance of 555 and 537, respectively, have each been in the hands of one American teacher and two native teachers during the past year.

I asked Governor Wright what should be done to secure funds for paying an adequate force of Filipino teachers, in view of the evident inadequacy of the revenues provided by the land tax. He replied that the towns must pay out of their other municipal funds. Acting on this advice, Major Peed, the provincial treasurer, said that if I would appoint enough native teachers to meet the necessities of each town and would keep the pay within such limits that the town would have enough left to pay other necessary municipal expenses, he would refuse to approve the "estimates" of the towns until they contained an item for salaries of native teachers equal to the total teachers' salary roll for the town.

We had the revenues of the different towns for the past nine months and the new assessments as guides, and the salaries of the teachers appointed by me and approved by him, amounting in all to 109 teachers for the province, call for from one-fourth to one-third of the total estimated incomes of the several towns.

LOCAL SCHOOL BOARDS.

MUNICIPAL SCHOOL BOARDS.

Local school boards have been organized throughout the divisions. These are composed of five or seven members, including the president of the municipality.

The time is not yet ripe to look for results from these local school boards, since none of them has had more than a year's existence. A large number of them have only been organized recently, for the reason that the division superintendents wished their teachers first to become well acquainted with the people of their towns, and thus be able to make wise recommendations of candidates for the boards. Some division superintendents feel that the organization of local school boards is premature, and ought to be postponed until the people have a better conception of the American school. Others find the work of the board helpful and, although at present wholly advisory, steadily becoming an essential feature in local school administration.

Division superintendents comment as follows on these school boards:

One-half of the board is appointed by myself, generally upon the recommendation of the American teacher stationed in the town for which the board is appointed. The recommendations by the American teachers are made upon the basis of the man's ability, his interest in school matters, and his influence in the town. The board organizes by electing as president one of its own members and as secretary generally some other member of the board, but sometimes one who is not a member.

Their field of action, as outlined in section 12 of act No. 74, gives them but little real power in school affairs, and as the Filipino respects power alone, not much weight is given to the recommendations of the school board.

The school board at the present time is of but little real benefit to us or to the schools; the principal benefit consists in keeping the members of the board, who are always influential men, acquainted with what we are doing and in this way bringing them into closer sympathy with us. In the actual bettering of present conditions, and making more effectual our schools, the school boards are of little or no benefit to us. This, of course, is not so true in Iloilo, where I come more directly in touch with the board.

The school boards will become more effective as the people become better acquainted with American ideals, as they learn to think more as we think and to appreciate to a larger degree the real need and worth of a public school. When this time comes the recommendation of four or six influential citizens who have given special attention to the pueblo's schools will have real weight with the city council and will to a large degree influence the deliberations of that body when making provisions for the municipal schools. At the present time, when there is no public opinion on these matters and no general interest deep enough to lead to action, the recommendations of a school board can have but little force.

I can not recommend that more power be given the local school boards, as I have no reason to believe that they would use it more wisely than the municipal councils. If the school board had power to fix definitely, without the municipal council having power to change it, the amount of money which should be spent for the schools of the pueblo, the amount so fixed would probably be in excess of what the town could justly devote to this purpose, for the interest of the school board would be bound up in school matters, and other municipal needs would not be duly considered. The

boards should not have power in the appointing of or fixing the salaries of the native teachers. First, because they would make it a matter of patronage simply. Second, because, being themselves unacquainted with our ideas and methods in school work, they would be unable to judge wisely a teacher's work. Nor do I think it would be wise to have the school funds go through the boards' hands, as this would be multiplying official machinery without securing greater security. The boards' recommendations as to sites and buildings have, in the first place, but little weight and, in the second place, are of but little worth when made, because of their lack of knowledge of what constitutes a good sanitary school house and grounds. They are quite apt to recommend a lot that one of the members has for sale, regardless of its location.

On the whole, the school board is a place for training some of the best natives to be active sympathizers with us and our helpers in the future in the enlargement of the work.

At the present time they are not exactly in the way, but they are of very little use to us.

We must get a greater number of people interested in the success of our work. Towns are under the finger of one man, the presidente. In most cases he is not favorably disposed toward us. At best he is dilatory. The people, rich and poor, seem willing to be dominated by him. One of the really bad conditions growing out of Spanish custom is the almost superstitious regard the people have for the presidente. Through the school board I see a means of breaking in on his absolutism. A number of respectable and active elements may in this way be induced to express opinions contrary to his. Then, too, the board will serve as a buffer between us and the municipality. At present it is hard to locate responsibility. The presidente says: "See the consejos." The consejos say: "See the presidente." Often during our visits it is impossible to get these parties together. As a result our work goes undone. The board will obviate this.

Up to the present our greatest difficulty has been encountered in the way of securing school buildings and furniture. The boards can be of great assistance to us in this matter.

The people attach great importance to the mere fact of possessing authority of some sort. It is almost the only means of securing their aid. True, these boards, as I understand them, will not possess much real authority from our point of view, but they look at it in an entirely different light.

In general, I would say that I view these boards as a rather valuable auxiliary. I also consider the present as the proper time for their formation.

The local school board of Tagbilaran, the only one yet organized in this province, consists of seven members, including the presidente of the pueblo. They visit the schools, inspect, make reports, and in every particular comply with the law. They encourage and compel attendance, thus relieving the town presidente of much work. They visit the barrio schools once in two months. They meet once each week in the office of the division superintendent. Thus far they have taken an interest and a pride in their duties, to the advantage of the schools.

These boards are capable of assisting materially in the problem of education, and will work more effectively after a nicer adjustment of the powers and duties of local bodies, whereby the school boards may have the right to expend money for school purposes with the approval of the division superintendent.

PROVINCIAL BOARDS.

The establishment of provincial high schools, supported by provincial funds, has brought into prominence the composition of the provincial boards. While this board is in no sense a school board, yet its duties bring it closely into contact with the school work at many points. As at present constituted the provincial board is composed of the governor, treasurer, and supervisor. Of these, the provincial treasurer and the supervisor are generally Americans and the governor is generally a Filipino.

Whether it would be advisable to have the division superintendent or his deputy a member of this board has been considered by the division superintendents, and a variety of opinions expressed. While the general superintendent does not consider that the advantages which can be obtained by such membership would be great enough to offset the disadvantages and extra work which would result, some of the superintendents write in favor of such provision, as is shown by the following extracts:

I think that the school department should have a representative on the provincial board. The entire matter of buildings and furniture is in the hands of the provincial supervisor. Under the present law his cooperation is necessary in order to cut a single stick of timber in the province for any purpose. You can easily appreciate the position in which we find ourselves placed when the question of material for construction comes up. First, it is necessary to establish the fact of necessity in the minds of the municipal councils; they, of course, are disposed to find some way out of it. They plead, first, the fact that an order from the provincial treasurer is necessary before the expenditure can be ordered. If this objection is successfully removed, they fall back upon the impossibility of securing materials without an order from the provincial supervisor. They will recognize the authority of the school department within the school department. They will recognize the authority of the provincial board in provincial matters. They do not seem to be able to grasp the idea of several departments of the government working as a unit. I believe that a representative of the school department upon the provincial board would assist in clearing up this difficulty. At present, when these matters come up, all I can do is to advise as to the possible attitude of the provincial board. This is not sufficient. The Filipino, by reason of his peculiar training, has fallen into the habit of respecting nothing but positive authority. Argument is, as a general thing, ineffective. When it is possible to outline his duty clearly and authoritatively, he complies very gracefully. He seems to expect it. If the division or deputy division superintendents could speak to the municipalities as a member of the provincial board, I feel that their statements would carry proper force. Another benefit that would result from the indicated change is the effect it would have upon the provincial board as now constituted. In Ilocos Sur and La Union—and I assume that the same conditions exist generally—the provincial board is composed of two Americans and one native. The Americans are the active members of the board. It is reasonable to assume that the native will be controlled by one American. If he happens to be controlled by the wrong American, the school department receives slight consideration. Another reason for the proposed change is that at present the school department in the provinces is not properly recognized as a provincial affair. Boards are disposed to leave as much of the support of schools to the insular government as they possibly can. I believe that with a schoolman upon the provincial board it would be possible to bring us closer together. With reference to the provinces included in my division, I find no condition which would deprive the above arguments of force.

The making of division superintendents or deputies members of the provincial boards—

Would encourage a larger degree of sympathy and harmony between the members of the provincial board and the division superintendent;

Would enable the division superintendent to present before the provincial board the needs of the educational department in such a way that they would be able to appreciate them as they can not be made to appreciate them under present conditions;

Would give the division superintendent equal advantage in presenting the claims of the educational department and enable him to stand clothed with equal authority, instead of being merely a petitioner.

Provincial boards are made up of the governor, who is usually a Filipino, the treasurer, and the supervisor, who are Americans. These men, while honest and of large practical experience, are not as a rule college or university trained men. They are not broad, liberal-minded men, who can always see clearly relative needs.

Division superintendents are, I suppose, without exception college or university trained men, and, although many of them are lacking in practical experience in governmental affairs, are men of wide general experience. * * *

Those who have immediate charge of provincial affairs should have the keenest interest in education and be given every opportunity to know the needs and to balance them with the needs of other departments. The educational department is a vital element in the government and merits support in proportion to its worth to the people. It is not a thing separate, to be supported by such means as are left over after other departments are thoroughly provided, but as the foundation of free government literally demands its strongest support.

There is no work of the provincial board with which the division superintendent ought not to be acquainted. A thorough acquaintance with much of the work of the provincial board is absolutely necessary. Being a member of the board would facilitate much of the work of the division superintendent. Information which he now gets with difficulty would come to him naturally through his work with the board.

There seems to be one disadvantage. It seems to involve additional work for division superintendents. In reality, however, this is probably not a disadvantage. The additional work involved would be more than compensated for by the ease with which division superintendents would be able to accomplish their other work.

The chief criticism of the school board as at present organized is its lack of power. The recommendatory power might be of considerable use under certain circumstances, but councils and *presidentes* cling to whatever power they have and are not going to share it with others unless obliged to do so. In a former paper the writer urged the necessity of giving some power either to the division superintendent or to the school board to order small repairs, etc., providing proper town authorities did not take action within sixty days after notice of need given. But as councils often elect their share of the school board from among themselves, with the *ex officio* member the *presidente*, in such cases the council controls the board.

But even otherwise, so strong is the custom handed down from the Spanish Government, and so reluctant is any individual member of the council or of the school board to oppose the *presidente* openly, that the latter reigns supreme, more or less as he did when he was *gobernadorcillo*. The *presidente* is certainly the bellwether of the flock. His strength depends largely, of course, on his strength of character. If he is a strong man, he will lead the town. On the other hand, several examples have come to my notice where the *presidente* was a weak or passive man. Then leadership fell on one of the other municipal officers, e. g., the secretary or some member of the council who was independent enough to take the initiative. Again, outside officials, such as the governor, also according to Spanish custom in part, have too much influence with the *presidentes* and councilmen. The school board has undoubtedly been of some service, even with its recommendatory power in connection with the council. But its great service has been its forming a connecting link between the administration and the people. It has been a support to the teachers more than they realize, and has really done some little service toward stirring up interest in school affairs in the community, thereby increasing the attendance. The school board is usually composed of some of the best men in the community. The Filipinos have great respect for their wise men. Quite a number of ex-teachers have been elected *presidentes*; many others are on the council. It is unfortunate that the division superintendent is unable to correspond with the boards to any great extent. The connection would be increased if I had a Filipino-Spanish clerk who could undertake this. He need not know any English.

The school board is a good step in the direction of creating civic interest in public affairs. Spontaneous individual initiative could scarcely be expected where all have depended on a so-called paternal government from time immemorial. The school board is a useful part of the larger scheme of the civil government for the educating of the native up to the point of being able to profit by local self-government.

SPECIAL SCHOOLS.

Attention is again called to the need of reform schools and schools for the deaf, dumb, and blind.

SUMMARY.

To sum up in a word: Popular education, on which the whole structure must naturally rest ultimately, has been strengthened and broadened. Steps have also been taken at the same time in the direction of higher education, especially in the preparation of Filipinos to teach their own people. The instruction in English is the cardinal point of the present system of education.



CHAPTER LI.

STATISTICS OF PUBLIC AND PRIVATE KINDERGARTENS.

This Bureau has collected and published statistics of kindergartens at irregular intervals since 1873. During the period in which the kindergarten was in the experimental stage in this country information concerning the work was difficult to obtain. Prior to 1892 this Office did not attempt to tabulate separately the returns from public and from private kindergartens.

The growth of the kindergarten movement in the last thirty years may be shown in the following table, which gives the number of public and private kindergartens, the number of teachers, and the number of pupils, as actually reported to this Office for certain years beginning with 1873:

Year.	Kindergartens.	Teachers.	Pupils.	Year.	Kindergartens.	Teachers.	Pupils.
1873.....	42	73	1,252	1882.....	348	814	16,916
1874.....	55	125	1,636	1884.....	354	831	17,002
1875.....	95	216	2,809	1885.....	415	905	18,832
1876.....	130	364	4,090	1886.....	417	945	21,640
1877.....	129	336	3,981	1887.....	544	1,256	25,925
1878.....	159	376	4,797	1888.....	521	1,202	31,227
1879.....	195	452	7,554	1892.....	1,311	2,535	65,296
1880.....	232	524	8,871	1898.....	2,884	5,764	143,720
1881.....	273	676	14,107	1902.....	3,244	5,935	205,432

In 1892, as shown in the above table, there were 1,311 kindergartens reporting to this Office, with 2,535 teachers and 65,296 pupils. Nearly half these pupils, or 31,659, were in 459 public kindergartens in 137 cities. The remaining 33,637 pupils were in 852 private kindergartens. The Bureau had that year the names of 1,148 other private kindergartens from which no statistics could be obtained.

In 1898 the number of kindergartens reporting to this Office had increased to 2,884, with 5,764 teachers and 143,720 pupils. The public kindergartens had 95,867 of these pupils under 2,532 teachers in the 1,365 kindergartens of 189 cities. The number of private kindergartens reporting had increased to 1,519, with 3,232 teachers and 47,853 pupils. That year this Bureau had the names of 1,479 private kindergartens from which no information could be obtained.

In 1902 the number of kindergartens reporting had increased to 3,244, with 5,935 teachers and 205,432 pupils. The number of cities sustaining public kindergartens had increased to 289, the number of public kindergartens to 2,202, the number of teachers to 3,764, and the number of pupils in these public kindergartens to 151,552. On the other hand, the number of private kindergartens reporting had decreased to 1,042 and the number of private kindergarten teachers to 2,171, although the number of pupils had increased to 53,880. The Office had the names of 1,022 other private kindergartens still in existence from which no information could be obtained after repeated requests.

In the four years from 1898 to 1902 there had been an enormous growth of the public kindergarten, while the private kindergarten had scarcely held its own.

There had been a falling off of 477 in the number of private kindergartens reporting and a net loss of 934 in the number reported to be in operation. The remaining schools are undoubtedly stronger than ever, and the best teachers who gave up private work found wider fields of usefulness in the public kindergartens maintained in connection with city school systems.

Table 1 summarizes the statistics of all the kindergartens actually reporting to this Bureau in 1902. The number of cities of 4,000 population and over in which public kindergartens were maintained was 289. It will be noted that Delaware, Maryland, Virginia, West Virginia, Florida, Mississippi, Indian Territory, North Dakota, Wyoming, Arizona, Utah, Idaho, and Oregon are not represented. The 2,202 public kindergartens had 3,764 teachers and 151,552 pupils—65,834 boys and 67,414 girls. The names of the 289 cities, with the number of public kindergartens, teachers, and pupils in each, will be found in Table 11 of this chapter.

Table 1 also summarizes the statistics of the 1,042 private kindergartens actually reporting to this Office in 1902. There were 2,171 teachers and 53,880 pupils—25,758 boys and 28,122 girls. No private kindergartens were reported from West Virginia, Arkansas, Oklahoma, Wyoming, Arizona, Utah, Nevada, or Idaho.

The combined statistics of the 3,244 public and private kindergartens actually reporting to this Office in 1902 are given in Table 2. There were 5,935 teachers and 205,432 pupils, or an average of nearly 35 pupils to the teacher. The number of boys was 91,592 and the number of girls 95,536.

As already stated, 1,022 private kindergartens known to be in existence failed to report any information after repeated requests from this Bureau. If it be assumed that these kindergartens had the average number of teachers and pupils, it may be estimated that the 1,022 kindergartens had 2,166 teachers and 52,052 pupils. Adding these figures to those actually reported, the estimated strength of private kindergartens in the United States would be 2,064 schools, 4,337 teachers, and 105,932 pupils. Combining these with the numbers reported for public kindergartens, the estimated number of kindergartens, public and private, is 4,266, with 8,101 teachers and 257,484 pupils. These estimates are shown in Table 3.

Table 4 is a financial summary of the 1,042 private kindergartens reporting. The total expenditure of 738 of these schools was \$416,624.

Tables 5 to 10, inclusive, summarize the statistics of public and private kindergartens for each year for which information was collected from 1873 to 1898.

Table 12 is a list of kindergarten associations in the United States reported to this Office as in operation. Table 13 is a list of training schools and classes for kindergartners.

TABLE 1.—Statistics of public and private kindergartens actually reporting for 1901-2.

State or Territory.	Public kindergartens.						Private kindergartens.					
	Number of cities.	Number of schools.	Number of teachers.	Pupils.			Number of schools.	Number of teachers.	Pupils.			
				Male.	Fe- male.	Total.			Male.	Fe- male.	Total.	
United States.....	239	2,202	3,764	65,834	67,414	151,552	1,042	2,171	25,758	28,122	53,880	
North Atlantic Division.....	149	1,181	1,879	30,977	31,561	76,731	451	855	9,896	10,592	20,488	
South Atlantic Division.....	4	39	76	953	992	1,945	130	276	2,323	2,683	5,006	
South Central Division.....	10	37	66	1,022	1,087	2,109	51	93	1,033	1,199	2,232	
North Central Division.....	105	829	1,520	30,451	31,252	63,080	306	760	9,836	10,750	20,586	
Western Division.....	21	116	223	2,431	2,522	7,687	104	187	2,670	2,898	5,568	
North Atlantic Division:												
Maine.....	6	18	34	399	429	828	12	24	290	277	567	
New Hampshire.....	4	15	22	376	392	768	3	9	367	337	704	
Vermont.....	3	9	14	203	186	389	4	6	56	59	115	
Massachusetts.....	32	228	426	6,622	6,648	14,587	45	85	534	636	1,170	
Rhode Island.....	5	43	76	1,519	1,564	3,083	4	16	93	113	206	
Connecticut.....	12	58	153	1,469	1,444	3,498	30	47	324	374	698	
New York.....	47	397	594	13,406	13,760	27,429	211	433	6,176	6,521	12,697	
New Jersey.....	28	211	256	1,848	1,872	15,588	45	70	659	716	1,375	
Pennsylvania.....	12	202	304	5,135	5,266	10,561	97	165	1,397	1,559	2,956	
South Atlantic Division:												
Delaware.....							15	16	207	184	391	
Maryland.....							25	57	508	581	1,089	
District of Columbia.....	1	32	67	841	885	1,726	16	36	255	297	552	
Virginia.....							8	16	125	160	285	
West Virginia.....												
North Carolina.....	1	1	1	22	12	34	11	19	246	260	506	
South Carolina.....	1	2	2				8	14	96	122	218	
Georgia.....	1	4	6	90	95	185	35	95	731	906	1,637	
Florida.....							12	23	155	173	328	
South Central Division:												
Kentucky.....	2	7	14	325	325	650	10	23	164	185	349	
Tennessee.....	1	1	1	20	30	50	8	10	155	168	323	
Alabama.....	1	1	1	20	20	40	6	9	137	147	284	
Mississippi.....							1	2	35	40	75	
Louisiana.....	2	19	41	486	544	1,030	8	18	229	286	515	
Texas.....	2	3	3	61	53	114	17	30	300	358	658	
Arkansas.....	1	1	1									
Oklahoma.....	1	5	5	110	115	225						
Indian Territory.....							1	1	13	15	28	
North Central Division:												
Ohio.....	11	94	140	2,763	2,859	5,982	78	165	1,596	1,845	3,441	
Indiana.....	14	64	87	1,608	1,699	3,307	36	140	1,539	1,817	3,356	
Illinois.....	6	100	196	4,662	4,548	9,354	89	222	4,289	4,411	8,700	
Michigan.....	27	150	243	4,823	4,851	9,727	31	64	729	819	1,548	
Wisconsin.....	22	133	277	6,972	7,056	14,218	14	33	340	308	648	
Minnesota.....	4	50	102	2,057	2,271	4,728	18	45	467	501	968	
Iowa.....	12	54	77	709	660	1,599	9	17	109	113	222	
Missouri.....	2	137	321	5,279	5,642	10,921	16	37	404	497	901	
North Dakota.....							1	2	4	20	24	
South Dakota.....	2	2	6	51	53	104	3	8	137	148	285	
Nebraska.....	4	44	70	1,512	1,601	3,113	1	3	32	24	56	
Kansas.....	1	1	1	15	12	27	10	24	190	247	437	
Western Division:												
Montana.....	1	4	5	41	37	78	4	6	32	56	88	
Wyoming.....												
Colorado.....	2	29	60	1,346	1,407	2,753	18	31	254	291	545	
New Mexico.....	1	1	1	42	43	85						
Arizona.....												
Utah.....							3	4	57	68	125	
Nevada.....	1	1	2									
Idaho.....												
Washington.....	3	4	6	94	93	187	12	23	194	193	387	
Oregon.....							9	23	127	144	271	
California.....	13	77	149	908	942	4,584	58	100	2,006	2,146	4,152	

TABLE 2.—*Combined statistics of public and private kindergartens actually reporting for 1901-2.*

State or Territory.	Number of kindergartens.	Number of in- structors.	Pupils.		
			Male.	Female.	Total.
United States.....	3,244	5,935	91,592	95,536	205,432
North Atlantic Division.....	1,632	2,734	40,873	42,153	97,219
South Atlantic Division.....	169	352	3,276	3,675	6,951
South Central Division.....	88	159	2,055	2,286	4,341
North Central Division.....	1,135	2,280	40,287	42,002	83,666
Western Division.....	220	410	5,101	5,420	13,255
North Atlantic Division:					
Maine.....	30	58	689	706	1,395
New Hampshire.....	18	31	743	729	1,472
Vermont.....	13	20	259	245	504
Massachusetts.....	273	511	7,156	7,284	15,757
Rhode Island.....	47	92	1,612	1,677	3,289
Connecticut.....	88	200	1,793	1,818	4,196
New York.....	608	1,027	19,582	20,281	40,126
New Jersey.....	256	326	2,507	2,588	16,963
Pennsylvania.....	299	469	6,532	6,825	13,517
South Atlantic Division:					
Delaware.....	15	16	207	184	391
Maryland.....	25	57	508	581	1,089
District of Columbia.....	48	103	1,036	1,182	2,278
Virginia.....	8	16	125	160	285
West Virginia.....					
North Carolina.....	12	20	268	272	540
South Carolina.....	10	16	96	122	218
Georgia.....	39	101	821	1,001	1,822
Florida.....	12	23	155	173	328
South Central Division:					
Kentucky.....	17	37	489	510	999
Tennessee.....	9	11	175	198	373
Alabama.....	7	10	157	167	324
Mississippi.....	1	2	35	40	75
Louisiana.....	27	59	715	830	1,545
Texas.....	20	33	361	411	772
Arkansas.....	1	1			
Oklahoma.....	5	5	110	115	225
Indian Territory.....	1	1	13	15	28
North Central Division:					
Ohio.....	172	305	4,359	4,704	9,423
Indiana.....	100	227	3,147	3,516	6,663
Illinois.....	189	418	8,951	8,959	18,054
Michigan.....	181	307	5,552	5,670	11,275
Wisconsin.....	147	310	7,312	7,364	14,866
Minnesota.....	68	147	2,524	2,772	5,696
Iowa.....	63	94	818	773	1,821
Missouri.....	153	358	5,683	6,139	11,822
North Dakota.....	1	2	4	20	24
South Dakota.....	5	14	188	201	389
Nebraska.....	45	73	1,544	1,625	3,169
Kansas.....	11	25	205	259	464
Western Division:					
Montana.....	8	11	73	93	166
Wyoming.....					
Colorado.....	47	91	1,600	1,698	3,298
New Mexico.....	1	1	42	43	85
Arizona.....					
Utah.....	3	4	57	68	125
Nevada.....	1	2			
Idaho.....					
Washington.....	16	29	288	286	574
Oregon.....	9	23	127	144	271
California.....	135	249	2,914	3,088	8,736

TABLE 3.—Statistics of all public and private kindergartens in the United States in 1901-2, those not reporting to this Office being estimated.

State or Territory.	Private kindergartens not reporting.			Private kindergartens reporting and not reporting.			Public and private kindergartens reporting, and not reporting.		
	Number of kindergartens not reporting.	Estimated number of teachers.	Estimated number of pupils.	Total number of private kindergartens.	Total number of teachers, partly estimated.	Total number of pupils, partly estimated.	Total number of kindergartens.	Total number of teachers, partly estimated.	Total number of pupils, partly estimated.
United States.....	1,022	2,166	52,052	2,064	4,337	105,932	4,266	8,101	257,484
North Atlantic Division....	296	550	11,967	747	1,405	32,455	1,928	3,234	109,186
South Atlantic Division....	121	267	4,928	251	543	9,934	290	619	11,879
South Central Division....	90	168	4,031	141	261	6,263	178	327	8,372
North Central Division....	387	952	24,986	693	1,712	45,572	1,522	3,232	108,652
Western Division.....	123	229	6,140	232	416	11,708	348	639	19,395
North Atlantic Division:									
Maine.....	18	36	851	30	60	1,418	48	94	2,246
New Hampshire.....	2	6	469	5	15	1,173	20	37	1,941
Vermont.....	7	10	201	11	16	316	20	30	705
Massachusetts.....	48	91	1,248	93	176	2,418	321	602	17,005
Rhode Island.....	3	12	155	7	28	361	50	104	3,444
Connecticut.....	30	47	698	60	94	1,396	118	247	4,894
New York.....	88	181	5,295	299	614	17,992	696	1,208	45,421
New Jersey.....	23	36	703	68	106	2,078	279	362	17,666
Pennsylvania.....	77	131	2,347	174	296	5,303	376	600	15,864
South Atlantic Division:									
Delaware.....	5	5	130	20	21	521	20	21	521
Maryland.....	28	64	1,220	53	121	2,309	53	121	2,309
District of Columbia.....	11	25	380	27	61	932	59	128	2,658
Virginia.....	7	14	249	15	30	534	15	30	534
West Virginia.....									
North Carolina.....	18	31	828	29	50	1,334	30	51	1,368
South Carolina.....	5	9	136	13	23	354	15	25	354
Georgia.....	36	98	1,684	71	193	3,321	75	199	3,506
Florida.....	11	21	301	23	44	629	23	44	629
South Central Division:									
Kentucky.....	25	58	873	35	81	1,222	42	95	1,872
Tennessee.....	17	21	686	25	31	1,009	26	32	1,059
Alabama.....	10	15	473	16	24	757	17	25	797
Mississippi.....	4	8	300	5	10	375	5	10	375
Louisiana.....	15	34	966	23	52	1,481	42	93	2,511
Texas.....	14	25	542	31	55	1,200	34	58	1,314
Arkansas.....	2	3	90	2	3	90	3	4	90
Oklahoma.....	1	2	45	1	2	45	6	7	270
Indian Territory.....	2	2	56	3	3	84	3	3	84
North Central Division:									
Ohio.....	65	138	2,868	143	303	6,309	237	443	12,291
Indiana.....	40	156	3,729	76	296	7,085	140	383	10,392
Illinois.....	99	247	9,678	188	469	18,378	288	665	27,732
Michigan.....	49	101	2,447	80	165	3,995	230	408	13,722
Wisconsin.....	27	64	1,250	41	97	1,898	174	374	16,116
Minnesota.....	21	53	1,129	39	98	2,097	89	200	6,825
Iowa.....	23	43	567	32	60	789	86	137	2,388
Missouri.....	38	88	2,140	54	125	3,041	191	446	13,962
North Dakota.....	4	8	96	5	10	120	5	10	120
South Dakota.....	2	5	190	5	13	475	7	19	579
Nebraska.....	5	15	280	6	18	336	50	88	3,449
Kansas.....	14	34	612	24	58	1,049	25	59	1,076
Western Division:									
Montana.....	11	17	242	15	23	330	19	28	408
Wyoming.....	3	5	144	3	5	144	3	5	144
Colorado.....	16	28	484	34	59	1,029	63	119	3,782
New Mexico.....							1	1	85
Arizona.....	1	2	48	1	2	48	1	2	48
Utah.....	15	20	625	18	24	750	18	24	750
Nevada.....							1	2	
Idaho.....	1	2	48	1	2	48	1	2	48
Washington.....	17	33	548	29	56	935	33	62	1,122
Oregon.....	14	36	422	23	59	693	23	59	693
California.....	50	86	3,579	108	186	7,731	185	335	12,315

TABLE 4.—*Sources of support, expenditure, and receipts of private kindergartens in 1901-2.*

State or Territory.	Number of kindergartens.	Source of support.			Number reporting total expenditure.	Number of pupils in schools reporting total expenditure.	Total expended.	Receipts. ^a			
		Association.	Tuition.	Donation.				Tuition.	Association.	Donation.	Endowment fund.
United States.....	1,042	458	615	128	738	39,157	\$416,624	\$157,190	\$154,593	\$85,534	\$10,985
North Atlantic Division..	451	186	272	50	298	13,665	200,565	69,597	76,988	39,071	5,020
South Atlantic Division..	130	62	74	22	104	4,134	43,429	16,017	16,744	9,307	825
South Central Division..	51	18	32	3	39	1,816	14,545	5,049	7,370	1,851	.....
North Central Division..	306	140	189	42	226	15,707	120,812	57,715	41,072	22,742	2,470
Western Division.....	104	52	48	11	71	3,835	37,273	8,812	12,419	12,563	2,670
North Atlantic Division:											
Maine.....	12	8	9	3	9	379	5,485	1,639	3,018	725	.....
New Hampshire.....	3	2	1	1	2	309	1,020	484	286	50	200
Vermont.....	4	1	3	.....	1	40	800	.....	800	25	.....
Massachusetts.....	45	7	34	5	25	771	18,089	11,900	3,090	1,958	2,000
Rhode Island.....	4	.....	4	.....	3	146	940	525	.....	.....	.....
Connecticut.....	30	2	26	2	20	549	9,318	5,948	1,850	1,320	.....
New York.....	211	122	89	23	141	8,157	117,990	27,174	56,098	25,846	2,371
New Jersey.....	45	15	39	2	31	1,115	15,604	10,411	3,154	1,746	175
Pennsylvania.....	97	29	67	14	66	2,199	31,319	11,516	8,692	7,401	274
South Atlantic Division:											
Delaware.....	15	6	11	3	13	367	4,446	1,329	1,355	1,662	50
Maryland.....	25	13	17	5	18	798	10,854	3,217	3,959	3,987	50
District of Columbia..	16	4	10	5	6	216	2,012	1,790	5	217	.....
Virginia.....	8	4	4	1	8	285	5,272	2,625	2,192	455	.....
West Virginia.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Carolina.....	11	5	6	1	10	478	2,325	435	1,613	277	.....
South Carolina.....	8	3	5	1	6	163	922	547	275	59	.....
Georgia.....	35	22	14	3	32	1,519	15,286	5,586	5,950	2,550	675
Florida.....	12	5	7	3	11	308	2,312	488	1,395	100	50
South Central Division:											
Kentucky.....	10	1	8	1	7	227	3,379	2,235	500	644	.....
Tennessee.....	8	5	3	1	4	190	1,760	.....	1,260	500	.....
Alabama.....	6	1	4	1	6	284	1,041	284	.....	507	.....
Mississippi.....	1	1	1	.....	1	75	500	50	450	.....	.....
Louisiana.....	8	5	3	.....	7	490	3,550	600	2,850	100	.....
Texas.....	17	5	12	.....	13	522	4,065	1,630	2,310	160	.....
Arkansas.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oklahoma.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory.....	1	.....	1	.....	1	28	250	250	.....	.....	.....
North Central Division:											
Ohio.....	78	45	38	10	58	2,659	27,200	7,925	15,217	4,872	1,184
Indiana.....	36	18	19	2	15	827	5,066	2,661	1,545	800	.....
Illinois.....	89	31	64	11	72	8,057	53,056	33,026	10,945	9,771	980
Michigan.....	31	19	21	8	26	1,377	11,836	5,216	2,525	3,575	50
Wisconsin.....	14	8	6	2	14	648	7,319	2,570	4,225	1,034	.....
Minnesota.....	18	7	13	1	12	768	6,151	2,527	3,624	.....	.....
Iowa.....	9	2	7	1	6	162	1,490	579	650	220	41
Missouri.....	16	7	10	3	12	783	5,073	1,260	2,241	1,370	215
North Dakota.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota.....	3	.....	2	1	1	33	110	110	.....	.....	.....
Nebraska.....	1	.....	1	.....	1	56	850	850	.....	.....	.....
Kansas.....	10	3	7	3	9	337	2,067	991	100	1,100	.....
Western Division:											
Montana.....	4	1	2	1	3	66	825	241	325	325	.....
Wyoming.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado.....	18	8	11	1	11	314	4,855	3,140	1,325	390	.....
New Mexico.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah.....	3	1	2	1	2	111	1,200	150	75	.....	.....
Nevada.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington.....	12	2	10	.....	10	261	1,376	876	500	.....	.....
Oregon.....	9	2	7	.....	6	212	1,245	745	.....	.....	.....
California.....	58	38	16	8	39	2,871	27,772	3,660	10,194	11,848	2,670

^a Twenty-five kindergartens, in Alabama (1), Connecticut (1), Florida (1), Georgia (7), Indiana (1), Maine (2), New Jersey (1), New York (7), Pennsylvania (3), Utah (1), received partial support from public funds, aggregating \$5,509.

TABLE 5.—Statistics of public and private kindergartens in the United States, 1873-1876.

State or Territory.	1873.			1874.			1875.			1876.		
	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.
United States	42	73	1,252	55	125	1,636	95	216	2,809	130	364	4,090
North Atlantic Division.....	30	51	856	34	65	892	50	100	1,372	62	130	1,720
South Atlantic Division.....	3	8	104	5	14	166	10	20	248	10	24	236
South Central Division.....	2	3	62	2	3	61	2	4	53	4	6	92
North Central Division.....	7	11	230	14	43	517	31	89	1,096	51	200	1,969
Western Division							2	3	40	3	4	43
North Atlantic Division:												
Maine.....				2	2	47	2	2	45	2	2	45
New Hampshire.....				1	1	20	1	1	14	2	4	30
Vermont.....												
Massachusetts.....	10	12	151	14	18	213	12	20	204	9	21	172
Rhode Island.....	1	1	24									
Connecticut.....				1	1	8	2	6	92	2	6	87
New York.....	11	23	359	10	27	345	16	33	424	20	45	656
New Jersey.....	6	13	296	5	13	229	13	28	505	14	31	530
Pennsylvania.....	2	2	26	1	3	30	4	10	88	13	21	200
South Atlantic Division:												
Delaware.....				2	3	29	3	5	91	3	8	83
Maryland.....	1	2	14	3	11	137	7	15	157	6	14	163
District of Columbia.....	2	6	90	3								
Virginia.....												
West Virginia.....												
North Carolina.....										1	2	20
South Carolina.....												
Georgia.....												
Florida.....												
South Central Division:												
Kentucky.....	2	3	62	2	3	61	2	4	53	4	6	92
Tennessee.....												
Alabama.....												
Mississippi.....												
Louisiana.....												
Texas.....												
Arkansas.....												
Oklahoma.....												
Indian Territory.....												
North Central Division:												
Ohio.....	2	2	53	2	3	50	4	6	78	5	9	96
Indiana.....							1	1	25	1	2	16
Illinois.....				2	10	43	5	8	109	8	21	207
Michigan.....	3	3	87	4	6	92	3	5	80	4	6	90
Wisconsin.....	1	3	48	4	17	238	5	17	290	5	15	273
Minnesota.....							1	1	18	2	2	29
Iowa.....										1	4	50
Missouri.....	1	3	42	2	7	94	12	51	496	25	141	1,208
North Dakota.....												
South Dakota.....												
Nebraska.....												
Kansas.....												
Western Division:												
Montana.....												
Wyoming.....												
Colorado.....										1	1	8
New Mexico.....												
Arizona.....												
Utah.....												
Nevada.....												
Idaho.....												
Washington.....							1	1	25			
Oregon.....												
California.....							1	2	15	2	3	35

TABLE 6.—*Statistics of public and private kindergartens in the United States, 1877-1880.*

State or Territory.	1877.			1878.			1879.			1880.		
	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.
United States	129	336	3,931	159	376	4,797	195	452	7,554	232	524	8,871
North Atlantic Division.....	65	129	1,634	86	188	2,220	93	202	2,687	113	251	3,545
South Atlantic Division.....	11	28	265	11	30	301	17	33	514	23	41	521
South Central Division.....	3	7	82	7	9	78	7	8	70	4	5	50
North Central Division.....	46	167	1,896	48	140	2,080	71	202	4,163	83	212	4,415
Western Division	4	5	54	7	9	118	7	7	120	9	15	340
North Atlantic Division:												
Maine.....	2	2	39	4	4	25	2	10	25	2	2	80
New Hampshire.....	2	4	30				1	1	16	1	1	16
Vermont.....												
Massachusetts.....	12	22	195	18	31	346	16	29	338	20	41	627
Rhode Island.....										1	6	64
Connecticut.....	1	5	80	2	5	55	3	8	76	4	6	71
New York.....	22	50	632	26	70	855	31	68	989	42	101	1,348
New Jersey.....	14	24	451	14	32	552	17	37	751	16	37	717
Pennsylvania.....	12	22	207	22	46	387	23	49	492	27	57	622
South Atlantic Division:												
Delaware.....							1	1	15	1	1	15
Maryland.....	4	10	48	3	10	56	3	8	83	5	9	83
District of Columbia.....	5	15	186	6	18	208	6	16	257	9	19	254
Virginia.....							2	2	40	2	3	15
West Virginia.....												
North Carolina.....							1	2		3	6	55
South Carolina.....	1	2	24	1	1	20	2	2	87	1	1	67
Georgia.....	1	1	7	1	1	17	1	1	12	1	1	12
Florida.....							1	1	20	1	1	20
South Central Division:												
Kentucky.....	3	7	82	4	7	78	3	4	35	1	2	15
Tennessee.....				2	2		2	2	12	1	1	12
Alabama.....							1	1		1	1	
Mississippi.....												
Louisiana.....				1			1	1	23	1	1	23
Texas.....												
Arkansas.....												
Oklahoma.....												
Indian Territory.....												
North Central Division:												
Ohio.....	6	9	89	12	19	196	18	34	383	12	28	285
Indiana.....	1	5	30	1	3	35	4	9	95	5	12	108
Illinois.....	6	13	141	7	22	274	10	23	336	15	23	538
Michigan.....	3	4	90	2	3	54	2	6	70	6	10	119
Wisconsin.....	6	17	291	7	14	305	5	10	200	12	23	452
Minnesota.....	3	9	70	2	8	50	1	1		5	14	108
Iowa.....	1	5	40	1	5	37	3	9	70	2	8	88
Missouri.....	20	105	1,145	15	66	1,129	28	110	3,009	23	90	2,640
North Dakota.....												
South Dakota.....												
Nebraska.....										1	1	12
Kansas.....				1						2	3	65
Western Division:												
Montana.....												
Wyoming.....												
Colorado.....	1	2	22	1	2	22						
New Mexico.....												
Arizona.....												
Utah.....												
Nevada.....												
Idaho.....												
Washington.....												
Oregon.....												
California.....	3	3	32	6	7	96	7	7	120	9	15	340

TABLE 7.—*Statistics of public and private kindergartens in the United States, 1881, 1882, 1884, 1885.*

State or Territory.	1881.			1882.			1884.			1885.		
	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.
United States	273	676	14,107	348	814	16,916	354	831	17,002	415	905	18,832
North Atlantic Division	103	235	3,779	134	273	3,965	118	271	4,008	141	300	4,698
South Atlantic Division	23	47	475	23	47	517	28	50	504	27	51	542
South Central Division	2	5	63	6	9	140	6	11	165	12	18	227
North Central Division	126	357	9,178	154	482	11,207	172	448	11,053	195	462	11,573
Western Division	19	32	612	31	53	1,087	30	51	1,272	40	74	1,792
North Atlantic Division:												
Maine	2	2	104	2	3	58	2	3	48	2	3	51
New Hampshire	1	1	15							1	1	35
Vermont										1	1	15
Massachusetts	20	37	647	41	53	724	22	46	714	19	38	641
Rhode Island	2	6	68	4	13	185	4	9	110	8	9	122
Connecticut	4	6	81	6	12	160	6	11	156	7	19	228
New York	37	97	1,689	38	95	1,600	45	109	1,735	41	92	1,532
New Jersey	12	28	501	12	29	443	12	27	474	12	25	440
Pennsylvania	25	58	674	31	68	845	27	66	771	55	112	1,634
South Atlantic Division:												
Delaware	2	4	30	2	4	31	1	3	30	2	5	42
Maryland	3	9	69	6	10	93	7	10	105	7	15	168
District of Columbia	10	20	303	10	22	270	14	26	252	12	21	217
Virginia	4	8	48	3	7	63	1	2	22	1	2	22
West Virginia												
North Carolina	4	6	25	2	4	60	2	4	60	3	3	38
South Carolina												
Georgia							3	5	35	2	5	55
Florida												
South Central Division:												
Kentucky				1	1	20	1	1	20	3	4	27
Tennessee							1	1		1		
Alabama	1			2	2	26	1	2	22	3	2	20
Mississippi				1								
Louisiana	1	5	63	2	6	94	2	6	99	2	9	128
Texas										1		
Arkansas												
Oklahoma												
Indian Territory							1	1	24	2	3	52
North Central Division:												
Ohio	12	34	448	18	36	539	21	49	582	26	53	641
Indiana	4	9	93	7	15	165	14	20	218	11	32	622
Illinois	19	34	611	27	55	701	25	53	921	37	71	1,715
Michigan	7	8	150	5	8	193	7	14	294	9	18	427
Wisconsin	12	24	457	17	42	918	24	64	1,286	31	64	1,885
Minnesota	5	18	173	7	23	243	9	14	204	7	12	170
Iowa	4	11	168	4	12	199	3	11	128	4	18	202
Missouri	60	214	7,002	65	233	8,076	64	211	7,213	62	181	5,655
North Dakota							1	2	15	3	5	82
South Dakota												
Nebraska				1	3	57	1	3	57	2	3	40
Kansas	3	5	76	3	5	116	3	7	135	3	5	134
Western Division:												
Montana												
Wyoming												
Colorado										2	4	137
New Mexico				1	1					1	1	16
Arizona	1	1	16	1	1	16						
Utah										1	1	
Nevada	1	2	50									
Idaho												
Washington												
Oregon				1	2	21	1	2	21	2	4	60
California	17	29	546	28	49	1,050	29	49	251	34	64	1,579

TABLE 8.—Statistics of public and private kindergartens in the United States, 1886, 1887, 1888, 1892.

State or Territory.	1886.			1887.			1888.			1892.		
	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.
United States	417	945	21,640	544	1,256	25,925	521	1,202	31,227	1,311	2,535	65,296
North Atlantic Division ..	161	321	6,202	206	398	7,629	186	370	9,442	458	819	20,231
South Atlantic Division...	19	42	529	25	47	563	23	66	799	58	117	2,409
South Central Division....	8	20	327	12	24	401	10	26	365	55	127	2,558
North Central Division....	185	479	12,400	233	645	14,110	225	600	16,614	606	1,219	32,616
Western Division	44	83	2,182	68	142	3,222	77	140	4,007	134	253	7,482
North Atlantic Division:												
Maine	2	3	51	3	5	69	3	5	95	5	7	119
New Hampshire	1	1	35							4	7	91
Vermont	1	2	14	1	2	17	1	1	13	4	5	56
Massachusetts	41	79	1,482	46	86	1,446	44	88	1,819	101	172	4,182
Rhode Island	3	11	156	5	15	186	6	16	359	13	37	616
Connecticut	10	18	347	13	30	519	13	32	673	30	80	1,954
New York	40	91	1,916	60	124	2,813	55	114	3,300	170	313	7,750
New Jersey	10	22	410	15	28	680	13	23	965	36	50	1,345
Pennsylvania	53	94	1,791	63	108	1,899	51	91	2,218	95	148	4,118
South Atlantic Division:												
Delaware	1	2	23	1	2	21	1	2	21	2	3	33
Maryland	5	16	236	10	19	286	10	29	434	18	39	702
District of Columbia ..	8	16	165	11	22	195	10	32	314	16	39	517
Virginia										4	7	86
West Virginia												
North Carolina	2	3	54	1	1	30	1	2	30	5	10	152
South Carolina										1	7	412
Georgia	3	5	51	2	3	31	1	1		8	15	388
Florida										4	6	119
South Central Division:												
Kentucky	2	3	27	1	1		1	1		21	60	1,157
Tennessee	1	1	19	2	2	32	2	5	28	11	21	471
Alabama	1	3	35	1	3	35				1	3	20
Mississippi										2	2	92
Louisiana	2	10	160	3	11	192	3	13	227	10	28	525
Texas	1	1	15	4	6	116	4	7	110	8	10	224
Arkansas										1	2	20
Oklahoma												
Indian Territory	1	2	71	1	1	26				1	1	49
North Central Division:												
Ohio	27	66	788	33	74	850	30	75	1,170	80	153	2,758
Indiana	9	20	445	12	31	446	13	27	542	35	124	2,910
Illinois	31	105	2,246	48	157	2,684	50	144	3,048	197	271	7,491
Michigan	14	30	808	16	31	725	6	25	908	46	87	2,208
Wisconsin	22	41	2,286	31	58	2,491	31	56	3,295	60	113	5,704
Minnesota	5	12	177	10	19	336	9	8	341	32	66	1,673
Iowa	4	9	166	8	22	368	8	26	501	33	83	1,677
Missouri	66	181	5,236	71	244	6,081	74	230	6,678	90	270	7,003
North Dakota												
South Dakota	2	4	52	1	2	28	1	1	16			
Nebraska	1	2	40	1	4	50	1	4	50	17	30	623
Kansas	4	9	156	2	3	51	2	4	65	16	19	569
Western Division:												
Montana										5	6	71
Wyoming				1	1	10						
Colorado	2	3	144	1	3	105	1	3	105	28	50	1,250
New Mexico	1	1	10	1	1	10	1	1	19			
Arizona												
Utah	1	1	90	1	1	50	1	1	50	2	5	80
Nevada				1	1	30	1	1	30			
Idaho												
Washington				1	1	10	1	1	10	8	9	183
Oregon	4	8	124	6	13	192	6	14	243	2	4	77
California	36	70	1,814	56	121	2,815	66	119	3,550	89	179	5,821

TABLE 9.—Statistics of public and private kindergartens actually reporting for 1897-98.

State or Territory.	Public kindergartens.						Private kindergartens.					
	Number of cities.	Number of schools.	Number of teachers.	Pupils.			Number of schools.	Number of teachers.	Pupils.			
				Male.	Fe- male.	Total.			Male.	Fe- male.	Total.	
United States.....	189	1,365	2,532	46,542	49,325	95,867	1,519	3,232	22,387	25,466	47,853	
North Atlantic Division.....	94	698	1,173	20,953	22,022	42,975	613	1,148	8,416	9,726	18,142	
South Atlantic Division.....	2	6	7	134	165	299	142	282	1,874	2,167	4,041	
South Central Division.....	8	27	50	1,037	1,046	2,083	90	209	1,348	1,528	2,876	
North Central Division.....	68	535	1,095	20,543	22,064	42,607	499	1,271	8,386	9,351	17,737	
Western Division.....	17	99	207	3,875	4,028	7,903	175	322	2,363	2,694	5,057	
North Atlantic Division:												
Maine.....	3	10	22	278	303	581	28	43	218	315	533	
New Hampshire.....	4	10	14	184	188	372	1	1	10	6	16	
Vermont.....	1	2	3	53	59	112	10	13	65	86	151	
Massachusetts.....	27	181	358	5,398	5,579	10,977	91	153	810	892	1,702	
Rhode Island.....	5	25	51	730	781	1,511	11	22	178	180	358	
Connecticut.....	15	57	147	1,493	1,590	3,083	44	80	475	548	1,023	
New York.....	31	218	371	7,638	8,179	15,817	232	499	4,326	5,026	9,352	
New Jersey.....	6	46	64	1,611	1,666	3,277	57	85	604	686	1,290	
Pennsylvania.....	2	149	143	3,568	3,677	7,245	139	252	1,730	1,987	3,717	
South Atlantic Division:												
Delaware.....							18	28	203	177	380	
Maryland.....							28	61	391	540	931	
District of Columbia.....							85	62	366	400	766	
Virginia.....							7	14	87	111	198	
West Virginia.....							2	7	62	68	130	
North Carolina.....							14	28	283	342	625	
South Carolina.....							3	6	48	56	104	
Georgia.....	2	6	7	134	165	299	24	57	316	359	675	
Florida.....							11	19	118	114	232	
South Central Division:												
Kentucky.....	4	12	22	555	561	1,116	27	69	467	487	954	
Tennessee.....							15	29	230	275	505	
Alabama.....	1	1	1	57	65	122	9	17	83	133	216	
Mississippi.....	1	1	1				3	4	58	44	102	
Louisiana.....	1	12	23	352	344	696	16	58	288	343	631	
Texas.....	1	1	3	73	76	149	13	18	119	128	247	
Arkansas.....							2	6	43	47	90	
Oklahoma.....							2	3	21	23	44	
Indian Territory.....							3	5	39	48	87	
North Central Division:												
Ohio.....	7	27	37	869	871	1,740	96	230	1,264	1,493	2,757	
Indiana.....	8	26	43	568	638	1,206	60	183	2,023	2,022	4,045	
Illinois.....	2	65	132	2,660	3,011	5,671	125	389	2,103	2,412	4,515	
Michigan.....	17	65	90	1,973	2,050	4,023	64	110	811	948	1,759	
Wisconsin.....	17	103	210	5,722	6,013	11,735	22	71	433	519	952	
Minnesota.....	3	49	94	1,589	1,695	3,284	39	108	714	825	1,539	
Iowa.....	9	51	79	1,325	1,350	2,675	18	35	195	215	410	
Missouri.....	2	107	343	4,262	4,888	9,150	32	55	343	401	744	
North Dakota.....							5	7	45	56	101	
South Dakota.....	1	1	2	24	36	60	2	4	21	22	43	
Nebraska.....	2	41	65	1,551	1,512	3,063	12	34	121	118	239	
Kansas.....							24	45	313	320	633	
Western Division:												
Montana.....							6	15	69	111	180	
Wyoming.....							4	4	33	39	72	
Colorado.....	4	29	60	1,482	1,504	2,986	13	27	154	153	307	
New Mexico.....												
Arizona.....							1	3	17	13	30	
Utah.....							15	41	217	314	531	
Nevada.....							1	1	13	7	20	
Idaho.....							2	2	13	9	22	
Washington.....	2	3	9	153	155	313	32	53	293	363	656	
Oregon.....	1	2	2	12	12	24	14	30	130	182	312	
California.....	10	65	136	2,223	2,357	4,580	87	146	1,424	1,503	2,927	

TABLE 10.—*Statistics of public and private kindergartens in the United States in 1897-98, partly estimated.*

State or Territory.	Private kindergartens not reporting.			Private kindergartens reporting and not reporting.			Public and private kindergartens reporting and not reporting.		
	Number of kindergartens not reporting.	Estimated number of teachers.	Estimated number of pupils.	Total number of private kindergartens.	Total number of teachers, partly estimated.	Total number of pupils, partly estimated.	Total number of kindergartens.	Total number of teachers, partly estimated.	Total number of pupils, partly estimated.
United States.....	1,479	3,173	45,884	2,998	6,405	93,737	4,363	8,937	189,604
North Atlantic Division....	499	949	14,771	1,112	2,097	32,913	1,810	3,270	75,888
South Atlantic Division....	152	304	4,336	294	586	8,377	300	593	8,676
South Central Division....	88	203	2,816	178	412	5,692	205	462	7,775
North Central Division....	541	1,356	18,209	1,040	2,627	35,946	1,575	3,722	78,553
Western Division.....	199	361	5,752	374	683	10,809	473	890	18,712
North Atlantic Division:									
Maine.....	19	36	563	47	79	1,096	57	101	1,677
New Hampshire.....	6	11	178	7	12	194	17	26	566
Vermont.....	5	10	148	15	23	299	17	26	411
Massachusetts.....	95	181	2,812	186	334	4,514	367	692	15,491
Rhode Island.....	12	23	355	23	45	713	48	96	2,224
Connecticut.....	40	76	1,184	84	156	2,207	141	303	5,290
New York.....	183	348	5,417	415	847	14,769	633	1,218	30,586
New Jersey.....	39	74	1,154	96	159	2,444	142	223	5,721
Pennsylvania.....	100	190	2,960	239	442	6,677	388	585	13,922
South Atlantic Division:									
Delaware.....	14	28	399	32	56	779	32	56	779
Maryland.....	37	74	1,055	65	135	1,986	65	135	1,986
District of Columbia.....	23	46	656	58	108	1,422	58	108	1,422
Virginia.....	11	22	314	18	36	512	18	36	512
West Virginia.....	1	2	29	3	9	159	3	9	159
North Carolina.....	13	26	371	27	54	996	27	54	996
South Carolina.....	3	6	86	6	12	190	6	12	190
Georgia.....	37	74	1,055	61	131	1,730	67	138	2,029
Florida.....	13	26	371	24	45	603	24	45	603
South Central Division:									
Kentucky.....	30	69	960	57	138	1,914	69	160	3,030
Tennessee.....	24	55	768	39	84	1,273	39	84	1,273
Alabama.....	5	12	160	14	29	376	15	30	498
Mississippi.....	3	7	96	6	11	198	7	12	198
Louisiana.....	10	23	320	26	81	951	38	104	1,647
Texas.....	10	23	320	23	41	567	24	44	716
Arkansas.....	3	7	96	5	13	186	5	13	186
Oklahoma.....	1	2	32	3	5	76	3	5	76
Indian Territory.....	2	5	64	5	10	151	5	10	151
North Central Division:									
Ohio.....	97	243	3,444	193	473	6,201	220	510	7,941
Indiana.....	32	80	1,136	92	263	5,181	118	306	6,387
Illinois.....	151	378	4,361	276	767	8,876	341	899	14,547
Michigan.....	61	153	2,166	125	263	3,925	190	353	7,948
Wisconsin.....	36	90	1,278	58	161	2,230	161	371	13,965
Minnesota.....	49	123	1,740	88	231	3,279	137	325	6,563
Iowa.....	36	90	1,278	54	125	1,688	105	204	4,363
Missouri.....	45	113	1,598	77	168	2,342	184	511	11,492
North Dakota.....	4	10	142	9	17	243	9	17	243
South Dakota.....	5	13	178	7	17	221	8	19	281
Nebraska.....	7	18	249	19	52	488	60	117	3,551
Kansas.....	18	45	639	42	90	1,272	42	90	1,272
Western Division:									
Montana.....	11	20	318	17	35	498	17	35	498
Wyoming.....	1	2	29	5	6	101	5	6	101
Colorado.....	17	31	491	30	58	798	59	118	3,784
New Mexico.....									
Arizona.....	2	4	58	3	7	88	3	7	88
Utah.....	15	27	434	30	68	965	30	68	965
Nevada.....	1	2	29	2	3	49	2	3	49
Idaho.....	2	4	58	4	6	80	4	6	80
Washington.....	21	38	607	53	91	1,263	56	100	1,576
Oregon.....	27	49	780	41	79	1,092	43	81	1,116
California.....	102	184	2,948	189	330	5,875	254	466	10,455

TABLE 11.—Public kindergartens in cities of over 4,000 inhabitants in 1901-2.

State and city.	Number of schools.	Instruct-ors.	Pupils.		
			Male.	Female.	Total.
1	2	3	4	5	6
ALABAMA.					
Florence	1	1	20	20	40
ARKANSAS.					
Helena	1	1			
CALIFORNIA.					
Fresno.....	1	1			56
Los Angeles.....	40	84			2,678
Oakland.....	1	1	23	26	49
Pasadena.....	5	11	149	150	299
Pomona.....	3	5	61	72	133
Redlands.....	1	1			
Riverside*.....	1	2	31	39	70
Sacramento.....	7	13	138	147	285
San Diego.....	6	12	188	179	367
San Jose.....	5	6	118	117	235
Santa Ana.....	2	4	61	55	116
Santa Barbara.....	4	7	111	124	235
Santa Cruz*.....	1	2	28	33	61
COLORADO.					
Denver—					
District No. 1.....	21	42	963	1,035	1,998
District No. 2.....	5	10	313	288	601
Pueblo—District No. 20.....	3	8	70	84	154
CONNECTICUT.					
Bristol.....	3	6	157	127	284
Hartford.....	12	59			53
Killingly*.....	1	1	23	24	47
Manchester (South).....	1	8	158	153	317
Naugatuck.....	3	4	96	89	185
New Britain.....	8	18	275	300	575
New Haven.....	15	28	651	639	1,290
New London.....	4	8			140
Norwich (Central District).....	5	10			251
Stamford*.....	2	2	69	53	113
Winchester.....	1	2	43	53	96
Windham.....	3	7			194
DISTRICT OF COLUMBIA.					
Washington.....	32	67	841	885	1,726
GEORGIA.					
Augusta.....	4	6	90	95	185
ILLINOIS.					
Chicago.....	89	178	4,475	4,360	8,835
Evanston—					
District No. 1.....	3	6	80	88	168
District No. 76.....	1	2	37	25	62
Morris.....	4	4	65	55	120
Pekin*.....	2	5			144
Rockford.....	1	1	5	20	25
INDIANA.					
Anderson.....	2	3	42	49	91
Columbus.....	2	2	35	45	80
Evansville.....	5	6	195	222	417
Fort Wayne.....	4	9	132	152	284
Hammond.....	6	12	242	249	491
La Porte.....	2	5	56	65	121
Michigan City.....	4	4	118	100	218
New Albany.....	1	1	10	10	20
Richmond.....	4	4	84	103	187
Shelbyville.....	4	2	78	87	160
South Bend.....	6	12	174	174	348
Terre Haute.....	22	11	280	295	575
Valparaiso.....	1	14	127	103	230
Vincennes*.....	1	2	40	45	85

*Statistics of 1900-1901.

TABLE 11.—Public kindergartens in cities of over 4,000 inhabitants in 1901-2—Cont'd.

State and city.	Number of schools.	Instruct- ors.	Pupils.		
			Male.	Female.	Total.
1	2	3	4	5	6
IOWA.					
Burlington	5	6			
Cedar Rapids	2	4			80
Creston	3	6	109	67	176
Des Moines (West Side)	18	26			
Dubuque	6	12	211	203	414
Fort Dodge	1				
Grinnell	3	3	77	70	147
Marshalltown	7	7	160	185	345
Oskaloosa	6	6	95	74	169
Washington	1	3			150
Waterloo (West Side)	1	2	27	31	58
Webster City	1	2	30	30	60
KANSAS.					
Salina	1	1	15	12	27
KENTUCKY.					
Covington *	6	12	293	301	594
Frankfort	1	2	32	24	56
LOUISIANA.					
Lake Charles	1	1	20	20	40
New Orleans	18	40	466	524	990
MAINE.					
Bangor	5	11	81	93	174
Bath	1	2	9	11	20
Biddeford	1	1	18	14	32
Lewiston	4	7	83	82	165
Portland *	6	12	200	207	407
Saco	1	1	8	22	30
MASSACHUSETTS.					
Andover	3	4	41	50	91
Attleboro	3	5	67	73	140
Boston	84	162	3,105	3,063	6,168
Bridgewater *	1	2	14	21	35
Cambridge	14	25	426	460	886
Chicopee	2	2			110
Dedham	2	4	68	65	133
Easton	1	2	24	28	52
Fall River	3	6	132	78	210
Framingham *	1				
Greenfield	2	2	47	43	90
Haverhill	2	4			91
Holyoke	7	13	213	228	441
Lowell	13	26	395	381	776
Malden	5	9	162	166	328
Medford	7	6	169	158	327
Melrose *	4	8	78	89	167
Milton	4	7			151
New Bedford	3	6	93	95	188
Newton	15	32	345	377	722
North Adams	4	8	108	121	229
Northampton	4	8	80	82	162
Peabody *	1	2	18	13	31
Salem	4	7	106	100	206
Somerville	4	8	180	216	396
Springfield	11	25	498	482	980
Watertown	1	2			40
Wellesley	1	1	18	13	35
Westfield	3	6	40	40	80
West Springfield	3	3	85	91	176
Winchester	4	8	110	110	220
Worcester	12	23			925
MICHIGAN.					
Big Rapids	2	2	41	46	87
Cadillac *	2	6	65	83	148
Calumet	13	27	343	337	680
Coldwater	2	2	47	62	109
Delray	2	2	46	64	110
Detroit	33	63	1,427	1,481	2,908

* Statistics of 1900-1901.

TABLE 11.—*Public kindergartens in cities of over 4,000 inhabitants in 1901-2—Cont'd.*

State and city.	Number of schools.	Instruct- ors.	Pupils.		
			Male.	Female.	Total.
1	2	3	4	5	6
MICHIGAN—continued.					
Dowagiac	1	1	44	39	83
Grand Haven	1	3	55	53	108
Grand Rapids	29	29	819	771	1,590
Holland	3	3	118	152	270
Ionia	2	1	—	—	—
Ironwood*	5	14	290	200	490
Ishpeming	5	10	210	218	428
Kalamazoo	9	10	263	282	545
Manistee	3	3	42	39	81
Manistique	3	3	146	147	293
Marquette*	1	1	—	—	53
Menominee	5	8	225	212	437
Mount Clemens	4	5	90	97	187
Muskegon	9	10	316	318	634
Negaunee	1	2	80	90	170
Pontiac	1	1	—	—	—
Port Huron	1	2	19	21	40
St. Joseph	3	3	61	57	118
Sault Ste. Marie	2	2	—	—	—
Traverse City	5	5	—	—	—
Wyandotte	3	25	76	82	158
MINNESOTA.					
Duluth*	15	27	528	525	1,053
Minneapolis	1	2	69	73	142
St. Paul	27	59	1,460	1,673	3,133
Winona*	7	14	—	—	400
MISSOURI.					
Kansas City	14	16	420	415	835
St. Louis	123	305	4,859	5,227	10,086
MONTANA.					
Helena	4	5	41	37	78
NEBRASKA.					
Lincoln	13	13	411	446	857
Nebraska City	1	2	24	30	54
Omaha	29	54	1,031	1,074	2,105
York	1	1	46	51	97
NEVADA.					
Reno	1	2	—	—	—
NEW HAMPSHIRE.					
Concord (Union District)*	6	9	141	126	267
Franklin	2	2	31	33	64
Nashua	3	3	102	110	212
Portsmouth	4	8	102	123	225
NEW JERSEY.					
Asbury Park	2	2	44	54	98
Bayonne	7	14	—	—	280
Bloomfield	7	10	116	109	225
Camden	3	3	55	54	109
Dover	3	3	—	—	132
East Orange	6	11	—	—	439
Englewood	5	6	67	67	134
Hoboken	7	14	—	—	1,122
Jersey City	3	4	—	—	623
Long Branch	3	4	110	115	225
Montclair	7	15	213	192	405
Newark	96	93	—	—	6,638
New Brunswick	1	1	30	34	64
Newton	1	1	40	53	93
North Plainfield	2	4	90	103	193
Orange	5	10	260	275	535
Passaic	7	11	—	—	872
Paterson	21	21	—	—	1,762
Perth Amboy	1	1	24	20	44
Plainfield	5	7	128	138	266
Rutherford	2	2	49	65	114

*Statistics of 1900-1901.

TABLE 11.—Public kindergartens in cities of over 4,000 inhabitants in 1901-2—Cont'd.

State and city.	Number of schools.	Instruct- ors.	Pupils.		
			Male.	Female.	Total.
1	2	3	4	5	6
NEW JERSEY—continued.					
Salem	2	2	16	14	30
Somerville	1	1	40	60	100
South Orange	1	2	25	28	53
Summit	2	2	56	49	105
Town of Union	2	5	95	107	202
West Hoboken	5	5	282	263	545
West Orange	4	5	108	72	180
NEW MEXICO.					
Santa Fe	1	1	42	43	85
NEW YORK.					
Albany	21	21	527	567	1,094
Auburn	4	8	96	95	191
Binghamton	14	14	335	319	654
Buffalo*	18	20	456	538	994
Catskill	2	2	55	60	115
Cohoes	4	5	120	159	279
Cortland	1	1	33	21	54
Fredonia	1	2	47	51	98
Geneva	4	9	119	138	257
Glens Falls*	2	4	63	63	126
Gloversville	5	5	205	199	404
Haverstraw*	1	1	28	32	60
Hornellsville	4	4	115	113	228
Ilion	2	5	60	57	117
Jamestown	9	11	280	300	580
Johnstown	2	2	65	50	115
Lansingburg*	5	10	138	128	261
Little Falls	2	2	55	58	113
Lockport	2	4	.....	.....	166
Matteawan	1	1	17	23	40
Medina	2	2	31	27	58
Mount Vernon	2	2	34	36	70
New Rochelle	5	9	191	193	384
New York	152	226	5,622	5,467	11,089
Niagara Falls	7	12	181	191	372
North Tonawanda*	4	4	72	67	139
North Tarrytown	1	1	19	23	42
Norwich	1	2	18	22	40
Nyack	1	1	40	30	70
Olean	6	6	186	174	360
Ossining	4	2	37	47	84
Peekskill (District No. 7)	1	1	18	16	34
Plattsburg	2	2	.....	.....	97
Port Chester	4	7	142	161	303
Poughkeepsie	2	2	30	30	60
Rensselaer	2	2	49	61	110
Rochester	31	80	1,922	2,129	4,051
Rome	5	6	99	113	212
Sandy Hill	1	2	49	59	108
Schenectady	5	5	124	145	269
Syracuse	22	34	612	614	1,226
Tarrytown	1	2	32	33	65
Troy	4	8	108	118	226
Utica	14	26	543	572	1,115
Watervliet	2	2	16	21	37
White Plains	3	4	75	91	166
Yonkers	9	13	342	354	696
NORTH CAROLINA.					
Highpoint	1	1	22	12	34
OHIO.					
Akron	9	9	.....	.....	310
Canton	2	2	42	27	69
Cleveland	28	46	965	924	1,889
Dayton	19	24	514	522	1,036
Fostoria	1	3	65	61	126
Fremont	3	7	114	123	234
Gallipolis	1	6	15	6	21
Mansfield	6	12	163	195	358
Marion	4	5	153	176	329
Portsmouth*	2	4	.....	.....	50
Toledo	24	22	732	828	1,560

* Statistics of 1900-1901.

TABLE 11.—Public kindergartens in cities of over 4,000 inhabitants in 1901-2—Cont'd.

State and city.	Number of schools.	Instruct- ors.	Pupils.		
			Male.	Female.	Total.
1	2	3	4	5	6
OKLAHOMA.					
Guthrie *	5	5	110	115	225
PENNSYLVANIA.					
Allegheny	12	24	436	289	725
Archbald	1	3			
Bradford	3	4			125
Erie	2	6	88	97	185
Greenville	1	2	28	32	60
Huntingdon	1	1	10	25	35
Johnstown	4	6	80	75	155
Philadelphia	143	192	3,496	3,743	7,239
Pittsburg	22	49	700	750	1,510
Scranton	8	8	143	148	291
Titusville	4	8	94	107	201
Uniontown	1	1			35
RHODE ISLAND.					
Cranston	4	5	80	77	157
Newport	5	5	168	157	325
Pawtucket	7	15	282	285	567
Providence	24	46	921	995	1,916
Woonsocket	3	5	68	50	118
SOUTH CAROLINA.					
Rock Hill	2	2			
SOUTH DAKOTA.					
Lead *	1	4	28	30	58
Yankton *	1	2	23	23	46
TENNESSEE.					
Johnson City *	1	1	20	30	50
TEXAS.					
Denton	1	1			
El Paso	2	2	61	53	114
VERMONT.					
Burlington	5	5	121	95	216
Montpelier	1	3	38	30	68
Rutland	3	6	44	61	105
WASHINGTON.					
Seattle	1	2	48	32	80
Spokane	2	2	46	61	107
Tacoma	1	2			
WISCONSIN.					
Appleton	5	10	210	219	429
Baraboo	4	8	72	67	139
Beaver Dam	1	2	27	28	55
Beloit	4	12	204	219	423
Berlin	2	4	66	74	140
Fond du Lac	6	14	320	337	657
Grand Rapids	2	4	60	50	110
Kaukauna *	1	2	27	33	60
Madison	2	4	39	53	92
Marinette	6	6	276	250	526
Marshfield	1	2	40	51	91
Menasha	3	4	85	105	190
Menomonie	3	4	122	115	237
Merrill	1	2			
Milwaukee	45	90	3,300	3,164	6,464
Neenah	2	2	57	86	143
Oshkosh	10	25	606	625	1,231
Racine	9	16	444	440	884
Sheboygan	7	23	363	370	733
Stevens Point *	4	6			190
Superior	9	24	401	460	861
Wausau	6	13	253	310	563

* Statistics of 1900-1901.

[illegible]

TABLE 12.—*Kindergarten associations*—Continued.

Location.	Name of association.	Name of president.	Date of organization.	Kindergartens maintained.	Instructors.	Pupils.			Approximate cost of maintaining the kindergarten.	Means of support.
						Boys.	Girls.	Total.		
1	2	3	4	5	6	7	8	9	10	11
NEW YORK—continued.										
New York.	Kindergarten Association of Children's Aid Society.	William Church Osborn.	1880	18	62	1,182	1,084	66,481		Donations and public funds.
Do.	New York Orphan Asylum Kindergarten Society.									
Do.	Kindergarten Association of United Relief Works Society of Ethical Culture.	Leo G. Rosenblatt		1	2	22	25	47	\$2,000	Subscriptions and donations.
Do.	Bethel Sisterhood Kindergarten Association.	Mrs. Leopold Stern	1889	1	2	29	38	67	984	Do.
Do.	American Female Guardian Society Kindergarten Association.	Mrs. F. M. Weeks	1890	9	25	705	753			Public funds, donations, and subscriptions.
Do.	Kindergarten Union of New York City and Vicinity.									
Peckskill.	Industrial Kindergarten Association.	Mrs. Enclid Anderson	1898	1	1	21	12	33	550	Public funds.
Randolph	Western New York Society for Protection of Harmless and Dependent Children Kindergarten Association.	Hon. C. S. Cary		1	1	44	20	64	225	Subscriptions and donations.
Rochester	Kindergarten Association.									
Saratoga Springs	Kindergarten Union of Saratoga and Vicinity.									
Syracuse	Kindergarten Club.									
Utica	International Kindergarten Union.	Miss Rosemary Baum	1898							Public funds
NORTH CAROLINA.										
Asheville.	Free Kindergarten Association.	Mrs. Charity R. Craig	1893	3	6	125	255	380	1,540	Subscriptions and donations.
Wilmington	Kindergarten Association of Home Mission Society First Presbyterian Church	Miss Florence L. Bonitz		1	2	27	17	44	325	Subscriptions.
NORTH DAKOTA.										
Gando	Kindergarten Association.									
Fargo	Free Kindergarten Association.	Mrs. Isaac Pells Clapp	1890	1	2	22	24	46	350	Do.

State.	Name of Association.	Year.	Members.	Teachers.	Public funds, subscriptions, and donations.
VIRGINIA.	Kindergarten Association		1	2	51
	Woman's Christian Free Kindergarten Association.	Mrs. C. P. Walford			30
	do.				21
	do.				375
WASHINGTON.	Kindergarten Association				
	do.				
	Crocker Free Kindergarten Association.	Mrs. Helen W. Smith.	1	8	20
WISCONSIN.	Ladies' Kindergarten Association of German-English Academy.	Mrs. A. C. Helmholz.	1873	1	14
	Froebel Union of Milwaukee.				20
	Milwaukee Mission Kindergarten Association.	Miss Lilla B. Terry	1886	4	8
	Gilbert Kindergarten Association				
MILWAUKEE.	Do.				
	Do.				
	Do.				
	Do.				
MILWAUKEE.	Do.				
	Do.				
	Do.				
	Do.				

Denver.....	Normal and Preparatory School, Kindergarten Training Class.	Fred Dick.....	1893	Yes.	5	27	7	.....	.....	18	.....	Public funds and tuition fees.
Greeley.....	State Normal Kindergarten Training School.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
CONNECTICUT.												
Bridgeport.....	Kindergarten Training School.....	Miss Fannie A. Smith.....	1885	No..	3	14	10	14	24	38	27	350
New Britain.....	State Normal Kindergarten Training School.	Miss Alice O'Grady.....	1880	Yes.	2	44	12	60	66	126	20	Tuition fees, State funds.
New Haven.....	Welch Kindergarten Training School Miss Leighton's Training School for Kindergartners.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do.....	State Normal Kindergarten Training School.	Miss Georgiana Minor.....	1890	Yes.	2	21	11	159	128	287	....	Public funds.
South Manchester.....	Clay Street Kindergarten Training School.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Waterbury.....	State Normal Kindergarten Training School.	Mrs. Eliza G. Graves.....	1889	Yes.	3	1	1	.....	.....	.....	20	Do.
Willimantic.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
DELAWARE.												
Wilmington.....	Friends Kindergarten Training School.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
DISTRICT OF COLUMBIA.												
Washington.....	Lucy Webb Hayes National Kinder- garten Training School.	Chas. W. Gallegher.....	1890	No..	6	.....	.....	30	40	70	.....	Donations and tuition fees.
Do.....	Columbia Kindergarten Training School.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do.....	Phoebe A. Hearst Kindergarten Train- ing School.	Miss Harriet Niel.....	1901	No..	4	15	8	.....	.....	.....	16	Do.
Do.....	Washington Normal Kindergarten Institute.	Miss Susan P. Pollock.....	1875	No..	6	15	6	22	20	42	16	.....
FLORIDA.												
Tampa.....	Hyde Park Kindergarten Training School.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
GEORGIA.												
Atlanta.....	Kindergarten Normal Training School.	Miss Willette A. Allen.....	1897	No..	3	8	5	19	18	37	18	Tuition fees.
Augusta.....	Kindergarten Training School.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Columbus.....	Kindergarten Training School.....	Miss Edwina Wood.....	1895	No..	4	6	2	75	95	170	16	Donations.
Newnan.....	Kindergarten Training Class.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
ILLINOIS.												
Chicago.....	Kindergarten Training School.....	Mrs. J. N. Crouse and son.	1885	No..	18	110	21	.....	.....	.....	27	Tuition fees.
Do.....	Kindergarten College Training School.	Miss Elizabeth Harri- son.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do.....	Pestalozzi-Froebel Kindergarten Training School.	Mrs. Bertha Hofer Heg- ner.	1897	No..	9	19	6	45	35	80	18	Do.

Learners.	Name of School.	Instructor.	Yes.	No.	Tuition fees.	Public funds.
KANSAS.						
Emporia.....	Normal College Kindergarten Training School.	Miss Charline P. Morgan.	Yes..	1 40 25	5	Do.
Topeka.....	Kindergarten Training Class.....					
Wichita.....	Lewis Academy Kindergarten Training Class.					
KENTUCKY.						
Bowling Green.....	Southern Normal Kindergarten Training School.					
Lexington.....	Kindergarten Training Class.....					
Louisville.....	Free Kindergarten Training Class.....					
Do.....	Kindergarten Training School.....	Miss Patty S. Hill.....	No..	9 30 13 25 40	65 20 3,000	Tuition fees and donations.
LOUISIANA.						
New Orleans.....	Normal School Kindergarten Training School.	Miss Edith M. Woodruff..	Yes..	2 22 0 24 16	40 18	Public funds.
Do.....	Free Kindergarten Association Training School.					
MAINE.						
Bangor.....	Kindergarten Training School.....	Miss Nellie E. Brown.....	No..	1 10 7 24 24	48 9	Tuition fees.
Portland.....	Training School for Kindergartners.....	Miss Abby J. Norton.....	No..	5 13 8 7 13	20 17 1,200	Do.
MARYLAND.						
Baltimore.....	Training School of Baltimore Kindergarten Association.....	Miss Caroline M. C. Hart..	No..	8 73 24	24 4,000	Tuition fees.
Do.....	Kindergarten Training Class, Friends School.					
MASSACHUSETTS.						
Boston.....	Perry Kindergarten Normal Training School.					
Do.....	Froebel School, Kindergarten Normal Classes.	Miss Annie Coolidge Rust.	No..	1 40 20	18	Tuition fees.
Do.....	Normal Kindergarten Training School.					
Do.....	Garland Kindergarten Training School.	Miss Margaret J. Stannard.	No..	10 26 8 4 0	4 16 1,500	Do.
Do.....	Symonds Kindergarten Training School.	Miss Lucy H. Symonds..	No..	9 42 20	16	Do.
Do.....	Kindergarten Training School.....					
Do.....	Kindergarten Training School.....	Miss Lucy Wheelock....	No..	9 101 56	16 2,000	Do.
Do.....	Wheelock Kindergarten Training School.					
Bridgewater.....	State Normal Kindergarten Training School.	Miss Anne M. Wells.....	Yes..	24 16	40 30	Public funds.
MAVERICKS.	Kindergarten Training School.....	Miss Anne L. Page.....	No..	2 10	17 13 30	Donations.

TABLE 13.—*Training schools and classes for kindergartners—Continued.*

Location.	Name of school or class.	Name of principal.	Date of organization.	Department of normal or another institution.	Number of instructors.	Number of students (pupils teachers).	Number of graduates.	Number of pupils in model-kindergarten.			Length of course in months.	Approximate cost of maintenance.	Means of support.
								Boys.	Girls.	Total.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
MASSACHUSETTS—cont.													
Fitchburg	State Normal Kindergarten Training School.												
Springfield	Kindergarten Training Class	Miss Hattie Twitchell.		No.	4	18		8	8	16			Tuition fees.
Westfield	State Normal Kindergarten Training School.	Clarence A. Brodeus.		Yes.	1	4	4	14	18	32	20	\$1,500	Public funds.
MICHIGAN.													
Alma	Alma College Kindergarten Training Department.	Mrs. Mary D. Plum.	1888	Yes.	4	24	11	18	10	28	20	800	Tuition fees.
Benton Harbor	Kindergarten Training School.												
Big Rapids	Ferris Institute Kindergarten Training Class.	W. N. Ferris.	1884	Yes.	1	46	13	12	18	30	20	1,000	Do.
Detroit	Kindergarten Normal Training School.												
Do.	Washington Normal Kindergarten Training School.	Miss Clara W. Mingins.	1895	Yes.	7	64	16	70	55	125	30		Public funds.
Graud Rapids	Kindergarten Training School	Mrs. Lucretia Willard Treat.	1891	No.	13	159	72				27	4,900	Tuition fees.
Kalamazoo	Public Kindergarten Training School Teachers' Kindergarten Training School.												
Muskegon	Normal College Kindergarten Training School.	L. H. Jones, A. M.	1852	Yes.	1	85	42	25	33	58	18	1,000	Public funds.
Ypsilanti													
MINNESOTA.													
Duluth	Kindergarten Training School.												
Maunkato	State Normal Kindergarten Training School.												
Minneapolis	Normal School for Kindergartners.	Miss Stella L. Wood.	1892	No.	5	22	9				18	1,900	Tuition and donations.

TABLE 13.—*Training schools and classes for kindergartners—Continued.*

Location.	Name of school or class.	Name of principal.	Date of organization.	Department of normal or another institution.	Number of instructors.	Number of students (pupils teachers).	Number of graduates.	Number of pupils in model kindergarten.			Length of course in months.	Approximate cost of maintenance.	Means of support.
								Boys.	Girls.	Total.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
NEW YORK—continued.													
Chautauqua.....	Kindergarten Training School.....	Miss Frances M. Crawford	1899	Yes	4	16	8	137	121	258	19	\$900	Public funds. Do.
Cohoes.....	do.	Miss Lillie H. Stone	1897	Yes	2	25	8	17	11	28	16	1,300	
Cortland.....	State Normal Kindergarten Training School.												Public funds and tuition fees. Tuition fees.
Fredonia.....	do.	Miss Adelaide L. Herrick	1880	Yes	2	7	4	37	37	74	30	2,000	
Ithaca.....	Training School for Kindergartners.	Miss Eleanor E. Jones	1903	No.	1	4	0	13	10	23	18	205	Do.
New York.....	American Kindergarten Training School.												
Do.....	Elliman School Kindergarten Training School.												Do.
Do.....	Ethical Culture Kindergarten Training School.	Miss Caroline T. Haven	1878	Yes	9	70	27	24	20	44	16	5,000	
Do.....	Miss Hunter's Kindergarten Training School.	Miss Jenny Hunter	1883	No.	7	98	45	12	16	28	18	5,000	Do.
Do.....	Seminary for the Training of Kindergartners.												
Do.....	Miss Merington's Kindergarten Training School.												Public fees and endowments.
Do.....	All Souls' Church Normal Kindergarten Training School.												
Do.....	Teachers' College Kindergarten Training School.	Miss Mary D. Runyan	1887	Yes	5	32	12	332	220	552	17	6,600	Tuition fees and public funds. Public funds.
Do.....	New York Froebel School for Kindergartners.	Miss M. L. Van Wagenen	1880	No.	4	32	0				24		
Oswego.....	Normal Kindergarten Training School.	Miss A. P. Funnelle	1882	Yes	2	21	11	37	37	74	40	1,950	Do
Plattsburg.....	State Normal Kindergarten Training School.	Geo. K. Hawkins, A. M.	1897	Yes	20	44	6	13	18	31	30	1,000	
Potsdam.....	do.	Miss Wilhelmina Caldwell.	1896	Yes	1	23	5	42	46	88	30		Do

CHAPTER LII.

ILLITERACY IN THE UNITED STATES.

The reports of the Ninth, Tenth, Eleventh, and Twelfth Censuses furnish the figures from which the tables in this chapter are compiled, presenting the statistics of illiteracy for the United States for 1870, 1880, 1890, and 1900. The tables have been rearranged and new computations have been made for the purpose of comparing the results for the four years named.

Illiterates are persons 10 years of age and over who can not read and write. Those who can read but are not able to write are still classed as illiterates. Most persons learn to read and write before they are 10 years old. Very few who are still illiterate at this age are likely to learn to read later in life. By general consent 10 years was considered as the probationary period, after the completion of which all persons should be classed as literates or illiterates accordingly as they had reached or failed to reach the required standard.

The census enumerators ascertained the number of persons 10 years of age and over and the number of illiterates in this population, whether native-born whites, foreign-born whites, or people of colored races.

In the total population of 75,994,575 in 1900, there were 57,949,824 persons 10 years of age and over, in which latter number were 6,180,069 illiterates. This was 10.7 per cent of the population 10 years of age and above as compared with 13.3 per cent in 1890, 17 per cent in 1880, and 20 per cent in 1870. The statistics for the four years named may be compared in Tables 1 and 2, where they are given by States and geographical divisions. In 1870 the percentage of illiteracy in the North Atlantic division was 7.6, in 1880 it was 6.2, in 1890 the same, and in 1900 it was 5.9. In the South Atlantic division the percentages for the same years were 46.2, 40.3, 30.9, and 23.9. In the North Central division for the same years the percentages of illiteracy were 9.3, 6.7, 5.7, and 4.2. The rank of each State, based upon the percentage of illiteracy according to the census of 1900, is shown in Table 24, Iowa, the State having the smallest percentage, being placed first.

From Table 13 it appears that of the 75,994,575, total population, there were 56,595,379 native-born whites, or 74.5 per cent of the whole. There were 10,213,817 foreign-born whites, or 13.4 per cent of the whole, and 9,185,379 colored people, or 12.1 per cent of the whole. It will be noted that while the Southern States have nearly all the negroes, the Northern and Western States have nearly all the foreign-born whites.

The total white population in 1900, without reference to nativity, was 66,809,196, as shown in Table 3. In this population there were 51,250,918 persons 10 years of age and over, of whom 3,200,746 were illiterate. This was 6.2 per cent as compared with 7.7 in 1890, with 9.4 in 1880, and 11.5 in 1870, as shown by comparing Tables 3 and 4. The rank of each State according to the illiteracy of its white population is shown in Table 25.

The illiteracy of the native white population is shown in Tables 5 and 6 for the four years. In 1900 there were 1,913,611 illiterates in the native white population of 41,236,662, 10 years of age and over, or 4.6 per cent, as compared with 6.2 per cent in 1890, with 8.7 per cent in 1880, and 10.8 per cent in 1870.

In 1900 there were 10,014,256 foreign-born whites 10 years of age and over, and of these 1,287,135 were illiterate. This was 12.9 per cent as compared with 13.1 in 1890, with 12 in 1880, and with 14.4 per cent in 1870. These figures are shown in Tables 7 and 8.

Tables 9 and 10 show the number and per cent of illiterates in the colored population 10 years of age and over in 1900, 1890, 1880, and 1870. The colored enumeration included the negroes, Chinese, Japanese, and the Indians. In 1900 the colored population 10 years of age and over was 6,698,906, in which number were 2,979,323 illiterates, or 44.5 per cent as compared with 56.8 in 1890, with 70 in 1880, and 79.9 in 1870.

Table 11 shows that in 1900 the percentage of illiteracy in the total male population 10 years of age and over was 10.1 as compared with 12.4 in 1890. Table 12 indicates that the percentage of illiteracy for the female population was 11.2 in 1900 and 14.4 in 1890.

Tables 14 to 18, inclusive, exhibit the statistics of 1900 relating to the degree of illiteracy in the separate elements of population already mentioned. In Table 14 it is shown that in the total illiterate population of 6,180,069 there were 5,224,226 persons who could neither read nor write, and 955,843 who could read but could not write. In like manner the degree of illiteracy for the total white population, for the native white, for the foreign white, and for the colored population may be learned by reference to Tables 15, 16, 17, and 18.

The illiteracy of the population 10 years of age and over, classified by sex and certain age periods, may be studied in Tables 19 to 23, inclusive. Table 19 shows that there were 577,649 illiterates 10 to 14 years of age, 721,394 who were 15 to 20 years of age, and 4,881,026 who were 21 years old and over.

The five tables above mentioned are perhaps the most important comparisons made in this chapter. The statistics here given emphasize the fact, which has been pointed out for several years in the Annual Reports of the Commissioner of Education, that the girls of the present generation are receiving more benefit from the public schools than the boys. Table 19 shows that of the 577,649 illiterates from 10 to 14 years of age 325,984 were boys and 251,665 were girls; of the 721,394 illiterates from 15 to 20 years of age 396,770 were boys and 324,624 were girls, while of the 4,881,026 illiterates 21 years of age and over 2,288,470 were men and 2,592,556 were women.

It is thus seen that from 10 to 14 years of age the boys constituted 56.43 per cent of the illiterates and the girls 43.57 per cent; from 15 to 20 years of age, the boys 55 per cent and the girls 45 per cent. Combining all the ages from 10 to 20 the boys constituted 55.64 per cent of the illiterates and the girls 44.36 per cent. From 21 years of age and over the illiterates were 46.89 per cent males and 53.11 per cent females.

Tables 29 to 43, inclusive, present the statistics of illiteracy for the 16 former slave States and the District of Columbia. These tables are arranged so that they may be compared item by item with the tables for the whole United States which precede them. These tables will be found valuable to those who are studying the race and educational problems of the South.

The table which follows exhibits the percentages of illiteracy in the countries of Europe. These percentages can not be compared with those given for the United States, as the age periods of those enumerated are not the same.

Percentage of illiteracy in Europe.

Group.	Countries (or States).	Percentage.	Date.	Sex.	How found.	Sources of information.
Teutonic nations.	German Empire	0.05	1901	Male	Army recruits..	Imperial bureau of statistics, Berlin.
	Prussia.....	.07	1901	.....do.....	.....do.....	Do.
	Bavaria.....	.01	1901	.....do.....	.....do.....	Do.
	Saxony.....	.00	1901	.....do.....	.....do.....	Do.
	Wurtemberg.....	.01	1901	.....do.....	.....do.....	Do.
	Baden.....	.03	1901	.....do.....	.....do.....	Do.
	Hesse.....	.02	1901	.....do.....	.....do.....	Do.
	Mecklenburg-Schwerin.....	.00	1901	.....do.....	.....do.....	Do.
	Saxe-Weimar.....	.00	1901	.....do.....	.....do.....	Do.
	Mecklenburg-Strelitz.....	.00	1901	.....do.....	.....do.....	Do.
	Oldenburg.....	.00	1901	.....do.....	.....do.....	Do.
	Brunswick.....	.11	1901	.....do.....	.....do.....	Do.
	Saxe-Meiningen.....	.00	1901	.....do.....	.....do.....	Do.
	Saxe-Altenburg.....	.00	1901	.....do.....	.....do.....	Do.
	Saxe-Coburg-Gotha.....	.00	1901	.....do.....	.....do.....	Do.
	Anhalt.....	.07	1901	.....do.....	.....do.....	Do.
	Schwarzburg-Sondershausen.....	.00	1901	.....do.....	.....do.....	Do.
	Schwarzburg-Rudolstadt.....	.00	1901	.....do.....	.....do.....	Do.
	Waldeck.....	.00	1901	.....do.....	.....do.....	Do.
	Reuss, senior line.....	.00	1901	.....do.....	.....do.....	Do.
	Reuss, junior line.....	.00	1901	.....do.....	.....do.....	Do.
	Schaumburg-Lippe.....	.00	1901	.....do.....	.....do.....	Do.
	Lippe.....	.00	1901	.....do.....	.....do.....	Do.
	Lubeck.....	.00	1901	.....do.....	.....do.....	Do.
	Bremen.....	.00	1901	.....do.....	.....do.....	Do.
	Hamburg.....	.05	1901	.....do.....	.....do.....	Do.
	Alsace-Lorraine.....	.06	1901	.....do.....	.....do.....	Do.
	Sweden and Norway.....	.08	1900	.....do.....	.....do.....	Hübner's Annual Tables.
	Denmark.....	.20	1900	.....do.....	.....do.....	Do.
	Finland.....	.49	1899	Male and female over 10 years.	Census.....	Do.
Mixed Teutonic.	Switzerland.....	.13	1901	Male.....	Army recruits..	Schweizerische Lehrerzeitung.
	Scotland.....	2.46	1901	Male and female.	Signing marriage certificates.	Statesman's Year-book.
	Netherlands.....	2.30	1901	Male.....	Army recruits..	Hübner's Annual Tables.
	England.....	3.00	1901	Male and female.	Signing marriage certificates.	Statesman's Year-book.
Romanic, Teutonic, Magyaric mixture.	France.....	4.70	1900	Male.....	Army recruits..	Levasseur's Statistique.
	Belgium.....	10.10	1900	.....do.....	.....do.....	Hübner's Annual Tables
	Austria.....	35.60	1901	.....do.....	.....do.....	Army returns.
	Ireland.....	7.90	1901	Male and female.	Signing marriage certificates.	Statesman's Year-book.
	Hungary.....	47.80	1900	Male.....	Army recruits..	Army returns.
	Greece.....	30.00	1900	Male and female.	Census.....	Hübner's Annual Tables.
	Italy.....	32.90	1900	Male.....	Army recruits..	Do.
	Portugal.....	79.20	1890	Male and female.	Census.....	Do.
	Spain.....	68.10	1889	.....do.....	.....do.....	Do.
	Russia.....	61.70	1894	.....do.....	Army recruits..	Do.
Slavic nations.	Servia.....	79.30	1895	.....do.....	.....do.....	Do.
	Roumania.....	88.40	1899	.....do.....	.....do.....	Do.

TABLE 1.—*Number and per cent of illiterates in population 10 years of age and over: 1890 and 1900.*

State or Territory.	1900.				1890.			
	Total population.	Population 10 years of age and over.	Illiterates.		Total population.	Population 10 years of age and over.	Illiterates.	
			Num-ber.	Per cent.			Num-ber.	Per cent.
United States	75,994,575	57,949,821	6,180,069	10.7	62,622,250	47,413,559	6,324,702	13.3
North Atlantic Division.....	21,046,695	16,692,161	976,586	5.9	17,401,545	13,888,377	859,989	6.2
South Atlantic Division.....	10,443,480	7,616,159	1,821,346	23.9	8,857,920	6,415,921	1,981,888	30.9
South Central Division.....	14,080,047	10,124,215	2,318,579	22.9	10,972,893	7,799,487	2,318,871	29.7
North Central Division.....	26,333,004	20,281,866	858,322	4.2	22,362,279	16,909,613	964,268	5.7
Western Division	4,091,349	3,235,423	205,286	6.3	3,027,613	2,400,161	199,686	8.3
North Atlantic Division:								
Maine.....	694,466	565,440	29,060	5.1	661,086	541,692	29,587	5.5
New Hampshire.....	411,588	337,893	21,075	6.2	376,530	315,497	21,476	6.8
Vermont.....	343,641	278,943	16,247	5.8	332,422	271,173	18,154	6.7
Massachusetts.....	2,805,346	2,267,048	134,043	5.9	2,238,943	1,839,607	114,468	6.2
Rhode Island.....	428,556	344,824	29,004	8.4	345,506	281,959	27,525	9.8
Connecticut.....	908,420	730,454	42,973	5.9	746,258	609,830	32,194	5.3
New York.....	7,268,894	5,801,682	318,100	5.5	5,997,853	4,822,392	266,911	5.5
New Jersey.....	1,883,669	1,480,498	86,658	5.9	1,444,933	1,133,123	74,321	6.5
Pennsylvania.....	6,302,115	4,885,379	299,376	6.1	5,258,014	4,063,134	275,353	6.8
South Atlantic Division:								
Delaware.....	184,735	145,500	17,531	12.0	168,493	131,967	18,878	14.3
Maryland.....	1,188,044	920,715	101,947	11.1	1,042,390	798,605	125,376	15.7
District of Columbia.....	278,718	231,837	20,028	8.6	230,392	188,567	24,884	13.2
Virginia.....	1,854,184	1,364,501	312,120	22.9	1,655,980	1,211,934	365,736	30.2
West Virginia.....	958,800	701,646	80,105	11.4	762,794	549,533	79,180	14.4
North Carolina.....	1,893,810	1,346,784	386,251	28.7	1,617,947	1,147,446	409,703	35.7
South Carolina.....	1,340,316	942,402	338,659	35.9	1,151,149	802,406	360,705	45.0
Georgia.....	2,216,331	1,577,334	480,420	30.5	1,837,353	1,302,208	518,706	39.8
Florida.....	528,542	385,490	84,285	21.9	391,422	283,250	78,720	27.8
South Central Division:								
Kentucky.....	2,147,174	1,589,685	262,954	16.5	1,858,635	1,360,031	294,381	21.6
Tennessee.....	2,020,616	1,480,948	306,980	20.7	1,767,518	1,276,631	340,140	26.6
Alabama.....	1,828,697	1,304,703	443,590	34.0	1,513,017	1,069,545	438,535	41.0
Mississippi.....	1,551,270	1,098,891	351,461	32.0	1,289,600	902,028	360,613	40.0
Louisiana.....	1,381,625	990,364	381,145	38.5	1,118,587	794,683	364,184	45.8
Texas.....	3,048,710	2,163,913	314,018	14.5	2,235,523	1,564,755	308,873	19.7
Arkansas.....	1,311,564	934,332	190,655	20.4	1,123,179	787,113	209,745	26.6
Oklahoma.....	398,331	287,055	15,774	5.5	61,834	44,701	2,400	5.4
Indian Territory.....	392,030	274,324	52,052	19.0				
North Central Division:								
Ohio.....	4,157,545	3,289,921	131,541	4.0	3,672,316	2,858,659	149,843	5.2
Indiana.....	2,516,462	1,968,215	90,539	4.6	2,192,404	1,674,028	105,829	6.3
Illinois.....	4,821,550	3,727,745	157,958	4.2	3,826,351	2,907,671	152,634	5.2
Michigan.....	2,420,982	1,896,265	86,482	4.2	2,093,889	1,619,035	95,914	5.9
Wisconsin.....	2,069,042	1,561,156	73,779	4.7	1,686,880	1,258,390	84,745	6.7
Minnesota.....	1,751,394	1,305,657	52,946	4.1	1,301,826	962,350	58,057	6.0
Iowa.....	2,231,853	1,711,789	40,172	2.3	1,911,896	1,441,308	52,061	3.6
Missouri.....	3,106,665	2,371,865	152,844	6.4	2,679,184	1,995,638	181,368	9.1
North Dakota.....	319,146	229,161	12,719	5.6	182,719	129,452	7,743	6.0
South Dakota.....	401,570	294,304	14,832	5.0	328,808	236,208	9,974	4.2
Nebraska.....	1,066,300	799,755	17,997	2.3	1,058,910	771,659	24,021	3.1
Kansas.....	1,470,495	1,126,033	32,513	2.9	1,427,096	1,055,215	42,079	4.0
Western Division:								
Montana.....	243,329	191,596	11,675	6.1	132,159	107,811	5,884	5.5
Wyoming.....	92,531	72,062	2,878	4.0	60,705	47,755	1,630	3.4
Colorado.....	539,700	425,424	17,779	4.2	412,198	327,896	17,180	5.2
New Mexico.....	195,310	141,282	46,971	33.2	153,593	112,541	50,070	44.5
Arizona.....	122,931	94,147	27,307	29.0	59,620	46,076	10,785	23.4
Utah.....	276,749	196,769	6,141	3.1	207,905	147,227	8,232	5.6
Nevada.....	42,335	34,959	4,645	13.3	45,761	38,225	4,897	12.8
Idaho.....	161,772	119,837	5,505	4.6	84,385	62,721	3,225	5.1
Washington.....	518,103	408,437	12,740	3.1	349,390	275,639	11,778	4.3
Oregon.....	413,536	328,799	10,686	3.3	313,767	244,374	10,103	4.1
California.....	1,485,053	1,222,111	58,959	4.8	1,208,130	989,896	75,902	7.7

TABLE 2.—Number and per cent of illiterates in population 10 years of age and over: 1870 and 1880.

State or Territory.	1880.				1870.			
	Total population.	Population 10 years of age and over.	Illiterates.		Total population.	Population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
United States	50,155,783	36,761,607	6,239,958	17.0	38,558,371	28,228,945	5,658,144	20.0
North Atlantic Division	14,507,407	11,270,090	699,369	6.2	12,298,730	9,430,792	712,277	7.6
South Atlantic Division	7,597,197	5,286,645	2,129,530	40.3	5,853,610	4,207,398	1,943,166	46.2
South Central Division	8,919,371	6,076,243	2,402,539	39.5	6,434,410	4,548,220	2,024,395	44.5
North Central Division	17,364,111	12,730,841	853,020	6.7	12,981,111	9,292,434	865,917	9.3
Western Division	1,767,697	1,367,788	155,150	11.3	990,510	750,101	112,389	15.0
North Atlantic Division:								
Maine	648,936	519,669	22,170	4.3	626,915	493,847	19,052	3.9
New Hampshire	346,991	286,188	14,302	5.0	318,300	260,426	9,926	3.8
Vermont	322,286	264,052	15,837	6.0	330,351	258,751	17,708	6.8
Massachusetts	1,788,085	1,432,185	92,980	6.5	1,457,351	1,160,666	97,742	8.4
Rhode Island	276,531	220,461	24,793	11.2	217,353	173,751	21,921	12.6
Connecticut	622,700	497,303	28,424	5.7	537,454	425,896	29,616	7.0
New York	5,082,571	3,981,428	219,600	5.5	4,382,759	3,378,959	239,271	7.1
New Jersey	1,131,116	865,591	53,249	6.2	906,096	680,687	54,687	8.0
Pennsylvania	4,282,891	3,203,215	228,014	7.1	3,321,951	2,597,809	222,356	8.6
South Atlantic Division:								
Delaware	146,608	110,856	19,414	17.5	125,015	92,586	23,100	25.0
Maryland	934,943	695,364	134,488	19.3	780,894	575,439	135,499	23.6
District of Columbia	177,624	136,907	25,778	18.8	131,700	100,453	28,719	28.6
Virginia	1,512,565	1,059,034	430,352	40.6	1,223,163	890,056	445,895	50.1
West Virginia	618,457	428,387	85,376	19.9	442,014	308,424	81,490	26.4
North Carolina	1,399,730	959,951	463,975	48.3	1,071,361	769,629	397,690	51.7
South Carolina	985,577	667,456	369,848	55.4	705,606	503,763	290,379	57.6
Georgia	1,542,180	1,043,840	520,416	49.9	1,184,109	835,929	468,593	56.1
Florida	269,493	184,650	80,183	43.4	187,748	131,119	71,803	54.8
South Central Division:								
Kentucky	1,648,690	1,168,498	348,392	29.9	1,321,011	930,136	332,176	35.7
Tennessee	1,542,359	1,062,130	410,722	38.7	1,258,520	890,872	364,697	40.9
Alabama	1,262,505	851,780	433,447	50.9	998,992	706,802	383,012	54.2
Mississippi	1,131,597	753,693	373,201	49.5	827,922	581,206	313,310	53.9
Louisiana	939,946	649,070	318,380	49.1	726,915	526,392	276,158	52.5
Texas	1,591,749	1,064,196	316,432	29.7	818,579	571,075	221,703	38.8
Arkansas	802,525	531,876	202,015	38.0	484,471	341,737	133,339	39.0
Oklahoma								
Indian Territory								
North Central Division:								
Ohio	3,198,062	2,399,367	131,847	5.5	2,665,260	1,958,374	178,172	8.9
Indiana	1,978,301	1,468,065	110,761	7.5	1,680,637	1,197,936	127,124	10.6
Illinois	3,077,871	2,269,315	145,397	6.4	2,539,891	1,809,606	138,584	7.4
Michigan	1,636,937	1,236,686	63,723	5.2	1,184,059	873,768	58,127	6.1
Wisconsin	1,315,497	965,712	55,558	5.8	1,054,670	751,704	55,441	7.4
Minnesota	780,773	559,977	34,546	6.2	439,706	305,568	24,413	8.0
Iowa	1,624,615	1,181,641	46,609	3.9	1,194,020	837,959	45,671	5.5
Missouri	2,168,880	1,557,631	208,754	13.4	1,721,295	1,205,568	222,411	18.5
North Dakota								
South Dakota	135,177	99,849	4,821	4.8	14,181	10,640	1,563	14.7
Nebraska	452,402	318,271	11,528	3.6	122,993	88,265	4,861	5.5
Kansas	996,096	704,297	39,476	5.6	364,399	258,051	24,550	9.5
Western Division:								
Montana	39,159	31,989	1,707	5.3	20,595	18,170	918	5.1
Wyoming	20,789	16,479	556	3.4	9,118	8,059	602	7.5
Colorado	194,827	158,220	10,474	6.6	99,864	30,349	6,823	22.5
New Mexico	119,565	87,966	57,156	65.0	91,874	66,464	52,220	78.6
Arizona	40,440	32,922	5,842	17.7	9,658	8,237	2,753	32.4
Utah	143,968	97,194	8,826	9.1	86,786	56,515	7,363	13.0
Nevada	62,266	50,666	4,069	8.0	42,491	36,655	3,882	2.4
Idaho	32,610	25,005	1,778	7.1	14,999	13,189	3,388	25.7
Washington	75,116	55,720	3,889	7.0	23,955	17,331	1,307	7.5
Oregon	174,768	130,565	7,423	5.7	90,923	64,685	4,427	6.8
California	864,694	681,062	53,430	7.8	560,247	430,444	31,716	7.4

TABLE 3.—*Number and per cent of illiterates in the white population, 10 years of age and over: 1890 and 1900.*

State or Territory.	1900.				1890.			
	Total white population.	White population 10 years of age and over.	Illiterates.		Total white population.	White population 10 years of age and over.	Illiterates.	
			Num-ber.	Per cent.			Num-ber.	Per cent.
United States	66,809,196	51,250,918	3,200,746	6.2	55,101,258	41,931,074	3,212,574	7.7
North Atlantic Division	20,687,888	16,350,192	926,476	5.7	17,121,985	13,658,519	810,091	5.9
South Atlantic Division	6,706,058	4,953,831	567,967	11.5	5,592,149	4,109,269	595,952	14.5
South Central Division	9,815,912	7,066,708	833,306	11.8	7,601,304	5,347,099	817,031	15.3
North Central Division	25,775,870	19,831,594	747,648	3.8	21,913,813	16,560,840	819,843	5.1
Western Division	3,873,468	3,048,593	125,349	4.1	2,872,007	2,255,347	139,657	6.2
North Atlantic Division:								
Maine	692,226	563,617	28,589	5.1	659,263	540,157	29,108	5.4
New Hampshire	410,791	337,178	20,966	6.2	375,840	314,913	21,340	6.8
Vermont	342,771	278,222	16,139	5.8	331,418	270,385	17,986	6.7
Massachusetts	2,769,764	2,237,027	130,321	5.8	2,215,373	1,820,012	111,442	6.1
Rhode Island	419,050	336,854	27,871	8.3	337,859	275,629	26,355	9.6
Connecticut	892,424	717,184	41,401	5.8	733,438	599,346	30,536	5.1
New York	7,156,881	5,705,704	305,773	5.4	5,923,955	4,760,282	255,498	5.4
New Jersey	1,812,317	1,421,465	76,338	5.4	1,396,581	1,103,786	63,163	5.7
Pennsylvania	6,141,664	4,752,941	279,078	5.9	5,148,258	3,974,009	254,663	6.4
South Atlantic Division:								
Delaware	153,977	121,913	8,548	7.0	140,066	110,359	8,186	7.4
Maryland	952,424	740,806	38,694	5.2	826,493	637,499	44,653	7.0
District of Columbia	191,582	159,423	2,480	1.6	154,695	127,526	3,495	2.7
Virginia	1,192,855	885,037	98,160	11.1	1,020,122	756,252	105,058	13.9
West Virginia	915,233	667,275	69,011	10.3	730,077	524,801	68,138	13.0
North Carolina	1,263,603	904,978	175,907	19.4	1,055,382	754,557	173,722	23.0
South Carolina	557,807	404,660	54,719	13.5	462,008	332,174	59,473	17.9
Georgia	1,181,294	853,029	101,264	11.9	978,357	701,585	114,691	16.3
Florida	297,333	216,510	19,184	8.9	224,949	164,216	18,516	11.3
South Central Division:								
Kentucky	1,862,309	1,369,842	174,768	12.8	1,590,462	1,162,342	133,851	15.8
Tennessee	1,540,183	1,125,968	153,086	14.1	1,336,637	966,831	172,169	17.8
Alabama	1,001,132	714,883	104,883	14.7	833,718	590,115	107,335	18.2
Mississippi	641,200	458,467	35,844	8.	544,851	385,099	45,755	11.9
Louisiana	729,612	524,753	96,551	18.4	558,395	402,041	80,939	20.1
Texas	2,426,669	1,725,020	146,487	8.5	1,745,935	1,228,601	132,389	10.8
Arkansas	944,580	670,409	77,160	11.5	818,752	569,659	93,090	16.3
Oklahoma	367,524	264,404	7,547	2.9	62,300	42,411	1,503	3.5
Indian Territory	302,680	212,952	29,980	14.1	110,254			
North Central Division:								
Ohio	4,060,204	3,210,258	117,310	3.7	3,584,805	2,789,479	132,244	4.7
Indiana	2,458,502	1,920,860	79,859	4.2	2,146,736	1,638,334	94,334	5.8
Illinois	4,734,873	3,654,997	144,705	4.0	3,768,472	2,861,671	140,219	4.9
Michigan	2,398,563	1,878,083	76,676	4.1	2,072,884	1,602,474	91,076	5.7
Wisconsin	2,057,911	1,552,580	70,385	4.5	1,680,828	1,253,594	82,984	6.6
Minnesota	1,737,036	1,294,825	48,480	3.7	1,296,408	957,662	56,966	5.9
Iowa	2,218,667	1,700,807	37,953	2.2	1,501,090	1,432,849	49,828	3.5
Missouri	2,944,843	2,241,704	116,349	5.2	2,528,458	1,881,478	133,806	7.1
North Dakota	311,712	223,711	9,495	4.2	182,407	128,998	7,528	5.8
South Dakota	380,714	279,010	7,039	2.5	328,010	234,979	9,564	4.1
Nebraska	1,056,526	791,735	16,628	2.1	1,047,096	762,144	21,575	2.8
Kansas	1,416,319	1,083,024	22,769	2.1	1,376,619	1,017,178	29,719	2.9
Western Division:								
Montana	226,283	177,781	5,016	2.8	127,690	103,264	4,232	4.1
Wyoming	89,051	69,190	1,697	2.5	59,324	46,436	1,408	3.0
Colorado	529,046	416,301	15,956	3.8	404,534	321,059	15,474	4.8
New Mexico	180,207	129,958	38,922	29.9	142,918	104,103	43,265	41.6
Arizona	92,903	71,501	10,648	14.9	55,734	42,482	8,956	21.1
Utah	272,465	193,184	4,275	2.2	205,925	145,437	7,407	5.1
Nevada	35,405	29,165	774	2.7	39,121	32,289	1,356	4.2
Idaho	154,495	113,466	2,167	1.9	82,117	60,446	2,119	3.5
Washington	496,304	389,489	5,930	1.5	340,829	267,747	8,261	3.1
Oregon	394,582	311,365	4,387	1.4	301,982	232,925	6,946	3.0
California	1,402,727	1,147,013	55,587	3.1	1,111,833	899,159	40,233	4.5

TABLE 4.—Number and per cent of illiterates in the white population, 10 years of age and over: 1870 and 1880.

State or Territory.	1880.				1870.			
	Total white population.	White population 10 years of age and over.	Illiterates.		Total white population.	White population 10 years of age and over.	Illiterates.	
			Num-ber.	Per cent.			Num-ber.	Per cent.
United States	43,402,970	32,160,400	3,019,080	9.4	33,589,377	24,717,870	2,851,911	11.5
North Atlantic Division ..	14,273,844	11,086,104	654,817	5.9	12,117,269	9,285,812	672,077	7.2
South Atlantic Division ..	4,654,112	3,312,920	647,085	19.5	3,635,238	2,655,333	623,386	23.5
South Central Division ..	5,901,315	4,068,790	877,344	21.6	4,227,971	3,014,773	705,630	23.4
North Central Division ..	16,961,423	12,466,565	731,804	5.9	12,698,503	9,088,051	750,633	8.3
Western Division	1,612,276	1,226,021	108,030	8.8	910,396	673,901	100,185	14.9
North Atlantic Division:								
Maine	646,852	518,011	21,758	4.2	624,809	492,128	18,874	3.8
New Hampshire	346,229	285,594	14,208	5.0	317,697	259,904	9,831	3.8
Vermont	331,218	263,245	15,681	6.0	329,613	257,993	17,584	6.8
Massachusetts	1,763,782	1,416,767	90,658	6.4	1,443,156	1,148,990	95,578	8.3
Rhode Island	269,939	215,158	23,544	10.9	212,219	169,479	21,029	12.4
Connecticut	610,769	487,780	26,763	5.5	527,549	417,804	27,913	6.7
New York	5,016,022	3,927,603	208,175	5.3	4,330,210	3,336,198	228,424	6.8
New Jersey	1,092,017	835,885	44,049	5.3	875,407	656,972	46,486	7.1
Pennsylvania	4,197,016	3,136,561	209,981	6.7	3,456,609	2,546,344	206,458	8.1
South Atlantic Division:								
Delaware	120,160	91,611	8,346	9.1	102,221	76,016	11,280	14.8
Maryland	724,693	544,086	44,316	8.1	605,497	447,731	46,792	10.4
District of Columbia ..	118,006	91,872	3,988	4.3	88,278	66,620	4,876	7.3
Virginia	880,858	630,584	114,692	18.2	712,089	527,432	123,538	23.4
West Virginia	592,537	410,111	75,237	18.3	424,033	295,519	71,493	24.2
North Carolina	867,242	608,806	192,032	31.5	678,470	497,132	166,397	33.5
South Carolina	391,105	272,706	59,777	21.9	289,667	213,794	55,167	25.8
Georgia	816,906	563,977	128,534	22.9	638,926	462,718	124,939	27.0
Florida	142,605	99,137	19,763	19.9	96,037	68,371	18,904	27.6
South Central Division:								
Kentucky	1,377,179	973,275	214,497	22.0	1,098,692	773,653	201,077	26.0
Tennessee	1,138,831	790,744	216,227	27.3	936,119	665,390	178,727	26.9
Alabama	662,185	452,722	111,767	24.7	521,384	377,967	92,059	24.4
Mississippi	479,398	328,296	58,448	16.3	382,896	276,132	48,028	17.4
Louisiana	454,954	320,917	58,951	18.4	362,065	264,033	50,749	19.2
Texas	1,197,237	808,331	123,912	15.3	564,700	401,110	70,895	17.7
Arkansas	591,531	393,905	98,542	25.0	362,115	256,488	64,095	25.0
Oklahoma								
Indian Territory								
North Central Division:								
Ohio	3,117,920	2,339,528	115,491	4.9	2,601,946	1,906,494	152,383	8.0
Indiana	1,938,798	1,438,955	100,398	7.0	1,655,837	1,179,792	118,761	10.1
Illinois	3,031,151	2,234,478	132,426	5.9	2,511,096	1,788,175	123,624	6.9
Michigan	1,614,500	1,219,906	58,932	4.8	1,167,282	861,523	48,649	5.6
Wisconsin	1,309,618	961,433	54,233	5.6	1,051,351	749,181	54,845	7.3
Minnesota	776,884	557,183	33,506	6.0	438,257	304,418	23,941	7.9
Iowa	1,614,600	1,174,063	44,337	3.8	1,188,207	833,698	44,145	5.3
Missouri	2,022,826	1,453,238	152,510	10.5	1,603,146	1,122,175	161,763	14.4
North Dakota	36,192	98,343	4,157	4.2	12,887	9,766	914	9.4
South Dakota	96,955							
Nebraska	449,764	316,312	10,926	3.5	122,117	87,562	4,630	5.3
Kansas	952,155	673,121	24,888	3.7	346,377	245,267	16,978	6.9
Western Division:								
Montana	35,385	28,986	631	2.2	18,306	15,925	643	4.0
Wyoming	19,437	15,240	374	2.5	8,726	7,709	481	6.2
Colorado	191,126	155,456	9,906	6.4	99,221	29,819	6,564	22.0
New Mexico	108,721	79,767	49,597	62.2	90,393	65,224	51,140	78.4
Arizona	35,160	28,634	4,824	16.8	9,581	8,170	2,729	33.3
Utah	142,423	95,876	8,137	8.5	86,044	55,828	7,097	12.7
Nevada	53,536	42,596	1,915	4.5	38,959	33,175	653	2.0
Idaho	29,013	21,481	784	3.6	10,618	8,839	486	5.5
Washington	67,199	49,269	1,429	2.9	22,195	15,873	823	5.2
Oregon	163,075	119,482	4,343	3.6	86,929	60,846	3,411	5.6
California	767,181	589,235	26,090	4.4	499,424	372,493	26,158	7.0

TABLE 5.—*Number and per cent of illiterates in the native white population 10 years of age and over: 1890 and 1900.*

State or Territory.	1900.				1890.			
	Total native white population.	Native white population 10 years of age and over.	Illiterates.		Total native white population.	Native white population 10 years of age and over.	Illiterates.	
			Num-ber.	Per cent.			Num-ber.	Per cent.
United States	56,595,379	41,236,662	1,913,611	4.6	45,979,391	33,144,187	2,065,003	6.2
North Atlantic Division ..	15,898,900	11,729,596	192,052	1.6	13,247,119	9,937,918	229,897	2.3
South Atlantic Division ..	6,497,175	4,748,622	541,530	11.4	5,389,833	3,912,815	571,899	14.6
South Central Division	9,462,220	6,723,766	754,967	11.2	7,282,725	5,059,641	754,935	15.0
North Central Division	21,624,468	15,736,473	363,672	2.3	17,860,356	12,652,374	436,328	3.4
Western Division	3,112,616	2,298,265	61,390	2.7	2,199,358	1,601,439	71,944	4.5
North Atlantic Division:								
Maine	599,291	474,821	11,394	2.4	580,568	466,835	11,443	2.5
New Hampshire	322,830	253,636	3,840	1.5	303,644	247,824	3,679	1.5
Vermont	298,077	235,117	6,334	2.9	287,394	228,689	7,211	3.2
Massachusetts	1,929,550	1,420,219	10,739	0.8	1,561,870	1,193,469	9,727	0.8
Rhode Island	285,678	207,933	3,714	1.8	251,832	175,065	4,087	2.3
Connecticut	655,028	485,367	3,678	0.8	550,283	422,986	4,300	1.0
New York	5,267,358	3,861,371	47,550	1.2	4,358,263	3,248,761	57,862	1.8
New Jersey	1,382,267	1,000,700	17,031	1.7	1,068,596	788,401	21,351	2.7
Pennsylvania	5,159,121	3,790,352	87,372	2.3	4,304,669	3,165,888	110,737	3.5
South Atlantic Division:								
Delaware	140,248	108,389	6,072	5.6	126,970	97,732	6,068	6.2
Maryland	859,280	649,197	26,432	4.1	752,706	546,290	32,105	5.9
District of Columbia	172,012	140,114	1,138	0.8	136,178	109,262	1,803	1.7
Virginia	1,173,787	866,295	90,117	11.1	1,001,933	738,476	103,265	14.0
West Virginia	892,554	645,250	64,281	10.0	711,225	506,434	65,420	12.9
North Carolina	1,259,209	900,664	175,645	19.5	1,051,720	751,302	173,545	23.1
South Carolina	552,436	399,540	54,375	13.6	455,865	326,125	59,063	18.1
Georgia	1,169,273	841,200	100,431	11.9	966,465	689,969	113,945	16.5
Florida	278,076	197,973	17,039	8.6	206,771	147,225	16,685	11.3
South Central Division:								
Kentucky	1,812,176	1,319,982	169,324	12.8	1,531,222	1,104,044	178,159	16.1
Tennessee	1,522,600	1,108,629	157,396	14.2	1,316,738	947,445	170,318	18.0
Alabama	986,814	700,823	103,570	14.8	819,114	576,134	106,235	18.4
Mississippi	633,575	450,952	36,038	8.0	537,127	377,466	44,987	11.9
Louisiana	677,759	474,621	82,227	17.3	509,555	354,293	72,013	20.3
Texas	2,249,088	1,554,994	95,006	6.1	1,594,466	1,084,587	89,829	8.3
Arkansas	930,394	656,438	76,036	11.6	804,658	555,873	92,552	16.6
Oklahoma	351,920	249,064	6,279	2.5	59,591	39,779	1,342	3.4
Indian Territory	297,894	208,263	29,091	14.0	110,254	.....	.....	.....
North Central Division:								
Ohio	3,602,304	2,758,138	67,155	2.4	3,126,252	2,343,936	82,673	3.5
Indiana	2,316,641	1,780,458	63,800	3.6	2,000,733	1,495,302	78,638	5.3
Illinois	3,770,238	2,703,296	58,037	2.1	2,927,497	2,051,323	64,380	3.1
Michigan	1,858,367	1,348,352	22,277	1.7	1,531,283	1,086,481	27,016	2.5
Wisconsin	1,542,206	1,042,940	13,989	1.3	1,161,839	752,678	15,613	2.1
Minnesota	1,232,101	795,959	6,338	0.8	829,351	508,615	7,112	1.4
Iowa	1,912,885	1,397,581	16,522	1.2	1,577,158	1,118,475	20,649	1.8
Missouri	2,729,068	2,027,613	96,405	4.8	2,294,176	1,651,622	112,938	6.8
North Dakota	199,122	115,544	1,063	0.9	101,059	52,933	929	1.8
South Dakota	292,355	192,240	1,204	0.6	237,167	148,819	1,811	1.2
Nebraska	879,409	616,473	4,717	0.8	844,852	568,041	7,412	1.3
Kansas	1,289,742	957,579	12,165	1.3	1,228,989	874,149	17,157	2.0
Western Division:								
Montana	163,910	116,475	752	0.6	87,360	64,089	1,020	1.6
Wyoming	72,469	52,816	348	0.7	44,894	32,546	427	1.3
Colorado	438,571	327,143	8,692	2.7	322,028	241,084	9,235	3.8
New Mexico	166,946	117,338	34,525	29.4	132,058	93,625	40,065	42.8
Arizona	70,508	50,122	3,096	6.2	38,271	26,139	2,056	7.9
Utah	219,661	141,036	1,108	0.8	133,792	94,925	2,219	2.3
Nevada	26,824	20,621	133	0.6	27,227	20,456	173	0.8
Idaho	132,605	92,008	562	0.9	66,653	45,339	867	1.9
Washington	394,179	289,007	1,374	0.5	254,635	184,860	2,467	1.3
Oregon	340,721	258,056	2,180	0.8	254,160	186,599	3,302	1.8
California	1,086,222	833,643	8,320	1.0	818,280	611,777	10,113	1.7

TABLE 6.—*Number and per cent of illiterates in the native white population 10 years of age and over: 1870 and 1880.*

State or Territory.	1880.				1870.			
	Total native white population.	Native white population 10 years of age and over.	Illiterates.		Total native white population.	Native white population 10 years of age and over.	Illiterates.	
			Num-ber.	Per cent.			Num-ber.	Per cent.
United States	36,843,291	25,785,789	2,255,460	8.7	28,095,665	19,347,967	2,081,233	10.8
North Atlantic Division ..	11,465,448	8,351,065	234,576	2.8	9,599,990	6,815,773	218,962	3.2
South Atlantic Division ...	4,483,144	3,144,714	630,062	20.0	3,469,737	2,490,168	603,310	24.2
South Central Division	5,630,217	3,806,063	836,489	22.0	3,997,805	2,788,841	668,972	24.0
North Central Division	14,049,225	9,646,617	482,103	5.0	10,367,625	6,824,774	521,381	7.6
Western Division	1,215,257	887,330	72,230	8.6	660,508	428,411	68,608	16.0
North Atlantic Division:								
Maine	588,193	468,158	8,775	1.9	576,097	444,226	7,808	1.8
New Hampshire	299,995	242,811	2,710	1.1	288,117	230,885	1,897	0.8
Vermont	290,281	224,361	5,354	2.4	282,492	211,781	3,780	1.8
Massachusetts	1,321,844	990,160	6,933	0.7	1,090,843	802,832	5,750	0.7
Rhode Island	196,108	144,596	4,261	2.9	156,927	115,191	3,552	3.1
Connecticut	481,060	361,733	3,728	1.0	414,015	306,440	3,975	1.3
New York	3,807,317	2,742,847	59,516	2.2	3,193,160	2,220,640	59,870	2.7
New Jersey	870,697	618,941	20,093	3.2	686,589	471,823	21,425	4.5
Pennsylvania	3,609,953	2,562,458	123,206	4.8	2,911,750	2,011,955	110,405	5.5
South Atlantic Division:								
Delaware	110,720	82,318	6,630	8.1	93,101	66,971	8,811	13.2
Maryland	642,126	462,697	36,027	7.8	522,238	365,155	38,201	10.5
District of Columbia ...	101,026	75,025	1,950	2.6	72,107	50,532	2,658	5.3
Virginia	866,248	616,314	113,915	18.5	698,388	513,819	122,269	23.8
West Virginia	574,309	392,242	72,826	18.6	406,951	278,599	68,892	24.5
North Carolina	863,500	605,244	191,913	31.7	675,490	494,133	166,280	33.7
South Carolina	383,651	265,356	59,415	22.4	281,894	205,802	54,514	26.5
Georgia	806,573	558,769	128,362	23.2	628,173	451,703	123,849	27.4
Florida	134,902	91,749	19,024	20.7	91,395	63,454	18,336	28.9
South Central Division:								
Kentucky	1,317,725	914,311	208,796	22.8	1,035,346	712,158	193,846	27.2
Tennessee	1,122,236	774,411	214,994	27.8	916,930	646,653	176,985	27.4
Alabama	652,664	443,327	111,040	25.0	511,718	368,304	91,189	24.8
Mississippi	470,403	319,385	52,910	16.6	371,915	265,292	47,217	17.8
Louisiana	402,177	268,600	53,261	19.8	301,450	204,130	48,406	21.3
Texas	1,083,656	701,969	97,498	13.9	508,216	340,596	52,526	15.4
Arkansas	581,356	384,060	97,990	25.5	357,230	251,708	63,808	25.3
Oklahoma								
Indian Territory								
North Central Division:								
Ohio	2,723,582	1,952,858	83,183	4.3	2,229,782	1,545,177	113,313	7.3
Indiana	1,794,764	1,297,159	87,786	6.8	1,514,410	1,042,562	104,822	10.1
Illinois	2,448,172	1,666,214	88,519	5.3	1,996,114	1,288,434	80,635	6.3
Michigan	1,228,127	854,925	19,981	2.3	900,630	601,555	18,069	3.0
Wisconsin	904,300	566,745	11,494	2.0	686,903	395,617	13,517	3.4
Minnesota	509,373	300,747	5,671	1.9	277,579	148,542	5,086	3.4
Iowa	1,353,046	918,723	23,660	2.6	983,543	635,150	23,453	3.7
Missouri	1,811,467	1,244,738	137,949	11.1	1,380,972	906,579	146,179	16.1
North Dakota								
South Dakota	81,770	51,229	933	1.8	8,275	5,095	109	2.1
Nebraska	352,413	224,899	5,102	2.3	91,376	57,736	3,321	5.8
Kansas	842,211	568,880	17,825	3.1	298,041	198,327	12,877	6.5
Western Division:								
Montana	25,898	19,628	272	1.4	12,288	10,016	248	2.5
Wyoming	14,509	10,458	177	1.7	5,359	4,406	179	4.1
Colorado	151,978	117,132	8,373	7.1	32,635	23,359	6,309	27.0
New Mexico	100,773	72,219	46,329	64.2	84,786	59,716	48,231	80.8
Arizona	20,809	15,200	1,225	8.1	8,803	2,497	243	9.7
Utah	98,958	58,944	3,183	5.9	55,792	26,176	3,283	12.5
Nevada	33,350	22,660	240	1.1	23,332	17,839	77	0.4
Idaho	22,414	15,011	443	3.0	7,018	5,300	108	2.0
Washington	54,896	37,278	895	2.4	17,585	11,179	320	2.9
Oregon	142,143	99,028	3,433	3.5	78,711	52,741	2,795	5.3
California	549,529	374,772	7,660	2.0	339,199	215,182	6,815	3.2

TABLE 7.—*Number and per cent of illiterates in the foreign white population 10 years of age and over: 1890 and 1900.*

State or Territory.	1900.				1890.			
	Total foreign white population.	Foreign white population 10 years of age and over.	Illiterates.		Total foreign white population.	Foreign white population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
United States	10,213,817	10,014,256	1,287,135	12.9	9,121,867	8,786,887	1,147,571	13.1
North Atlantic Division.....	4,738,988	4,620,656	734,424	15.9	3,874,866	3,720,601	580,194	15.6
South Atlantic Division.....	208,883	205,209	26,437	12.9	202,316	196,454	24,053	12.2
South Central Division.....	353,692	342,942	78,339	22.8	318,579	307,458	62,096	20.2
North Central Division.....	4,151,402	4,095,121	383,976	9.4	4,053,457	3,908,466	413,515	10.6
Western Division.....	760,852	750,328	63,959	8.5	672,649	653,908	67,713	10.4
North Atlantic Division:								
Maine.....	92,935	88,796	17,195	19.4	78,695	73,322	17,665	24.1
New Hampshire.....	87,961	83,542	17,126	20.5	72,196	67,089	17,661	26.3
Vermont.....	44,694	43,105	9,205	21.4	44,024	41,696	10,775	25.8
Massachusetts.....	840,114	816,808	119,582	14.6	653,503	626,543	101,715	16.2
Rhode Island.....	133,772	128,901	24,157	18.7	106,027	100,564	22,268	22.1
Connecticut.....	237,996	231,817	37,723	16.3	183,155	176,360	26,236	14.9
New York.....	1,889,523	1,844,333	258,423	14.0	1,565,692	1,511,521	198,136	13.1
New Jersey.....	430,050	420,765	59,307	14.1	327,985	315,385	41,812	13.3
Pennsylvania.....	982,543	962,589	191,706	19.9	843,589	808,121	143,926	17.8
South Atlantic Division:								
Delaware.....	13,729	13,524	2,476	18.3	13,096	12,627	2,118	16.8
Maryland.....	93,144	91,609	12,262	13.4	93,787	91,209	12,548	13.8
District of Columbia.....	19,520	19,309	1,342	7.0	18,517	18,264	1,692	9.3
Virginia.....	19,068	18,742	2,043	10.9	18,189	17,776	1,793	10.1
West Virginia.....	22,379	22,025	4,730	21.5	18,852	18,367	2,768	15.1
North Carolina.....	4,394	4,314	262	6.1	3,662	3,555	177	5.0
South Carolina.....	5,371	5,320	344	6.5	6,143	6,049	380	6.3
Georgia.....	12,021	11,829	833	7.0	11,892	11,616	746	6.4
Florida.....	19,257	18,537	2,145	11.6	18,178	16,991	1,831	10.8
South Central Division:								
Kentucky.....	50,133	49,860	5,444	10.9	59,240	58,298	5,692	9.8
Tennessee.....	17,586	17,339	1,690	9.7	19,899	19,386	1,851	9.5
Alabama.....	14,238	14,060	1,313	9.3	14,604	13,961	1,100	7.9
Mississippi.....	7,625	7,515	806	10.7	7,724	7,633	768	10.1
Louisiana.....	51,853	50,132	14,324	28.6	48,840	47,748	8,926	18.7
Texas.....	177,581	170,036	51,481	30.3	151,469	144,014	42,560	29.6
Arkansas.....	14,186	13,971	1,124	8.0	14,094	13,786	1,038	7.5
Oklahoma.....	15,604	15,340	1,268	8.3	2,709	2,632	161	6.1
Indian Territory.....	4,786	4,689	889	19.0				
North Central Division:								
Ohio.....	457,900	452,120	50,155	11.1	458,553	445,543	49,571	11.1
Indiana.....	141,861	140,402	16,059	11.4	146,003	143,032	15,696	11.0
Illinois.....	964,635	951,701	86,668	9.1	840,975	810,348	75,839	9.4
Michigan.....	540,196	529,731	54,399	10.3	541,601	515,993	64,060	12.4
Wisconsin.....	515,705	509,640	56,396	11.1	518,989	500,916	67,371	13.4
Minnesota.....	504,935	498,866	42,142	8.4	467,057	449,047	49,854	11.1
Iowa.....	305,782	303,226	21,431	7.1	323,932	314,374	29,179	9.3
Missouri.....	215,775	214,091	19,944	9.2	234,282	229,856	20,868	9.1
North Dakota.....	112,530	108,167	8,432	7.8	81,348	76,065	6,599	8.7
South Dakota.....	88,329	86,770	5,835	6.7	90,843	86,160	7,753	9.0
Nebraska.....	177,117	175,262	11,911	6.8	202,244	194,103	14,163	7.3
Kansas.....	126,577	125,145	10,604	8.5	147,630	143,029	12,562	8.8
Western Division:								
Montana.....	62,373	61,306	4,264	7.0	40,330	39,175	3,212	8.2
Wyoming.....	16,582	16,374	1,349	8.2	14,430	13,890	981	7.1
Colorado.....	90,475	89,158	7,264	8.1	82,506	79,975	6,239	7.8
New Mexico.....	13,261	12,620	4,397	34.8	10,860	10,478	3,200	30.5
Arizona.....	22,395	21,379	7,552	35.3	17,463	16,343	6,900	42.2
Utah.....	52,804	52,148	3,167	6.1	52,133	50,512	5,188	10.3
Nevada.....	8,581	8,544	641	7.5	11,894	11,853	1,183	10.0
Idaho.....	21,890	21,638	1,305	6.0	15,464	15,107	1,252	8.3
Washington.....	102,125	100,482	4,546	4.5	86,194	82,887	5,794	7.0
Oregon.....	53,861	53,309	2,207	4.1	47,822	46,326	3,644	7.9
California.....	316,505	313,370	27,267	8.7	293,553	287,382	30,120	10.5

TABLE 8.—Number and per cent of illiterates in the foreign white population 10 years of age and over: 1870 and 1880.

State or Territory.	1880.				1870.			
	Total foreign white population.	Foreign white population 10 years of age and over.	Illiterates.		Total foreign white population.	Foreign white population 10 years of age and over.	Illiterates.	
			Num-ber.	Per cent.			Num-ber.	Per cent.
United States	6,559,679	6,374,611	763,620	12.0	5,493,712	5,369,903	770,678	14.4
North Atlantic Division ..	2,808,896	2,735,039	420,241	15.4	2,517,279	2,470,039	453,115	18.3
South Atlantic Division ..	170,968	168,206	17,023	10.1	165,501	165,165	20,076	12.2
South Central Division ..	271,098	262,727	40,855	15.6	230,166	225,932	36,658	16.2
North Central Division ..	2,912,198	2,819,948	249,701	8.9	2,330,878	2,263,277	229,252	10.1
Western Division	397,019	388,691	35,800	9.2	249,888	245,490	31,577	12.9
North Atlantic Division:								
Maine	58,659	* 54,853	12,983	23.7	48,712	47,902	11,066	23.1
New Hampshire	46,234	42,783	11,498	26.9	29,580	29,019	7,934	27.3
Vermont	40,937	38,884	10,327	26.6	47,121	46,212	13,504	29.9
Massachusetts	441,938	426,607	88,725	19.6	352,313	346,158	89,828	25.9
Rhode Island	73,831	70,562	19,283	27.3	55,292	54,288	17,477	32.2
Connecticut	129,709	126,047	23,035	18.3	113,534	111,364	25,938	21.5
New York	1,208,705	1,184,756	148,659	12.5	1,137,050	1,115,558	168,554	15.1
New Jersey	221,820	216,444	28,956	11.1	188,818	185,149	24,961	13.5
Pennsylvania	587,063	574,103	86,775	15.1	544,859	534,389	95,553	17.9
South Atlantic Division:								
Delaware	9,440	9,293	1,716	18.5	9,120	9,045	2,469	27.3
Maryland	82,528	81,389	8,289	10.2	83,259	82,576	8,591	10.4
District of Columbia ..	16,980	16,847	2,038	12.1	16,171	16,088	2,218	13.8
Virginia	14,610	14,270	777	5.4	13,701	13,613	1,269	9.3
West Virginia	18,228	17,899	2,411	13.5	17,082	16,920	3,101	18.3
North Carolina	3,692	3,562	119	3.3	2,980	2,999	117	3.9
South Carolina	7,454	7,350	362	4.9	7,773	7,992	653	8.2
Georgia	10,333	10,208	572	5.6	10,753	11,015	1,090	9.9
Florida	7,703	7,888	739	10.0	4,692	4,917	568	11.6
South Central Division:								
Kentucky	59,454	58,964	5,701	9.7	63,346	61,495	7,231	11.8
Tennessee	16,595	16,333	1,233	7.5	19,189	18,737	1,742	9.3
Alabama	9,521	9,395	727	7.7	9,666	9,663	870	9.0
Mississippi	8,995	8,511	538	6.0	10,981	10,840	811	7.5
Louisiana	52,777	52,317	5,690	10.9	60,615	59,903	7,843	12.3
Texas	113,581	106,962	26,414	24.7	61,484	60,514	18,369	30.4
Arkansas	10,175	9,845	552	5.6	4,885	4,780	292	6.1
Oklahoma								
Indian Territory								
North Central Division:								
Ohio	394,338	386,670	32,308	8.4	372,164	361,317	39,070	10.8
Indiana	144,034	141,796	12,612	8.9	141,427	137,230	13,939	10.2
Illinois	582,979	568,264	43,907	7.7	514,982	499,741	42,989	8.6
Michigan	386,433	364,981	38,951	10.7	266,652	259,968	30,580	11.8
Wisconsin	405,318	394,688	42,739	10.8	334,448	353,564	41,328	11.7
Minnesota	267,511	256,436	27,835	10.9	160,678	155,876	18,855	12.1
Iowa	261,554	255,340	20,677	8.1	204,664	198,548	20,692	10.4
Missouri	211,359	208,500	14,561	7.0	222,174	215,596	15,584	7.2
North Dakota	51,377	47,119	3,224	6.8	4,612	4,671	805	17.0
South Dakota								
Nebraska	97,351	91,413	5,824	6.4	30,741	29,826	1,309	4.4
Kansas	109,944	104,741	7,063	6.7	48,336	46,940	4,101	8.7
Western Division:								
Montana	9,487	9,358	359	3.8	6,018	5,909	395	6.7
Wyoming	4,928	4,782	197	4.1	3,367	3,303	302	9.1
Colorado	39,148	38,324	1,533	4.0	6,586	6,460	255	3.9
New Mexico	7,948	7,548	3,268	43.3	5,607	5,508	2,909	52.8
Arizona	14,351	13,434	3,599	26.8	5,778	5,673	2,486	43.8
Utah	43,465	41,932	4,954	11.8	30,252	29,652	3,814	12.9
Nevada	20,206	19,335	1,675	8.4	15,627	15,336	576	3.8
Idaho	6,599	6,470	341	5.3	3,600	3,539	378	10.7
Washington	12,303	11,901	534	4.5	4,610	4,694	503	10.7
Oregon	20,932	20,454	910	4.4	8,218	8,105	616	7.6
California	217,632	214,463	18,430	8.6	160,225	157,311	19,343	12.3

TABLE 9.—Number and per cent of illiterates in the colored population 10 years of age and over: 1890 and 1900.

State or Territory.	1900.				1890.			
	Total colored population.	Colored population 10 years of age and over.	Illiterates.		Total colored population.	Colored population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
United States	9,185,379	6,698,906	2,979,323	44.5	7,638,360	5,482,485	3,112,128	56.8
North Atlantic Division.....	408,807	341,969	50,060	14.6	279,564	229,858	49,898	21.7
South Atlantic Division.....	3,737,422	2,662,328	1,253,379	47.1	3,265,771	2,306,652	1,385,936	60.1
South Central Division.....	4,264,135	3,057,507	1,485,273	48.6	3,485,317	2,452,388	1,501,840	61.2
North Central Division.....	557,134	450,272	110,674	24.6	450,352	348,773	114,425	32.8
Western Division	217,881	186,830	79,937	42.8	157,356	144,814	60,029	41.5
North Atlantic Division:								
Maine.....	2,240	1,823	471	25.8	1,823	1,505	479	31.8
New Hampshire.....	797	715	109	15.2	690	584	136	23.3
Vermont.....	870	721	108	15.0	1,004	788	168	21.3
Massachusetts.....	35,582	30,021	3,722	12.4	23,570	19,595	3,026	15.4
Rhode Island.....	9,506	7,970	1,133	14.2	7,647	6,330	1,170	18.5
Connecticut.....	15,996	13,270	1,572	11.8	12,820	10,484	1,658	15.8
New York.....	112,013	95,978	12,327	12.8	78,901	62,110	11,413	18.4
New Jersey.....	71,352	59,033	10,320	17.5	48,352	39,337	11,158	28.4
Pennsylvania.....	160,451	132,438	20,298	15.3	109,757	89,125	20,690	23.2
South Atlantic Division:								
Delaware.....	30,758	23,587	8,983	38.1	28,427	21,608	10,692	49.5
Maryland.....	235,620	179,909	63,253	35.2	215,897	161,106	80,723	50.1
District of Columbia.....	87,186	72,414	17,548	24.2	75,697	61,041	21,389	35.0
Virginia.....	661,329	479,464	213,960	44.6	635,858	455,682	260,678	57.2
West Virginia.....	43,567	34,371	11,094	32.3	32,717	24,787	10,992	44.4
North Carolina.....	630,207	441,756	210,344	47.6	562,565	392,589	235,981	60.1
South Carolina.....	782,505	537,542	288,940	52.8	689,141	470,282	301,262	64.1
Georgia.....	1,035,037	724,305	379,156	52.3	858,996	600,623	404,015	67.3
Florida.....	231,209	168,980	65,101	38.5	166,473	119,034	60,204	50.6
South Central Division:								
Kentucky.....	284,865	219,843	88,186	40.1	268,178	197,689	110,530	55.9
Tennessee.....	430,430	354,980	147,844	41.6	430,881	309,800	167,971	54.2
Alabama.....	827,545	589,820	338,707	57.4	679,299	479,430	331,200	69.1
Mississippi.....	910,070	640,424	314,617	49.1	744,749	516,929	314,858	60.9
Louisiana.....	652,013	465,611	284,594	61.1	560,192	392,642	283,245	72.1
Texas.....	622,041	438,883	167,531	38.2	489,588	336,154	176,484	52.5
Arkansas.....	366,984	263,923	113,495	43.0	309,427	217,454	116,655	53.6
Oklahoma.....	30,807	22,651	8,227	36.3	3,008	2,290	897	39.2
Indian Territory.....	89,380	61,372	22,072	36.0				
North Central Division:								
Ohio.....	97,341	79,663	14,231	17.9	87,511	69,180	17,599	25.4
Indiana.....	57,960	47,355	10,680	22.6	45,668	35,694	11,495	32.2
Illinois.....	86,677	72,748	13,253	18.2	57,879	46,000	12,415	27.0
Michigan.....	22,419	18,182	3,806	20.9	21,005	16,561	4,838	29.2
Wisconsin.....	11,131	8,576	3,394	39.6	6,407	4,796	1,761	36.7
Minnesota.....	14,358	10,832	4,466	41.2	5,667	4,688	1,091	23.3
Iowa.....	13,186	10,982	2,219	20.2	10,810	8,459	2,233	26.4
Missouri.....	161,822	130,161	36,495	28.0	150,726	114,160	47,562	41.7
North Dakota.....	7,434	5,450	3,224	59.2	596	454	215	47.4
South Dakota.....	20,856	15,294	7,793	51.0	1,518	1,229	410	33.4
Nebraska.....	9,774	8,020	1,869	17.1	12,022	9,515	2,446	25.7
Kansas.....	54,176	43,009	9,744	22.7	50,543	38,037	12,360	32.5
Western Division:								
Montana.....	17,046	13,815	6,659	48.2	4,888	4,547	1,652	36.3
Wyoming.....	3,480	2,872	1,181	41.1	1,430	1,319	222	16.8
Colorado.....	10,654	9,123	1,823	20.0	7,730	6,837	1,706	25.0
New Mexico.....	15,103	11,324	8,049	71.1	10,874	8,433	6,805	80.6
Arizona.....	30,028	22,646	16,659	73.6	4,040	3,594	1,829	50.9
Utah.....	4,284	3,385	1,866	52.1	2,006	1,790	825	46.1
Nevada.....	6,930	5,794	3,871	66.8	2,677	5,936	3,541	59.7
Idaho.....	7,277	6,191	3,338	53.9	6,367	2,275	1,106	48.6
Washington.....	21,799	18,948	6,820	36.0	8,877	7,892	3,517	44.6
Oregon.....	18,954	17,434	6,299	36.1	12,009	11,449	3,157	27.6
California.....	82,326	75,098	23,372	31.1	96,458	90,737	35,669	39.3

TABLE 10.—Number and per cent of illiterates in the colored population 10 years of age and over: 1870 and 1880.

State or Territory.	1880.				1870.			
	Total colored population.	Colored population 10 years of age and over.	Illiterates.		Total colored population.	Colored population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
United States	6,752,813	4,601,207	3,220,878	70.0	4,968,994	3,511,075	2,806,233	79.9
North Atlantic Division	238,563	188,986	44,552	24.2	181,461	144,980	40,200	27.7
South Atlantic Division	2,943,085	1,973,725	1,482,745	75.1	2,218,372	1,552,065	1,319,780	85.0
South Central Division	3,018,656	2,007,453	1,525,245	76.0	2,206,439	1,583,447	1,318,765	86.0
North Central Division	402,688	294,276	121,216	41.2	282,608	204,383	115,284	56.4
Western Division	153,421	141,767	47,120	33.2	80,114	76,200	12,204	16.0
North Atlantic Division:								
Maine	2,084	1,658	412	24.8	2,106	1,719	178	10.3
New Hampshire	762	594	94	15.8	603	522	95	18.2
Vermont	1,068	807	156	19.3	948	758	122	16.1
Massachusetts	19,503	15,416	2,322	15.1	14,195	11,676	2,164	18.5
Rhode Island	6,592	5,303	1,249	23.6	5,134	4,272	892	20.9
Connecticut	11,931	9,523	1,661	17.4	9,905	8,092	1,763	21.0
New York	66,849	58,825	11,425	21.2	52,549	42,761	10,477	25.4
New Jersey	39,099	30,206	9,200	30.5	30,689	23,715	8,301	35.4
Pennsylvania	85,875	66,654	18,093	27.1	65,342	51,465	15,888	30.9
South Atlantic Division:								
Delaware	26,448	19,245	11,068	57.5	22,794	16,570	11,820	71.3
Maryland	219,250	151,278	90,172	59.6	175,397	127,708	88,707	69.5
District of Columbia	59,618	45,035	21,790	48.4	43,422	33,833	23,843	70.5
Virginia	631,707	428,450	315,660	73.7	513,074	362,624	322,855	88.9
West Virginia	25,920	18,446	10,139	55.0	17,981	12,905	9,997	77.4
North Carolina	532,508	351,145	271,943	77.4	392,891	272,497	231,293	84.8
South Carolina	604,472	394,750	310,071	78.5	415,939	289,969	235,212	81.1
Georgia	725,274	479,863	391,482	81.6	545,183	378,211	343,654	92.1
Florida	126,888	85,513	60,420	70.7	91,691	62,748	52,899	84.1
South Central Division:								
Kentucky	271,511	190,228	133,895	70.4	222,319	156,483	131,099	83.8
Tennessee	403,528	271,886	194,495	71.7	322,401	225,482	185,970	82.4
Alabama	600,820	399,058	321,680	80.6	475,008	328,835	290,958	88.1
Mississippi	652,199	425,397	319,753	75.2	445,026	305,074	265,282	87.0
Louisiana	484,992	328,158	259,429	79.1	364,850	262,359	225,409	85.9
Texas	394,512	255,265	192,520	75.4	253,879	169,955	150,808	88.7
Arkansas	210,994	137,971	103,473	75.0	122,356	85,249	69,244	81.2
Oklahoma								
Indian Territory								
North Central Division:								
Ohio	80,142	59,839	16,356	27.3	63,314	46,880	20,789	44.3
Indiana	39,503	29,140	10,863	35.6	24,800	18,144	8,363	46.1
Illinois	46,720	34,837	12,971	37.2	28,795	21,431	9,960	46.5
Michigan	22,377	16,780	4,791	28.6	16,777	12,240	4,478	36.6
Wisconsin	5,879	4,279	1,325	31.0	3,319	2,523	596	23.6
Minnesota	3,889	2,794	1,040	37.2	1,449	1,150	472	41.0
Iowa	10,015	7,578	2,272	30.0	5,813	4,261	1,526	35.8
Missouri	145,554	104,893	56,244	53.9	118,149	83,393	60,648	72.7
North Dakota								
South Dakota	2,030	1,501	664	44.2	1,294	874	649	74.3
Nebraska	2,638	1,959	602	30.7	876	703	231	32.9
Kansas	43,941	31,176	14,588	46.8	18,022	12,784	7,572	59.1
Western Division:								
Montana	3,774	3,003	1,076	35.8	2,289	2,245	275	12.2
Wyoming	1,352	1,239	182	14.7	592	350	121	34.6
Colorado	3,201	2,764	568	20.5	643	580	259	48.9
New Mexico	10,844	8,199	7,559	92.2	1,481	1,240	1,080	87.1
Arizona	5,280	4,288	1,018	23.8	77	67	24	35.8
Utah	1,540	1,318	689	52.3	742	687	266	38.7
Nevada	8,710	8,071	2,154	26.7	3,532	3,480	219	6.3
Idaho	3,597	3,524	994	28.2	4,381	4,350	2,902	66.7
Washington	7,917	6,451	2,460	38.1	1,760	1,461	481	33.1
Oregon	11,693	11,083	3,080	27.8	3,994	3,899	1,016	26.5
California	97,513	91,827	27,340	29.8	60,823	57,951	5,558	9.6

TABLE 11.—*Number and per cent of illiterates in the male population 10 years of age and over: 1890 and 1900.*

State or Territory.	1900.				1890.			
	Total male population.	Male population 10 years of age and over.	Illiterates.		Total male population.	Male population 10 years of age and over.	Illiterates.	
			Num-ber.	Per cent.			Num-ber.	Per cent.
United States	38,816,448	29,703,440	3,011,224	10.1	32,067,880	24,352,659	3,008,222	12.4
North Atlantic Division	10,524,877	8,336,593	475,277	5.7	8,677,798	6,904,566	407,186	5.9
South Atlantic Division	5,222,595	3,798,278	879,065	23.1	4,418,769	3,178,769	926,096	29.1
South Central Division	7,181,922	5,176,755	1,132,633	21.9	5,593,877	3,977,614	1,098,755	27.6
North Central Division	13,589,322	10,527,915	412,603	3.9	11,594,910	8,828,083	457,793	5.2
Western Division	2,297,732	1,863,899	111,646	6.0	1,782,526	1,463,627	118,392	8.1
North Atlantic Division:								
Maine	350,995	286,114	16,936	5.9	332,590	271,787	15,932	5.9
New Hampshire	205,379	168,483	12,043	7.1	186,566	155,928	11,643	7.5
Vermont	175,138	142,528	9,507	6.7	169,327	137,899	10,230	7.4
Massachusetts	1,367,474	1,097,581	59,414	5.4	1,087,709	887,063	47,348	5.3
Rhode Island	210,516	168,704	13,582	8.1	168,025	135,955	12,240	9.0
Connecticut	454,294	365,130	20,929	5.7	369,538	300,675	15,233	5.1
New York	3,614,780	2,877,822	143,214	5.0	2,976,893	2,385,622	124,443	5.2
New Jersey	941,760	739,224	42,625	5.8	720,819	568,585	35,413	6.2
Pennsylvania	3,204,541	2,491,007	157,027	6.3	2,666,331	2,061,052	134,704	6.5
South Atlantic Division:								
Delaware	94,158	74,395	8,882	11.9	85,573	67,309	9,274	13.8
Maryland	589,275	455,285	49,110	10.8	515,691	392,485	59,526	15.2
District of Columbia	132,004	108,613	7,807	7.2	109,584	88,703	9,821	11.1
Virginia	925,897	679,440	157,890	23.2	824,278	598,677	177,043	29.6
West Virginia	499,242	367,973	41,429	11.3	390,285	281,576	37,579	13.3
North Carolina	988,677	661,731	181,228	27.4	799,149	559,764	184,506	33.0
South Carolina	664,895	465,002	159,419	34.3	572,337	395,466	167,120	42.3
Georgia	1,103,201	782,629	231,880	29.6	919,925	647,922	244,944	37.8
Florida	275,246	203,190	41,420	20.4	201,947	146,867	36,283	24.7
South Central Division:								
Kentucky	1,090,227	807,156	131,989	16.3	942,758	689,572	141,999	20.6
Tennessee	1,021,224	746,793	150,047	20.1	891,585	640,677	155,869	24.3
Alabama	916,764	651,523	212,579	32.6	757,456	581,941	206,362	38.8
Mississippi	781,451	552,676	170,827	30.9	649,687	451,788	170,761	37.8
Louisiana	694,733	496,879	183,318	36.9	559,350	394,815	172,847	43.8
Texas	1,578,900	1,129,899	156,801	13.9	1,172,553	830,783	151,852	18.2
Arkansas	675,312	484,601	91,483	18.9	585,755	412,227	97,779	23.7
Oklahoma	214,359	157,910	7,930	5.0	34,733	25,811	1,286	5.0
Indian Territory	208,952	149,318	27,709	18.6				
North Central Division:								
Ohio	2,102,655	1,663,595	63,404	3.8	1,855,736	1,442,430	69,924	4.8
Indiana	1,285,404	1,006,755	43,703	4.3	1,118,347	855,368	49,505	5.8
Illinois	2,472,782	1,922,803	74,752	3.9	1,972,308	1,507,159	70,548	4.7
Michigan	1,248,905	983,089	43,224	4.4	1,091,780	851,163	51,522	6.1
Wisconsin	1,067,562	811,123	34,284	4.2	874,951	667,968	39,517	6.0
Minnesota	932,490	706,401	23,049	3.3	695,321	523,342	25,993	5.0
Iowa	1,156,849	893,912	18,675	2.1	994,453	755,134	24,125	3.2
Missouri	1,595,710	1,223,168	75,272	6.2	1,385,238	1,087,994	86,580	8.3
North Dakota	177,493	131,893	6,190	4.7	101,590	74,442	3,650	4.9
South Dakota	216,164	161,746	6,164	3.8	180,250	133,252	4,816	3.6
Nebraska	564,592	429,465	8,094	1.9	572,824	426,815	11,753	2.8
Kansas	768,716	593,965	15,732	2.6	732,112	563,016	19,910	3.5
Western Division:								
Montana	149,812	123,724	6,885	5.6	87,882	75,596	4,390	5.7
Wyoming	58,184	47,731	1,866	3.9	39,343	32,675	1,070	3.3
Colorado	295,332	237,665	8,774	3.7	245,247	202,719	9,808	4.8
New Mexico	104,228	76,819	19,765	25.7	83,055	61,885	20,969	33.9
Arizona	71,795	57,027	14,404	25.3	36,571	29,736	6,027	20.3
Utah	141,687	100,999	2,811	2.8	110,463	79,747	3,778	4.7
Nevada	25,603	21,822	2,618	12.1	29,214	25,370	3,127	12.3
Idaho	93,367	72,000	3,260	4.5	51,290	40,276	2,336	5.8
Washington	304,178	248,282	7,360	3.0	217,562	179,955	7,639	4.2
Oregon	232,985	190,037	7,429	3.9	181,840	146,406	6,634	4.5
California	820,531	687,793	36,444	5.3	700,059	589,252	52,674	8.9

TABLE 12.—*Number and per cent of illiterates in the female population 10 years of age and over: 1890 and 1900.*

State or Territory.	1900.				1890.			
	Total female population.	Female population 10 years of age and over.	Illiterates.		Total female population.	Female population 10 years of age and over.	Illiterates.	
			Num-ber.	Per cent.			Num-ber.	Per cent.
United States	37, 178, 127	28, 246, 384	3, 168, 845	11.2	30, 554, 370	23, 060, 900	3, 316, 480	14.4
North Atlantic Division ..	10, 521, 818	8, 355, 568	501, 259	6.0	8, 723, 747	6, 983, 811	452, 803	6.5
South Atlantic Division ..	5, 220, 885	3, 817, 881	942, 281	24.7	4, 439, 151	3, 237, 152	1, 055, 792	32.6
South Central Division ..	6, 898, 125	4, 947, 460	1, 185, 946	24.0	5, 379, 016	3, 821, 873	1, 220, 116	31.9
North Central Division ..	12, 743, 682	9, 753, 951	443, 719	4.6	10, 767, 369	8, 081, 530	506, 475	6.3
Western Division	1, 793, 617	1, 371, 524	93, 640	6.8	1, 245, 087	936, 534	81, 294	8.7
North Atlantic Division:								
Maine	343, 471	279, 326	12, 124	4.3	328, 496	269, 875	13, 655	5.1
New Hampshire	206, 209	169, 410	9, 032	5.3	189, 964	159, 569	9, 833	6.2
Vermont	168, 503	136, 415	6, 740	4.9	163, 095	133, 274	7, 921	6.9
Massachusetts	1, 437, 872	1, 169, 467	74, 629	6.4	1, 151, 234	952, 544	67, 120	7.0
Rhode Island	218, 040	176, 120	15, 422	8.8	177, 481	146, 004	15, 285	10.5
Connecticut	454, 126	365, 324	22, 044	6.0	376, 720	309, 155	16, 961	5.5
New York	3, 654, 114	2, 923, 860	174, 886	6.0	3, 020, 960	2, 436, 770	142, 468	5.8
New Jersey	941, 809	741, 274	44, 033	5.9	724, 114	574, 538	38, 908	6.8
Pennsylvania	3, 097, 574	2, 394, 372	142, 349	5.9	2, 591, 683	2, 002, 182	140, 649	7.0
South Atlantic Division:								
Delaware	90, 577	71, 105	8, 649	12.2	82, 920	64, 658	9, 604	14.9
Maryland	598, 769	465, 430	52, 837	11.4	526, 699	406, 120	65, 850	16.2
District of Columbia ..	146, 714	123, 224	12, 221	9.9	120, 808	99, 864	15, 063	15.1
Virginia	928, 287	685, 061	154, 230	22.5	831, 702	613, 257	188, 639	30.8
West Virginia	459, 558	333, 673	38, 676	11.6	372, 509	267, 562	41, 601	15.5
North Carolina	955, 133	685, 003	205, 023	29.9	818, 798	587, 682	225, 197	38.3
South Carolina	673, 421	477, 380	179, 240	37.5	578, 812	406, 940	193, 585	47.6
Georgia	1, 113, 130	794, 705	248, 540	31.3	917, 428	654, 286	273, 762	41.8
Florida	253, 296	182, 300	42, 865	23.5	189, 475	136, 383	42, 437	31.1
South Central Division:								
Kentucky	1, 056, 947	782, 529	131, 015	16.7	915, 877	670, 459	152, 382	22.7
Tennessee	999, 392	734, 155	156, 883	21.4	873, 933	635, 954	184, 271	29.0
Alabama	911, 933	653, 180	231, 011	35.4	755, 561	537, 604	232, 173	43.2
Mississippi	769, 819	546, 215	180, 634	33.1	639, 913	450, 240	189, 852	42.2
Louisiana	686, 892	493, 485	197, 827	40.1	559, 237	399, 868	191, 337	47.9
Texas	1, 469, 810	1, 034, 014	157, 217	15.2	1, 062, 970	738, 972	157, 021	21.4
Arkansas	636, 252	449, 731	99, 172	22.1	542, 424	374, 886	111, 966	29.9
Oklahoma	183, 972	129, 145	7, 844	6.1	27, 101	18, 890	1, 114	5.9
Indian Territory	183, 108	125, 006	24, 343	19.5				
North Central Division:								
Ohio	2, 054, 890	1, 626, 326	68, 137	4.2	1, 816, 580	1, 416, 229	79, 919	5.6
Indiana	1, 231, 058	961, 460	46, 776	4.9	1, 074, 057	818, 660	56, 324	6.9
Illinois	2, 348, 768	1, 804, 942	83, 206	4.6	1, 854, 043	1, 400, 512	82, 086	5.9
Michigan	1, 172, 077	913, 176	37, 258	4.1	1, 002, 109	767, 872	44, 392	5.8
Wisconsin	1, 001, 480	750, 033	39, 495	5.3	811, 929	600, 422	45, 228	7.5
Minnesota	818, 904	599, 256	29, 897	5.0	606, 505	439, 008	32, 064	7.3
Iowa	1, 075, 004	817, 877	21, 497	2.6	917, 443	686, 174	27, 936	4.1
Missouri	1, 510, 955	1, 148, 697	77, 572	6.8	1, 293, 946	957, 644	94, 838	9.9
North Dakota	141, 653	97, 268	6, 525	6.7	81, 129	55, 010	4, 093	7.4
South Dakota	185, 406	132, 558	8, 672	6.5	148, 558	102, 956	5, 158	5.0
Nebraska	501, 708	370, 290	9, 303	2.7	486, 086	344, 844	12, 268	3.6
Kansas	701, 779	532, 068	16, 781	3.2	674, 984	492, 199	22, 169	4.5
Western Division:								
Montana	93, 487	67, 872	4, 790	7.1	44, 277	32, 215	1, 554	4.8
Wyoming	34, 347	24, 331	1, 012	4.2	21, 362	15, 080	560	3.7
Colorado	244, 368	187, 759	9, 005	4.8	166, 951	125, 177	7, 372	5.9
New Mexico	51, 082	64, 463	27, 206	42.2	70, 538	50, 656	29, 101	57.4
Arizona	51, 136	37, 120	12, 903	34.8	23, 049	16, 340	4, 758	29.1
Utah	135, 062	95, 770	3, 330	3.5	97, 442	67, 480	4, 454	6.6
Nevada	16, 732	13, 137	1, 997	15.2	16, 547	12, 855	1, 770	13.8
Idaho	68, 405	47, 837	2, 245	4.7	33, 095	22, 445	889	4.0
Washington	213, 925	160, 155	5, 380	3.4	131, 828	95, 674	4, 139	4.3
Oregon	180, 551	138, 762	3, 257	2.3	131, 927	97, 968	3, 469	3.5
California	664, 522	534, 318	22, 515	4.2	598, 071	400, 644	23, 228	5.8

TABLE 13.—*The three elements of population in 1900.*

State or Territory.	Total population.	Native white.	Per cent.	Foreign-born white.	Per cent.	Colored.	Per cent.
United States.....	75,994,575	56,595,379	74.5	10,213,817	13.4	9,185,379	12.1
North Atlantic Division.....	21,046,695	15,898,909	75.6	4,738,988	22.5	408,807	1.9
South Atlantic Division.....	10,443,480	6,497,175	62.2	208,883	2.0	3,737,422	35.8
South Central Division.....	14,080,047	9,462,220	67.2	353,692	2.5	4,264,135	30.3
North Central Division.....	26,333,004	21,624,468	82.1	4,151,402	15.8	557,134	2.1
Western Division.....	4,091,349	3,112,616	76.1	760,852	18.6	217,881	5.3
North Atlantic Division:							
Maine.....	694,466	599,291	86.3	92,935	13.4	2,240	0.3
New Hampshire.....	411,588	322,830	78.4	87,961	21.4	797	0.2
Vermont.....	343,641	298,077	86.7	44,694	13.0	870	0.3
Massachusetts.....	2,805,346	1,929,650	68.8	840,114	29.9	35,582	1.3
Rhode Island.....	428,556	285,278	66.6	133,772	31.2	9,506	2.2
Connecticut.....	908,420	655,028	72.1	237,896	26.1	15,996	1.8
New York.....	7,263,894	5,267,358	72.5	1,889,523	26.0	112,013	1.5
New Jersey.....	1,883,669	1,382,267	73.4	430,050	22.8	71,852	3.8
Pennsylvania.....	6,302,115	5,159,121	81.9	982,543	15.6	160,451	2.5
South Atlantic Division:							
Delaware.....	184,735	140,248	75.9	13,729	7.4	30,758	16.7
Maryland.....	1,188,044	859,280	72.3	93,144	7.9	235,620	19.8
District of Columbia.....	278,718	172,012	61.7	19,520	7.0	87,186	31.3
Virginia.....	1,854,184	1,173,787	63.3	19,068	1.0	661,329	35.7
West Virginia.....	968,800	892,854	93.1	22,879	2.3	43,567	4.6
North Carolina.....	1,893,810	1,259,209	66.5	4,394	0.2	630,207	33.3
South Carolina.....	1,340,316	552,436	41.2	5,871	0.4	782,509	58.4
Georgia.....	2,216,331	1,169,273	52.8	12,021	0.5	1,035,037	46.7
Florida.....	528,542	278,076	52.6	19,257	3.6	231,209	43.8
South Central Division:							
Kentucky.....	2,147,174	1,812,176	84.4	50,133	2.3	284,865	13.3
Tennessee.....	2,020,616	1,522,600	75.3	17,586	0.9	480,430	23.8
Alabama.....	1,828,697	986,814	54.0	14,338	0.8	827,545	45.2
Mississippi.....	1,551,270	633,575	40.8	7,625	0.5	910,070	58.7
Louisiana.....	1,381,625	677,759	49.1	51,853	3.7	652,013	47.2
Texas.....	3,048,710	2,249,088	73.8	177,581	5.8	622,041	20.4
Arkansas.....	1,311,564	930,394	70.9	14,186	1.1	366,984	28.0
Oklahoma.....	398,331	351,920	88.4	15,604	3.9	30,807	7.7
Indian Territory.....	392,060	297,894	76.0	4,786	1.2	89,380	22.8
North Central Division:							
Ohio.....	4,157,545	3,602,304	86.7	457,900	11.0	97,341	2.3
Indiana.....	2,516,462	2,316,641	92.1	141,861	5.6	57,960	2.3
Illinois.....	4,821,550	3,770,238	78.2	964,635	20.0	86,677	1.8
Michigan.....	2,420,982	1,858,367	76.8	540,196	22.3	22,419	0.9
Wisconsin.....	2,069,042	1,542,206	74.5	515,705	24.9	11,131	0.6
Minnesota.....	1,751,394	1,232,101	70.4	504,935	28.8	14,358	0.8
Iowa.....	2,231,858	1,912,885	85.7	305,782	13.7	13,186	0.6
Missouri.....	3,106,665	2,729,068	87.9	215,775	6.9	161,822	5.2
North Dakota.....	319,146	199,122	62.4	112,590	35.3	7,434	2.3
South Dakota.....	401,570	292,385	72.8	88,329	22.0	20,856	5.2
Nebraska.....	1,066,300	879,409	82.5	177,117	16.6	9,774	0.9
Kansas.....	1,470,495	1,289,742	87.7	126,577	8.6	54,176	3.7
Western Division:							
Montana.....	243,329	163,910	67.4	62,373	25.6	17,046	7.0
Wyoming.....	92,531	72,469	78.3	16,582	17.9	3,480	3.8
Colorado.....	539,700	438,571	81.2	90,475	16.8	10,654	2.0
New Mexico.....	195,310	166,946	85.5	13,261	6.8	15,103	7.7
Arizona.....	122,931	70,508	57.4	22,395	18.2	30,028	24.4
Utah.....	276,749	219,661	79.4	52,804	19.1	4,284	1.5
Nevada.....	42,335	26,824	63.3	8,581	20.3	6,930	16.4
Idaho.....	161,772	132,605	82.0	21,890	13.5	7,277	4.5
Washington.....	518,103	394,179	76.1	102,125	19.7	21,799	4.2
Oregon.....	413,536	340,721	82.4	53,861	13.0	18,954	4.6
California.....	1,485,053	1,086,222	73.2	316,505	21.3	82,326	5.5

TABLE 14.—Total illiterate population 10 years of age and over, classified by sex and degree of illiteracy: 1900.

State or Territory.	Aggregate.			Number who can read but can not write.			Number who can neither read nor write.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
United States.....	6,180,069	3,011,224	3,168,845	955,843	421,476	534,367	5,224,226	2,589,748	2,634,478
North Atlantic Division.	976,536	475,277	501,259	139,618	54,268	85,350	836,918	421,009	415,909
South Atlantic Division..	1,821,346	879,065	942,281	257,046	117,619	139,427	1,564,300	761,446	802,854
South Central Division...	2,318,579	1,132,633	1,185,946	325,064	154,863	170,701	1,993,515	978,270	1,015,245
North Central Division...	858,322	412,603	445,719	214,731	86,278	128,453	643,591	326,325	317,266
Western Division.....	203,286	111,646	93,640	19,384	8,948	10,436	185,902	102,698	83,204
N. Atlantic Division:									
Maine.....	29,060	16,936	12,124	4,271	2,218	2,053	24,789	14,718	10,071
New Hampshire.....	21,075	12,043	9,032	3,024	1,554	1,470	18,051	10,489	7,562
Vermont.....	16,247	9,507	6,740	2,118	1,048	1,070	14,129	8,459	5,670
Massachusetts.....	131,043	59,414	74,629	17,977	6,131	11,846	116,066	58,283	62,783
Rhode Island.....	29,004	13,582	15,422	4,933	1,820	3,113	24,071	11,762	12,309
Connecticut.....	42,973	20,929	22,044	6,459	2,529	3,930	36,514	18,400	18,114
New York.....	318,100	143,214	174,886	37,777	15,131	22,646	280,323	128,083	152,240
New Jersey.....	86,658	42,625	44,033	11,217	4,343	6,874	75,441	38,282	37,159
Pennsylvania.....	299,376	157,027	142,349	51,842	19,494	32,348	247,534	137,533	110,001
S. Atlantic Division:									
Delaware.....	17,531	8,882	8,649	1,939	843	1,096	15,592	8,039	7,553
Maryland.....	101,947	49,110	52,837	11,711	4,836	6,875	90,236	44,274	45,962
Dist. Columbia.....	20,028	7,807	12,221	2,119	773	1,346	17,909	7,034	10,875
Virginia.....	312,120	157,890	154,230	37,515	17,969	19,546	274,605	139,921	134,684
West Virginia.....	80,105	41,429	38,676	21,561	9,540	12,021	58,544	31,889	26,655
North Carolina.....	386,251	181,228	205,023	70,006	28,899	41,107	316,245	152,329	163,916
South Carolina.....	338,659	159,419	179,240	39,216	18,824	20,392	299,443	140,595	158,848
Georgia.....	480,420	231,880	248,540	61,659	30,213	31,446	418,761	201,667	217,094
Florida.....	84,285	41,420	42,865	11,320	5,722	5,598	72,965	35,698	37,267
S. Central Division:									
Kentucky.....	262,954	131,939	131,015	47,904	21,798	26,106	215,050	110,141	104,909
Tennessee.....	306,930	150,047	156,883	60,892	27,059	33,803	246,038	122,958	123,080
Alabama.....	443,590	212,579	231,011	57,340	27,411	29,929	386,250	185,168	201,082
Mississippi.....	351,461	170,827	180,634	44,458	22,413	22,045	307,003	148,414	158,589
Louisiana.....	381,145	183,318	197,827	22,786	11,437	11,349	358,359	171,881	186,478
Texas.....	314,018	156,801	157,217	40,470	19,670	20,800	273,548	137,131	136,417
Arkansas.....	190,655	91,483	99,172	38,018	17,520	20,498	152,637	73,963	78,674
Oklahoma.....	15,774	7,930	7,844	2,921	1,490	1,431	12,853	6,440	6,413
Indian Territory.....	52,052	27,709	24,343	10,275	5,535	4,740	41,777	22,174	19,603
N. Central Division:									
Ohio.....	131,541	63,404	68,137	32,693	12,883	19,810	98,848	50,521	48,327
Indiana.....	90,539	43,763	46,776	24,415	9,350	15,065	66,124	34,413	31,711
Illinois.....	157,958	74,752	83,206	35,744	14,380	21,364	122,214	60,372	61,842
Michigan.....	80,482	43,224	37,258	17,523	7,980	9,543	62,959	35,244	27,715
Wisconsin.....	73,779	34,284	39,495	18,699	7,111	11,588	55,080	27,173	27,907
Minnesota.....	52,946	23,049	29,897	18,599	6,375	12,224	34,347	16,674	17,673
Iowa.....	40,172	18,675	21,497	13,298	4,981	8,317	26,874	13,694	13,180
Missouri.....	152,844	75,272	77,572	35,460	16,103	19,357	117,384	59,169	58,215
North Dakota.....	12,719	6,194	6,525	2,547	1,051	1,496	10,172	5,143	5,029
South Dakota.....	14,832	6,160	8,672	2,547	875	1,672	12,285	5,285	7,000
Nebraska.....	17,997	8,094	9,903	4,789	1,784	3,005	13,208	6,310	6,898
Kansas.....	32,513	15,732	16,781	8,417	3,405	5,012	24,096	12,327	11,769
Western Division:									
Montana.....	11,675	6,885	4,790	791	455	336	10,884	6,430	4,454
Wyoming.....	2,878	1,866	1,012	269	153	116	2,609	1,713	896
Colorado.....	17,779	8,774	9,005	2,080	952	1,128	15,699	7,822	7,877
New Mexico.....	46,971	19,765	27,206	5,852	2,386	3,466	41,119	17,379	23,740
Arizona.....	27,307	14,404	12,903	607	287	320	26,700	14,117	12,583
Utah.....	6,141	2,811	3,330	1,601	523	1,078	4,540	2,288	2,252
Nevada.....	4,645	2,648	1,997	115	75	40	4,530	2,573	1,957
Idaho.....	5,505	3,260	2,245	631	324	307	4,874	2,936	1,938
Washington.....	12,740	7,360	5,380	1,508	742	766	11,232	6,618	4,614
Oregon.....	10,686	7,429	3,257	1,580	854	726	9,106	6,575	2,531
California.....	58,959	36,444	22,515	4,350	2,197	2,153	54,609	34,247	20,362

TABLE 15.—*Illiterate white population 10 years of age and over, classified by sex and degree of illiteracy: 1900.*

State or Territory.	Aggregate.			Number who can read but can not write.			Number who can neither read nor write.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
United States.....	3,200,746	1,567,153	1,633,593	645,959	267,393	378,566	2,554,787	1,299,760	1,255,027
North Atlantic Division.	926,476	449,810	476,666	131,790	50,909	80,881	794,686	398,901	395,785
South Atlantic Division.	567,967	278,125	289,842	125,334	52,305	73,029	442,633	225,820	216,813
South Central Division..	833,306	416,955	416,351	170,776	77,025	93,751	662,530	339,930	322,600
North Central Division..	747,648	359,193	388,455	200,385	79,489	120,896	547,263	279,704	267,559
Western Division.....	125,349	63,070	62,279	17,674	7,665	10,009	107,675	55,405	52,270
N. Atlantic Division:									
Maine.....	28,589	16,699	11,890	4,220	2,194	2,026	24,359	14,505	9,864
New Hampshire.....	20,966	11,965	9,001	3,007	1,542	1,465	17,959	10,423	7,536
Vermont.....	16,139	9,438	6,701	2,102	1,038	1,064	14,037	8,400	5,637
Massachusetts.....	130,321	57,353	72,968	17,453	5,950	11,503	112,868	51,403	61,465
Rhode Island.....	27,871	13,063	14,808	4,717	1,747	2,970	23,154	11,316	11,838
Connecticut.....	41,401	20,180	21,221	6,115	2,384	3,731	35,286	17,796	17,490
New York.....	305,773	136,889	168,884	36,084	14,436	21,648	269,689	122,453	147,236
New Jersey.....	76,338	37,783	38,555	9,622	3,716	5,906	66,716	34,067	32,649
Pennsylvania.....	279,078	146,440	132,638	48,470	17,902	30,568	230,608	128,538	102,070
S. Atlantic Division:									
Delaware.....	8,548	4,499	4,049	1,159	489	670	7,389	4,010	3,379
Maryland.....	68,694	18,551	20,143	5,932	2,180	3,752	62,762	16,371	16,391
Dist. Columbia.....	2,480	1,007	1,473	336	86	250	2,144	921	1,223
Virginia.....	98,160	51,866	46,294	19,144	8,679	10,465	79,016	43,187	35,829
West Virginia.....	69,011	34,518	34,493	19,866	8,494	11,372	49,145	26,024	23,121
North Carolina.....	175,907	82,492	93,415	43,126	16,633	26,493	132,781	65,859	66,922
South Carolina.....	54,719	26,900	27,819	9,871	5,500	4,371	44,848	22,529	22,319
Georgia.....	101,264	49,078	52,186	22,414	9,805	12,609	78,850	39,273	39,577
Florida.....	19,184	9,214	9,970	3,486	1,568	1,918	15,698	7,646	8,052
S. Central Division:									
Kentucky.....	174,768	87,496	87,272	38,836	17,378	21,463	135,932	70,123	65,809
Tennessee.....	159,086	77,275	81,811	41,416	17,439	23,977	117,670	59,836	57,834
Alabama.....	104,883	50,812	54,071	24,441	10,850	13,591	80,442	39,962	40,480
Mississippi.....	36,844	19,035	17,809	8,220	3,936	4,284	28,624	15,099	13,525
Louisiana.....	96,551	48,277	48,274	4,894	2,443	2,451	91,657	45,834	45,823
Texas.....	146,487	75,606	70,881	21,336	10,136	11,200	125,151	65,470	59,681
Arkansas.....	77,160	37,429	39,731	21,832	9,572	12,260	55,328	27,857	27,471
Oklahoma.....	7,547	4,146	3,401	2,305	1,216	1,089	5,242	2,930	2,312
Indian Territory.....	29,980	16,879	13,101	7,496	4,060	3,436	22,484	12,819	9,665
N. Central Division:									
Ohio.....	117,310	56,159	61,151	30,047	11,726	18,321	87,263	44,433	42,830
Indiana.....	79,859	38,361	41,498	22,795	8,583	14,212	57,064	29,778	27,286
Illinois.....	144,705	68,277	76,428	33,592	13,317	20,275	111,113	54,960	56,153
Michigan.....	76,676	41,289	35,387	17,071	7,757	9,314	59,605	33,532	26,073
Wisconsin.....	70,385	32,574	37,811	18,588	7,046	11,542	51,797	25,528	26,269
Minnesota.....	48,480	20,992	27,488	18,480	6,320	12,160	30,000	14,672	15,328
Iowa.....	37,953	17,475	20,478	12,956	4,815	8,141	24,997	12,660	12,337
Missouri.....	116,349	57,841	58,508	30,460	13,726	16,734	85,889	44,115	41,774
North Dakota.....	9,495	4,648	4,847	2,390	968	1,422	7,105	3,680	3,425
South Dakota.....	7,039	3,030	4,009	2,411	818	1,593	4,628	2,212	2,416
Nebraska.....	16,628	7,512	9,116	4,643	1,731	2,912	11,985	5,781	6,204
Kansas.....	22,769	11,035	11,734	6,952	2,682	4,270	15,817	8,353	7,464
Western Division:									
Montana.....	5,016	3,315	1,701	701	393	308	4,315	2,922	1,393
Wyoming.....	1,697	1,168	529	242	137	105	1,455	1,031	424
Colorado.....	15,956	7,842	8,114	1,871	858	1,013	14,085	6,984	7,101
New Mexico.....	38,922	15,736	23,186	5,798	2,354	3,444	33,124	13,382	19,742
Arizona.....	10,648	5,970	4,678	552	250	302	10,096	5,720	4,376
Utah.....	4,275	1,777	2,498	1,576	504	1,072	2,699	1,273	1,426
Nevada.....	2,774	582	242	92	55	37	2,682	477	205
Idaho.....	1,671	1,313	854	547	248	299	1,620	1,065	555
Washington.....	5,920	3,276	2,644	1,368	643	725	4,552	2,633	1,919
Oregon.....	4,387	2,331	2,056	1,293	587	706	3,094	1,744	1,350
California.....	35,587	19,810	15,777	3,634	1,636	1,998	31,953	18,174	13,779

TABLE 16.—*Illiterate native white population, 10 years of age and over, classified by sex and degree of illiteracy: 1900.*

State or Territory.	Aggregate.			Number who can read but can not write.			Number who can neither read nor write.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
United States.....	1,913,611	955,517	958,094	445,263	192,559	252,704	1,468,348	762,958	705,390
North Atlantic Division...	192,052	97,318	94,734	46,415	17,995	28,420	145,637	79,323	66,314
South Atlantic Division...	541,530	265,231	276,299	121,917	50,950	70,967	419,613	214,281	205,332
South Central Division...	751,967	377,607	377,060	165,162	74,758	90,344	589,865	303,149	286,716
North Central Division...	363,672	188,067	175,605	102,408	44,684	57,724	261,264	143,383	117,881
Western Division.....	61,390	26,994	34,396	9,421	4,172	5,249	51,969	22,822	29,147
North Atlantic Division:									
Maine.....	11,394	7,137	4,257	1,800	1,031	769	9,594	6,106	3,488
New Hampshire.....	3,840	2,284	1,556	748	430	318	3,092	1,854	1,238
Vermont.....	6,934	4,234	2,700	1,082	597	485	5,852	3,637	2,215
Massachusetts.....	10,739	5,313	5,426	1,965	844	1,121	8,774	4,469	4,305
Rhode Island.....	3,714	1,798	1,916	994	417	577	2,720	1,381	1,339
Connecticut.....	3,678	2,007	1,671	811	403	408	2,867	1,604	1,263
New York.....	47,350	23,715	20,635	10,119	5,018	5,101	37,231	21,697	15,534
New Jersey.....	17,031	9,282	7,749	3,326	1,389	1,937	13,705	7,893	5,812
Pennsylvania.....	87,372	38,548	48,824	25,570	7,866	17,704	61,802	30,682	31,120
South Atlantic Division:									
Delaware.....	6,072	3,198	2,874	876	391	485	5,196	2,807	2,389
Maryland.....	26,432	13,670	12,762	4,354	1,666	2,688	22,078	12,004	10,074
District of Columbia...	1,138	509	629	164	45	119	974	464	510
Virginia.....	96,117	50,609	45,508	18,913	8,553	10,360	77,204	42,056	35,148
West Virginia.....	64,281	31,306	32,975	19,234	8,167	11,067	45,047	23,139	21,908
North Carolina.....	175,645	82,338	93,307	43,097	16,617	26,480	132,548	65,721	66,827
South Carolina.....	54,375	26,731	27,644	9,815	4,349	5,466	44,560	22,382	22,178
Georgia.....	100,431	48,681	51,750	22,268	9,731	12,537	78,163	38,950	39,213
Florida.....	17,039	8,189	8,850	3,196	1,431	1,765	13,843	6,758	7,085
South Central Division:									
Kentucky.....	169,324	85,256	84,068	37,807	17,020	20,787	131,517	68,236	63,281
Tennessee.....	157,396	76,469	80,927	41,193	17,340	23,856	116,200	59,129	57,071
Alabama.....	103,570	50,074	53,496	24,265	10,767	13,498	79,305	39,307	39,998
Mississippi.....	36,038	18,557	17,481	8,128	3,882	4,246	27,910	14,675	13,235
Louisiana.....	82,227	40,862	41,365	4,374	2,221	2,153	77,853	35,641	39,212
Texas.....	95,006	49,955	45,071	18,348	8,996	9,352	76,658	40,939	35,719
Arkansas.....	76,036	36,849	39,187	21,616	9,464	12,152	54,420	27,385	27,035
Oklahoma.....	6,279	3,581	2,698	2,602	1,090	912	4,277	2,491	1,786
Indian Territory.....	29,091	16,324	12,767	7,366	3,978	3,388	21,725	12,346	9,379
North Central Division:									
Ohio.....	67,155	33,474	33,681	20,459	8,279	12,180	46,696	25,195	21,501
Indiana.....	63,800	31,098	32,702	19,055	7,341	11,714	44,745	23,757	20,988
Illinois.....	58,037	29,601	28,436	15,697	6,705	8,992	42,340	22,896	19,444
Michigan.....	22,277	13,360	8,977	5,193	2,774	2,419	17,084	10,526	6,558
Wisconsin.....	13,989	7,878	6,111	3,046	1,536	1,510	10,943	6,342	4,601
Minnesota.....	6,338	3,548	2,790	1,615	796	819	4,723	2,752	1,971
Iowa.....	16,522	8,954	7,568	5,215	2,390	2,825	11,307	6,564	4,743
Missouri.....	96,405	49,840	46,565	26,678	12,404	14,274	69,727	37,433	32,291
North Dakota.....	1,063	589	474	215	102	113	848	487	361
South Dakota.....	1,204	654	550	288	137	151	916	517	399
Nebraska.....	4,717	2,601	2,116	1,334	604	730	3,383	1,997	1,386
Kansas.....	12,165	6,530	5,635	3,613	1,616	1,997	8,552	4,914	3,638
Western Division:									
Montana.....	752	496	256	161	100	61	591	396	195
Wyoming.....	348	253	95	71	46	25	277	207	70
Colorado.....	8,692	3,898	4,794	829	406	423	7,863	3,492	4,371
New Mexico.....	34,525	13,279	21,246	5,428	2,191	3,237	29,097	11,088	18,009
Arizona.....	3,096	1,652	1,444	221	119	102	2,875	1,533	1,342
Utah.....	1,108	598	510	388	177	211	720	421	299
Nevada.....	133	89	44	12	7	5	120	82	38
Idaho.....	862	494	368	251	122	129	611	372	239
Washington.....	1,374	730	644	368	166	202	1,006	564	442
Oregon.....	2,180	1,213	967	709	348	361	1,471	865	606
California.....	8,320	4,292	4,028	983	490	493	7,337	3,802	3,535

TABLE 17.—*Illiterate foreign white population, 10 years of age and over, classified by sex and degree of illiteracy: 1900.*

State or Territory.	Aggregate.			Number who can read but can not write.			Number who can neither read nor write.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
United States.....	1,287,135	611,636	675,499	200,696	74,834	125,862	1,086,439	536,802	549,637
North Atlantic Division..	734,421	352,492	381,932	85,375	32,914	52,461	649,049	319,578	329,471
South Atlantic Division..	26,437	12,894	13,543	3,417	1,355	2,062	23,020	11,539	11,481
South Central Division...	78,339	39,048	39,291	5,674	2,267	3,407	72,665	36,781	35,884
North Central Division...	383,976	171,126	212,850	97,977	34,805	63,172	285,999	136,321	149,678
Western Division.....	63,959	36,076	27,883	8,253	3,493	4,760	55,706	32,583	23,123
North Atlantic Division:									
Maine.....	17,195	9,562	7,633	2,420	1,163	1,257	14,775	8,399	6,376
New Hampshire.....	17,126	9,681	7,445	2,259	1,112	1,147	14,867	8,569	6,298
Vermont.....	9,205	5,204	4,001	1,020	441	579	8,185	4,763	3,422
Massachusetts.....	119,582	52,040	67,542	15,488	5,106	10,382	104,094	46,934	57,160
Rhode Island.....	24,157	11,255	12,892	3,723	1,330	2,393	20,434	9,935	10,499
Connecticut.....	37,723	18,173	19,550	5,304	1,981	3,323	32,419	16,192	16,227
New York.....	258,423	110,174	148,249	25,965	9,418	16,547	232,458	100,756	131,702
New Jersey.....	59,307	28,501	30,806	6,296	2,327	3,969	53,011	26,174	26,837
Pennsylvania.....	191,706	107,892	83,814	22,900	10,036	12,864	168,866	97,856	70,950
South Atlantic Division:									
Delaware.....	2,476	1,501	1,175	283	98	185	2,193	1,203	990
Maryland.....	12,262	4,881	7,381	1,578	514	1,064	10,684	4,367	6,317
District of Columbia..	1,342	498	844	172	41	131	1,170	457	713
Virginia.....	2,043	1,257	786	231	126	105	1,812	1,131	681
West Virginia.....	4,730	3,212	1,518	632	327	305	4,098	2,885	1,213
North Carolina.....	262	154	108	29	16	13	233	138	95
South Carolina.....	341	169	175	56	22	34	288	147	141
Georgia.....	833	397	436	146	74	72	687	323	364
Florida.....	2,145	1,025	1,120	290	137	153	1,855	888	967
South Central Division:									
Kentucky.....	5,444	2,240	3,204	1,029	353	676	4,415	1,887	2,528
Tennessee.....	1,690	806	884	220	99	121	1,470	707	763
Alabama.....	1,313	738	575	176	83	93	1,137	655	482
Mississippi.....	806	478	328	92	54	38	714	424	290
Louisiana.....	14,324	7,415	6,909	520	222	298	13,804	7,193	6,611
Texas.....	51,481	25,671	25,810	2,988	1,140	1,848	48,493	24,531	23,962
Arkansas.....	1,124	580	544	216	108	108	908	472	436
Oklahoma.....	1,268	565	703	303	126	177	965	439	526
Indian Territory.....	889	555	334	130	82	48	759	473	286
North Central Division:									
Ohio.....	50,155	22,685	27,470	9,588	3,447	6,141	40,567	19,238	21,329
Indiana.....	16,059	7,263	8,796	3,740	1,242	2,498	12,319	6,021	6,298
Illinois.....	86,668	38,676	47,992	17,895	6,612	11,283	68,773	32,064	36,709
Michigan.....	54,899	27,989	26,410	11,873	4,983	6,895	42,521	23,006	19,515
Wisconsin.....	56,396	24,696	31,700	15,542	5,510	10,032	40,854	19,186	21,668
Minnesota.....	42,142	17,444	24,698	16,865	5,524	11,341	25,277	11,920	13,357
Iowa.....	21,431	8,521	12,910	7,741	2,425	5,316	13,690	6,096	7,594
Missouri.....	19,944	8,001	11,943	3,782	1,322	2,460	16,162	6,679	9,483
North Dakota.....	8,432	4,059	4,373	2,175	866	1,309	6,257	3,193	3,064
South Dakota.....	5,835	2,376	3,459	2,123	681	1,442	3,712	1,695	2,017
Nebraska.....	11,911	4,911	7,000	3,309	1,127	2,182	8,602	3,784	4,818
Kansas.....	10,604	4,505	6,099	3,339	1,066	2,273	7,265	3,439	3,826
Western Division:									
Montana.....	4,264	2,819	1,445	540	293	247	3,724	2,526	1,198
Wyoming.....	1,349	915	434	171	91	80	1,178	824	354
Colorado.....	7,264	3,944	3,320	1,042	452	590	6,222	3,492	2,730
New Mexico.....	4,397	2,457	1,940	370	163	207	4,027	2,294	1,733
Arizona.....	4,597	4,313	3,234	331	131	200	7,221	4,187	3,034
Utah.....	3,167	1,179	1,988	1,188	327	861	1,979	852	1,127
Nevada.....	641	443	198	80	43	32	561	395	166
Idaho.....	1,305	819	486	296	126	170	1,009	693	316
Washington.....	4,546	2,546	2,000	1,000	477	523	3,546	2,069	1,477
Oregon.....	2,207	1,118	1,089	584	289	345	1,623	879	744
California.....	27,267	13,518	11,749	2,651	1,146	1,505	24,616	14,372	10,244

TABLE 18.—*Illiterate colored population, 10 years of age and over, classified by sex and degree of illiteracy: 1900.*

State or Territory.	Aggregate.			Number who can read but can not write.			Number who can neither read nor write.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
United States.....	2,979,323	1,444,071	1,535,252	309,884	154,083	155,801	2,669,439	1,289,988	1,379,451
North Atlantic Division.....	50,060	25,467	24,593	7,828	3,359	4,469	42,232	22,108	20,124
South Atlantic Division.....	1,253,379	600,940	652,439	131,712	65,314	66,398	1,121,667	535,626	586,041
South Central Division.....	1,485,273	715,678	769,595	154,288	77,338	76,950	1,330,985	638,340	692,645
North Central Division.....	110,674	53,410	57,264	14,346	6,789	7,557	96,328	46,621	49,707
Western Division.....	79,937	48,576	31,361	1,710	1,283	427	78,227	47,293	30,934
North Atlantic Division:									
Maine.....	471	237	234	51	24	27	420	213	207
New Hampshire.....	109	78	31	17	12	5	92	66	26
Vermont.....	108	69	39	16	10	6	92	59	33
Massachusetts.....	3,722	2,061	1,661	524	181	343	3,198	1,880	1,318
Rhode Island.....	1,133	519	614	216	73	143	917	446	471
Connecticut.....	1,572	749	823	344	145	199	1,228	604	624
New York.....	12,327	6,325	6,002	1,693	695	998	10,634	5,630	5,004
New Jersey.....	10,320	4,842	5,478	1,595	627	968	8,725	4,215	4,510
Pennsylvania.....	20,298	10,587	9,711	3,372	1,592	1,780	16,926	8,995	7,931
South Atlantic Division:									
Delaware.....	8,983	4,383	4,600	780	354	426	8,203	4,029	4,174
Maryland.....	63,253	30,559	32,694	5,779	2,656	3,123	57,474	27,903	29,571
Dist. Columbia.....	17,548	6,800	10,748	1,783	687	1,096	15,765	6,113	9,652
Virginia.....	213,960	106,024	107,936	18,371	9,290	9,081	195,589	93,734	98,855
West Virginia.....	11,094	6,911	4,183	1,695	1,046	649	9,399	5,865	3,534
North Carolina.....	210,344	98,736	111,608	26,880	12,266	14,614	183,464	86,470	96,994
South Carolina.....	233,940	132,519	151,421	29,345	14,453	14,892	254,595	118,066	136,529
Georgia.....	379,156	182,802	196,354	39,245	20,408	18,837	339,911	162,394	177,517
Florida.....	65,101	32,206	32,895	7,834	4,154	3,680	57,267	28,052	29,215
South Central Division:									
Kentucky.....	88,186	44,443	43,743	9,068	4,425	4,643	79,118	40,018	39,100
Tennessee.....	147,844	72,772	75,072	19,476	9,650	9,826	128,368	63,122	65,246
Alabama.....	338,707	161,767	176,940	32,899	16,561	16,338	305,808	145,206	160,602
Mississippi.....	314,617	151,792	162,825	36,238	18,477	17,761	278,379	133,315	145,064
Louisiana.....	284,594	135,041	149,553	17,892	8,994	8,898	266,702	126,047	140,655
Texas.....	167,531	81,195	86,336	19,134	9,534	9,600	148,397	71,661	76,736
Arkansas.....	113,495	54,054	59,441	16,186	7,948	8,238	97,309	46,106	51,203
Oklahoma.....	8,227	3,784	4,443	616	274	342	7,611	3,510	4,101
Indian Territory.....	22,072	10,830	11,242	2,779	1,475	1,304	19,293	9,355	9,938
North Central Division:									
Ohio.....	14,231	7,245	6,986	2,646	1,157	1,489	11,585	6,088	5,497
Indiana.....	10,680	5,402	5,278	1,620	767	853	9,060	4,635	4,425
Illinois.....	13,253	6,475	6,778	2,152	1,033	1,089	11,101	5,442	5,659
Michigan.....	3,806	1,935	1,871	452	223	229	3,354	1,712	1,642
Wisconsin.....	3,394	1,710	1,684	111	65	46	3,283	1,645	1,638
Minnesota.....	4,466	2,057	2,409	119	55	64	4,347	2,002	2,345
Iowa.....	2,219	1,200	1,019	342	166	176	1,877	1,034	843
Missouri.....	36,495	17,431	19,064	5,000	2,377	2,623	31,495	15,054	16,441
North Dakota.....	3,224	1,546	1,678	157	83	74	3,067	1,463	1,604
South Dakota.....	7,793	3,130	4,663	136	57	79	7,657	3,073	4,584
Nebraska.....	1,369	582	787	146	53	93	1,223	529	694
Kansas.....	9,744	4,697	5,047	1,465	723	742	8,279	3,974	4,305
Western Division:									
Montana.....	6,659	3,570	3,089	90	62	28	6,569	3,508	3,061
Wyoming.....	1,181	698	483	27	16	11	1,154	682	472
Colorado.....	1,823	932	891	209	94	115	1,614	838	776
New Mexico.....	8,049	4,029	4,020	54	32	22	7,995	3,997	3,998
Arizona.....	16,659	8,434	8,225	55	37	18	16,604	8,397	8,207
Utah.....	1,866	1,034	832	25	19	6	1,841	1,015	826
Nevada.....	3,871	2,116	1,755	23	20	3	3,848	2,096	1,752
Idaho.....	3,338	1,947	1,391	84	76	8	3,254	1,871	1,383
Washington.....	6,820	4,084	2,736	140	99	41	6,680	3,985	2,695
Oregon.....	6,299	5,098	1,201	287	267	20	6,012	4,831	1,181
California.....	23,372	16,634	6,738	716	561	155	22,656	16,073	6,583

TABLE 19.—Total illiterate population, 10 years of age and over, classified by sex and age periods: 1900.

State or Territory.	10 to 14 years.			15 to 20 years.			21 years and over.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
United States.....	577,649	325,984	251,665	721,394	396,770	324,624	4,881,026	2,288,470	2,592,556
N. Atlantic Division...	17,908	9,964	7,944	76,760	39,878	36,882	881,868	425,435	456,433
S. Atlantic Division....	221,977	125,916	96,061	256,128	141,518	114,610	1,343,241	611,631	731,610
S. Central Division.....	299,649	168,508	131,141	322,914	177,054	145,860	1,696,016	787,071	908,945
N. Central Division.....	27,483	16,228	11,255	47,947	29,151	18,796	782,892	367,224	415,668
Western Division.....	10,632	5,368	5,264	17,645	9,169	8,476	177,009	97,109	79,960
N. Atlantic Division:									
Maine.....	1,255	734	521	3,485	2,250	1,235	24,320	13,952	10,368
New Hampshire.....	557	289	268	2,357	1,459	898	18,161	10,295	7,866
Vermont.....	287	161	126	1,114	802	312	14,846	8,544	6,302
Massachusetts.....	1,547	788	759	9,823	4,932	4,891	122,673	53,694	68,979
Rhode Island.....	691	388	303	2,677	1,519	1,158	25,636	11,675	13,961
Connecticut.....	436	230	206	3,384	1,715	1,669	39,153	18,984	20,169
New York.....	4,740	2,228	2,512	25,855	10,982	14,873	287,565	139,004	157,561
New Jersey.....	2,069	1,146	923	6,556	3,174	3,382	78,063	38,305	39,728
Pennsylvania.....	6,326	4,030	2,326	21,509	13,045	8,464	271,541	139,982	131,559
S. Atlantic Division:									
Delaware.....	845	497	348	1,416	847	569	15,270	7,588	7,732
Maryland.....	5,859	3,347	2,512	9,484	5,411	4,073	86,604	40,352	46,252
Dist. Columbia.....	398	236	162	1,026	519	507	18,604	7,652	11,552
Virginia.....	34,612	20,348	14,264	40,168	24,189	15,979	237,340	113,353	123,987
West Virginia.....	5,819	3,411	2,408	9,556	5,952	3,604	64,700	32,066	32,634
North Carolina.....	51,180	28,558	22,632	53,814	30,012	23,802	281,247	122,658	158,589
South Carolina.....	51,536	28,363	23,173	60,720	31,540	29,180	226,403	99,516	126,887
Georgia.....	63,329	36,301	27,028	69,466	37,332	32,134	347,625	158,247	189,378
Florida.....	8,369	4,855	3,531	10,448	5,716	4,732	65,448	30,849	34,599
S. Central Division:									
Kentucky.....	21,247	12,405	8,842	28,627	17,006	11,621	213,089	102,528	110,552
Tennessee.....	36,375	21,065	15,310	39,083	23,131	15,952	231,472	105,851	125,621
Alabama.....	66,072	36,827	29,245	67,512	36,103	31,409	310,006	129,649	170,357
Mississippi.....	44,334	25,204	19,130	51,130	27,566	23,564	255,997	118,057	137,940
Louisiana.....	55,691	29,521	26,170	61,963	31,159	30,801	263,491	122,638	140,853
Texas.....	35,491	20,832	15,159	40,313	22,686	17,627	238,214	113,782	124,431
Arkansas.....	26,972	15,259	11,713	24,488	13,609	10,879	139,195	62,615	76,580
Oklahoma.....	1,295	809	486	1,159	653	506	13,320	6,468	6,852
Indian Territory.....	12,172	7,086	5,086	8,639	5,141	3,498	31,241	15,482	15,759
N. Central Division:									
Ohio.....	2,048	1,164	884	5,784	5,542	2,242	123,709	58,698	65,011
Indiana.....	1,453	928	525	4,322	2,819	1,513	84,754	40,016	44,738
Illinois.....	4,044	2,427	1,617	8,767	4,841	3,923	145,147	67,481	77,666
Michigan.....	1,744	1,003	741	4,658	2,991	1,667	74,089	39,230	34,859
Wisconsin.....	1,688	985	703	3,629	2,163	1,466	68,462	31,136	37,326
Minnesota.....	1,365	785	580	2,487	1,408	1,079	49,094	20,856	28,238
Iowa.....	883	559	333	1,628	1,064	564	37,661	17,661	20,000
Missouri.....	11,660	6,970	4,690	12,582	7,975	4,607	128,602	60,327	68,275
North Dakota.....	836	434	402	1,029	573	456	10,854	5,187	5,667
South Dakota.....	472	227	245	683	378	305	13,677	5,628	8,049
Nebraska.....	412	246	166	855	460	395	16,730	7,388	9,342
Kansas.....	878	509	369	1,513	1,007	506	30,122	14,216	15,906
Western Division:									
Montana.....	374	199	175	803	477	326	10,498	6,209	4,289
Wyoming.....	72	49	23	263	181	82	2,543	1,636	907
Colorado.....	742	360	382	1,562	725	837	15,475	7,689	7,786
New Mexico.....	4,354	2,088	2,266	5,164	2,092	3,072	37,453	15,585	21,868
Arizona.....	2,592	1,351	1,241	3,651	1,838	1,813	21,064	11,215	9,849
Utah.....	2,292	127	93	411	214	197	5,510	2,470	3,040
Nevada.....	275	152	123	459	225	234	3,911	2,271	1,640
Idaho.....	209	114	95	334	210	124	4,962	2,936	2,026
Washington.....	340	184	156	806	541	265	11,594	6,625	4,969
Oregon.....	175	97	78	456	354	102	10,055	6,978	3,077
California.....	1,279	647	632	3,736	2,312	1,424	53,944	23,485	20,459

TABLE 20.—*Illiterate white population 10 years of age and over, classified by sex and age periods: 1900.*

State or Territory.	10 to 14 years.			15 to 20 years.			21 years and over.		
	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.
United States.....	240,580	138,241	102,339	315,926	179,015	136,911	2,644,240	1,249,897	1,394,343
N. Atlantic Division....	17,134	9,575	7,559	73,801	38,194	35,607	835,541	402,041	433,500
S. Atlantic Division....	72,568	41,872	39,696	74,467	43,366	31,101	420,932	192,887	228,045
S. Central Division.....	120,834	69,579	51,255	115,512	66,625	48,887	596,960	280,751	316,209
N. Central Division.....	23,763	14,089	9,674	42,112	25,788	16,324	681,773	319,316	362,457
Western Division.....	6,281	3,126	3,155	10,034	5,042	4,992	109,034	54,903	54,132
N. Atlantic Division:									
Maine.....	1,244	729	515	3,453	2,238	1,215	23,892	13,732	10,160
New Hampshire.....	555	288	267	2,343	1,449	894	18,068	10,228	7,840
Vermont.....	285	163	126	1,109	799	310	14,744	8,479	6,265
Massachusetts.....	1,512	769	743	9,623	4,799	4,824	119,186	51,785	67,401
Rhode Island.....	688	387	301	2,635	1,490	1,145	24,548	11,186	13,362
Connecticut.....	427	226	201	3,298	1,689	1,609	37,676	18,265	19,411
New York.....	4,575	2,136	2,439	25,027	10,536	14,491	276,171	124,217	151,954
New Jersey.....	1,821	1,026	795	5,902	2,802	3,100	68,615	33,955	34,660
Pennsylvania.....	6,026	3,854	2,172	20,411	12,392	8,019	252,641	130,194	122,447
S. Atlantic Division:									
Delaware.....	295	181	114	588	373	215	7,665	3,945	3,720
Maryland.....	1,803	1,061	742	3,077	1,812	1,265	33,814	15,678	18,136
Dist. Columbia.....	43	23	20	98	40	58	2,339	944	1,395
Virginia.....	12,258	7,261	4,997	13,197	8,112	5,085	72,705	36,493	36,212
West Virginia.....	5,328	3,141	2,187	8,187	4,905	3,282	55,496	26,472	29,024
North Carolina.....	25,444	14,298	11,146	24,172	13,720	10,452	126,291	54,474	71,817
South Carolina.....	9,996	5,654	4,342	9,508	5,381	4,127	53,215	15,865	19,350
Georgia.....	14,923	8,798	6,125	13,508	7,822	5,686	72,833	32,458	40,375
Florida.....	2,478	1,456	1,023	2,132	1,201	931	14,574	6,568	8,016
S. Central Division:									
Kentucky.....	16,290	9,453	6,827	21,066	12,526	8,540	137,412	65,517	71,895
Tennessee.....	21,473	12,446	9,027	20,893	12,411	8,482	116,720	52,418	64,302
Alabama.....	18,804	10,700	8,104	14,992	8,498	6,494	71,087	31,614	39,473
Mississippi.....	6,156	3,732	2,424	4,964	3,010	1,954	25,724	12,293	13,431
Louisiana.....	14,513	7,813	6,700	16,167	8,425	7,742	65,871	32,039	33,832
Texas.....	20,819	11,882	8,937	21,333	11,934	9,399	104,335	51,790	52,545
Arkansas.....	13,256	7,835	5,421	10,178	6,071	4,107	53,726	23,523	30,203
Oklahoma.....	987	648	339	663	418	245	5,897	3,080	2,817
Indian Territory..	8,536	5,070	3,466	5,256	3,332	1,924	16,188	8,477	7,711
N. Central Division:									
Ohio.....	1,910	1,088	822	5,314	3,302	2,012	110,086	51,769	58,317
Indiana.....	1,368	831	487	3,945	2,577	1,368	74,546	34,903	39,643
Illinois.....	3,712	2,212	1,500	8,166	4,466	3,700	132,827	61,599	71,228
Michigan.....	1,595	918	677	4,392	2,859	1,533	70,689	37,512	33,177
Wisconsin.....	1,502	879	623	3,360	2,026	1,324	65,523	29,659	35,864
Minnesota.....	976	575	401	2,058	1,194	864	45,446	19,223	26,223
Iowa.....	823	506	317	1,518	988	530	35,612	15,981	19,631
Missouri.....	9,872	5,920	3,952	10,195	6,511	3,684	96,282	45,410	50,872
North Dakota.....	619	322	297	791	446	345	8,085	3,880	4,205
South Dakota.....	297	139	158	442	198	244	6,300	2,693	3,607
Nebraska.....	380	235	145	777	436	341	15,471	6,841	8,630
Kansas.....	709	414	295	1,154	775	379	20,906	9,846	11,060
Western Division:									
Montana.....	87	49	38	263	168	95	4,666	3,098	1,568
Wyoming.....	36	26	8	134	100	34	1,527	1,040	487
Colorado.....	676	327	349	1,439	668	771	13,841	6,847	6,994
New Mexico.....	3,596	1,696	1,900	3,987	1,536	2,451	31,339	12,504	18,835
Arizona.....	731	380	351	1,398	814	584	8,519	4,776	3,743
Utah.....	87	54	33	171	104	67	4,017	1,619	2,398
Nevada.....	10	8	2	58	49	9	706	475	231
Idaho.....	106	60	46	115	88	27	1,946	1,165	781
Washington.....	116	61	55	266	173	93	5,538	3,042	2,496
Oregon.....	109	62	47	163	109	54	4,115	2,160	1,955
California.....	727	401	326	2,040	1,233	807	32,820	18,176	14,644

TABLE 21.—*Illiterate colored population 10 years of age and over, classified by sex and age periods: 1900.*

State or Territory.	10 to 14 years.			15 to 20 years.			21 years and over.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
United States....	387,069	187,743	149,326	405,468	217,755	187,713	2,236,786	1,058,573	1,198,213
N. Atlantic Division...	774	389	385	2,959	1,684	1,275	46,327	23,394	22,933
S. Atlantic Division...	149,409	84,044	65,365	181,661	98,152	83,509	922,309	418,744	503,565
S. Central Division...	178,815	93,929	79,886	207,402	110,429	96,973	1,099,056	506,320	592,736
N. Central Division...	3,720	2,139	1,581	5,835	3,363	2,472	101,119	47,908	53,211
Western Division.....	4,351	2,242	2,109	7,611	4,127	3,484	67,975	42,207	25,768
N. Atlantic Division:									
Maine.....	11	5	6	32	12	20	428	220	208
New Hampshire....	2	1	1	14	10	4	93	67	26
Vermont.....	1	1	-----	5	3	2	102	65	37
Massachusetts.....	35	19	16	200	133	67	3,487	1,909	1,578
Rhode Island.....	3	1	2	42	29	13	1,088	489	599
Connecticut.....	9	4	5	86	26	60	1,477	719	758
New York.....	165	92	73	828	446	382	11,334	5,787	5,547
New Jersey.....	248	120	128	654	372	282	9,418	4,350	5,068
Pennsylvania.....	300	146	154	1,098	653	445	18,900	9,788	9,112
S. Atlantic Division:									
Delaware.....	550	316	234	828	474	354	7,605	3,593	4,012
Maryland.....	4,056	2,286	1,770	6,407	3,599	2,808	52,790	24,674	28,116
Dist. Columbia.....	355	213	142	928	479	449	16,265	6,108	10,157
Virginia.....	22,354	13,087	9,267	26,971	16,077	10,894	164,635	76,860	87,775
West Virginia.....	491	270	221	1,399	1,047	352	9,204	5,594	3,610
North Carolina.....	25,746	14,260	11,486	29,642	16,292	13,350	154,956	68,184	86,772
South Carolina.....	41,540	22,709	18,831	51,212	26,159	25,053	191,188	83,651	107,537
Georgia.....	48,406	27,503	20,903	55,958	29,510	26,448	274,792	125,789	149,003
Florida.....	5,911	3,400	2,511	8,316	4,515	3,801	50,874	24,291	26,583
S. Central Division:									
Kentucky.....	4,957	2,952	2,005	7,561	4,480	3,081	75,668	37,011	38,657
Tennessee.....	14,902	8,619	6,283	18,190	10,720	7,470	114,752	53,433	61,319
Alabama.....	47,268	26,127	21,141	52,520	27,605	24,915	238,919	108,085	130,834
Mississippi.....	38,178	21,472	16,706	46,166	24,556	21,610	230,273	105,764	124,509
Louisiana.....	41,178	21,708	19,470	45,796	22,734	23,062	197,620	90,599	107,021
Texas.....	14,672	8,450	6,222	18,980	10,752	8,228	133,879	61,993	71,886
Arkansas.....	13,716	7,424	6,292	14,310	7,538	6,772	85,469	39,092	46,377
Oklahoma.....	308	161	147	496	235	261	7,423	3,388	4,035
Indian Territory...	3,636	2,016	1,620	3,383	1,809	1,574	15,053	7,005	8,048
N. Central Division:									
Ohio.....	138	76	62	470	240	230	13,623	6,929	6,694
Indiana.....	85	47	38	387	242	145	10,208	5,113	5,095
Illinois.....	332	215	117	601	378	223	12,320	5,882	6,438
Michigan.....	149	85	64	266	132	134	3,391	1,718	1,673
Wisconsin.....	186	106	80	269	127	142	2,939	1,477	1,462
Minnesota.....	389	210	179	429	214	215	3,648	1,633	2,015
Iowa.....	60	44	16	110	76	34	2,049	1,080	969
Missouri.....	1,788	1,050	738	2,387	1,464	923	22,320	14,917	17,403
North Dakota.....	217	112	105	238	127	111	2,769	1,307	1,462
South Dakota.....	175	88	87	241	107	134	7,377	2,935	4,442
Nebraska.....	32	11	21	78	24	54	1,259	547	712
Kansas.....	169	95	74	359	232	127	9,216	4,370	4,846
Western Division:									
Montana.....	287	150	137	540	309	231	5,832	3,111	2,721
Wyoming.....	36	21	15	129	81	48	1,016	596	420
Colorado.....	66	33	33	123	57	66	1,634	842	792
New Mexico.....	758	392	366	1,177	556	621	6,114	3,081	3,033
Arizona.....	1,861	971	890	2,253	1,024	1,229	12,545	6,439	6,106
Utah.....	133	73	60	240	110	130	1,493	851	642
Nevada.....	265	144	121	401	176	225	3,205	1,796	1,409
Idaho.....	103	54	49	219	122	97	3,016	1,771	1,245
Washington.....	224	123	101	540	368	172	6,056	3,593	2,463
Oregon.....	66	35	31	293	245	48	5,940	4,818	1,122
California.....	552	246	306	1,696	1,079	617	21,124	15,309	5,815

TABLE 22.—*Illiterate native white population 10 years of age and over, classified by sex and age periods: 1900.*

State or Territory.	10 to 14 years.			15 to 20 years.			21 years and over.		
	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.
United States.....	223,208	129,027	94,181	235,320	133,909	96,411	1,455,083	687,581	767,502
North Atlantic Division..	7,799	4,712	3,087	17,123	10,754	6,369	167,130	81,852	85,278
South Atlantic Division..	72,090	41,609	30,481	72,883	42,503	30,380	396,557	181,119	215,438
South Central Division...	116,710	67,306	49,404	108,862	63,416	45,446	529,395	247,185	282,210
North Central Division...	21,132	12,689	8,443	23,735	13,223	10,512	312,805	156,155	156,650
Western Division.....	5,477	2,711	2,766	6,717	3,013	3,704	49,196	21,270	27,926
North Atlantic Division:									
Maine.....	752	437	315	1,832	1,191	641	8,810	5,509	3,301
New Hampshire.....	187	90	97	495	299	196	3,158	1,895	1,263
Vermont.....	211	127	84	693	490	203	6,030	3,617	2,413
Massachusetts.....	457	248	209	1,278	716	562	9,004	4,349	4,655
Rhode Island.....	186	99	87	553	308	245	2,975	1,391	1,584
Connecticut.....	122	70	52	372	234	138	3,184	1,703	1,481
New York.....	1,491	821	670	3,995	2,453	1,542	41,864	23,441	18,423
New Jersey.....	1,010	621	389	1,569	1,006	563	14,452	7,655	6,797
Pennsylvania.....	3,383	2,199	1,184	6,336	4,057	2,279	77,653	32,292	45,361
South Atlantic Division:									
Delaware.....	266	164	102	430	275	155	5,376	2,759	2,617
Maryland.....	1,629	967	662	2,388	1,506	882	22,415	11,197	11,218
District of Columbia...	32	15	17	67	28	39	1,039	496	573
Virginia.....	12,229	7,247	4,982	13,089	8,035	5,054	70,799	35,327	35,472
West Virginia.....	5,263	3,089	2,174	7,840	4,640	3,200	51,178	23,577	27,601
North Carolina.....	25,437	14,293	11,144	24,157	13,711	10,446	126,051	54,394	71,717
South Carolina.....	9,986	5,646	4,340	9,488	5,374	4,114	84,901	15,711	19,190
Georgia.....	14,911	8,791	6,120	13,483	7,808	5,675	72,037	32,082	39,955
Florida.....	2,337	1,397	940	1,941	1,126	815	12,761	5,666	7,095
South Central Division:									
Kentucky.....	16,274	9,442	6,832	20,970	12,466	8,504	132,080	63,348	68,732
Tennessee.....	21,411	12,413	8,998	20,813	12,363	8,445	115,172	51,688	63,484
Alabama.....	18,769	10,676	8,093	14,886	8,432	6,454	69,915	30,966	38,949
Mississippi.....	6,131	3,716	2,415	4,933	2,995	1,938	24,974	10,816	13,128
Louisiana.....	13,583	7,300	6,283	14,862	7,761	7,101	53,782	25,801	27,981
Texas.....	17,840	10,260	7,580	16,444	9,658	6,786	66,722	30,017	36,705
Arkansas.....	13,234	7,817	5,417	10,126	6,037	4,089	52,676	22,995	29,681
Oklahoma.....	965	639	326	631	402	229	4,683	2,540	2,143
Indian Territory.....	8,503	5,043	3,460	5,197	3,297	1,900	15,391	7,984	7,407
North Central Division:									
Ohio.....	1,727	984	743	3,552	2,326	1,226	61,876	30,164	31,712
Indiana.....	1,314	849	465	3,591	2,358	1,233	58,895	27,881	31,014
Illinois.....	3,045	1,867	1,178	4,465	2,743	1,722	50,527	24,991	25,536
Michigan.....	1,288	758	530	2,526	1,723	803	18,468	10,819	7,644
Wisconsin.....	1,233	722	511	2,145	1,390	755	10,611	5,766	4,845
Minnesota.....	738	440	298	964	605	359	4,636	2,503	2,133
Iowa.....	735	490	275	1,162	759	403	14,625	7,735	6,890
Missouri.....	9,709	5,843	3,866	9,666	6,253	3,413	77,030	37,744	39,286
North Dakota.....	225	115	110	171	101	70	667	373	294
South Dakota.....	177	88	89	183	83	95	844	478	366
Nebraska.....	305	195	110	404	242	162	4,008	2,164	1,844
Kansas.....	636	368	268	906	625	281	10,623	5,537	5,086
Western Division:									
Montana.....	63	36	27	54	37	17	635	423	212
Wyoming.....	27	21	6	28	20	8	293	212	81
Colorado.....	585	275	310	996	428	568	7,111	3,195	3,916
New Mexico.....	3,433	1,622	1,811	3,700	1,397	2,303	27,392	10,260	17,132
Arizona.....	499	271	228	635	364	271	1,962	1,017	945
Utah.....	69	47	22	102	61	41	937	490	447
Nevada.....	8	6	2	19	14	5	106	69	37
Idaho.....	96	53	43	66	46	20	700	395	305
Washington.....	80	42	38	91	59	32	1,203	629	574
Oregon.....	96	55	41	111	79	32	1,973	1,079	894
California.....	521	283	238	915	508	407	6,884	3,501	3,383

TABLE 23.—*Illiterate foreign white population 10 years of age and over, classified by sex and age periods: 1900.*

State or Territory.	10 to 14 years.			15 to 20 years.			21 years and over.		
	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.
United States.....	17,372	9,214	8,158	80,606	40,106	40,500	1,189,157	562,316	626,841
North Atlantic Division..	9,335	4,863	4,472	56,678	27,440	29,238	668,411	320,189	348,222
South Atlantic Division..	478	263	215	1,584	863	721	24,375	11,768	12,607
South Central Division...	4,124	2,273	1,851	6,650	3,209	3,441	67,565	33,566	33,999
North Central Division...	2,631	1,400	1,231	12,377	6,565	5,812	368,968	163,161	205,807
Western Division.....	801	415	389	3,317	2,029	1,288	59,838	33,632	26,206
North Atlantic Division:									
Maine.....	492	292	200	1,621	1,047	574	15,082	8,223	6,859
New Hampshire.....	368	198	170	1,848	1,150	698	14,910	8,333	6,577
Vermont.....	75	33	42	416	309	107	8,714	4,862	3,852
Massachusetts.....	1,055	521	534	8,345	4,083	4,262	110,182	47,436	62,746
Rhode Island.....	502	238	214	2,082	1,182	900	21,573	9,795	11,778
Connecticut.....	305	156	149	2,926	1,455	1,471	34,492	16,562	17,930
New York.....	3,084	1,315	1,769	21,032	8,083	12,949	234,307	100,776	133,531
New Jersey.....	811	405	406	4,333	1,796	2,537	54,163	26,300	27,863
Pennsylvania.....	2,643	1,655	988	14,075	8,335	5,740	174,988	97,902	77,086
South Atlantic Division:									
Delaware.....	29	17	12	158	98	60	2,289	1,186	1,103
Maryland.....	174	94	80	689	396	383	11,399	4,481	6,918
District of Columbia..	11	8	3	31	12	19	1,300	478	822
Virginia.....	29	14	15	108	77	31	1,906	1,166	740
West Virginia.....	65	52	13	347	265	82	4,318	2,895	1,423
North Carolina.....	7	5	2	15	9	6	240	140	100
South Carolina.....	10	8	2	20	7	13	314	154	160
Georgia.....	12	7	5	25	14	11	796	376	420
Florida.....	141	58	83	191	75	116	1,813	892	921
South Central Division:									
Kentucky.....	16	11	5	96	60	36	5,332	2,169	3,163
Tennessee.....	62	33	29	80	43	37	1,548	730	818
Alabama.....	35	24	11	106	66	40	1,172	648	524
Mississippi.....	25	16	9	31	15	16	750	447	303
Louisiana.....	920	513	417	1,335	664	641	12,089	6,238	5,851
Texas.....	2,979	1,622	1,357	4,889	2,276	2,613	43,613	21,773	21,840
Arkansas.....	22	18	4	52	34	18	1,050	528	522
Oklahoma.....	22	9	13	32	16	16	1,214	540	674
Indian Territory.....	33	27	6	59	35	24	797	493	304
North Central Division:									
Ohio.....	183	104	79	1,762	976	786	48,210	21,605	26,605
Indiana.....	54	32	22	354	209	145	15,651	7,022	8,629
Illinois.....	667	345	322	3,701	1,723	1,978	82,300	36,608	45,692
Michigan.....	307	160	147	1,866	1,136	730	52,226	26,693	25,533
Wisconsin.....	269	157	112	1,215	646	569	54,912	23,893	31,019
Minnesota.....	238	135	103	1,094	589	505	40,810	16,720	24,090
Iowa.....	88	46	42	356	229	127	20,987	8,246	12,741
Missouri.....	163	77	86	529	258	271	19,252	7,666	11,586
North Dakota.....	394	207	187	620	345	275	7,418	3,507	3,911
South Dakota.....	120	51	69	259	110	149	5,456	2,215	3,241
Nebraska.....	75	40	35	373	194	179	11,463	4,677	6,786
Kansas.....	73	46	27	248	150	98	10,233	4,309	5,924
Western Division:									
Montana.....	24	13	11	209	131	78	4,031	2,675	1,356
Wyoming.....	9	7	2	106	80	26	1,234	828	406
Colorado.....	91	52	39	443	240	203	6,730	3,652	3,078
New Mexico.....	163	74	89	287	139	148	3,947	2,244	1,703
Arizona.....	232	109	123	763	450	313	6,557	3,759	2,798
Utah.....	18	7	11	69	43	26	3,080	1,129	1,951
Nevada.....	2	2	.....	39	35	4	600	406	194
Idaho.....	10	7	3	49	42	7	1,246	770	476
Washington.....	36	19	17	175	114	61	4,335	2,413	1,922
Oregon.....	13	7	6	52	30	22	2,142	1,081	1,061
California.....	206	118	88	1,125	725	400	25,936	14,675	11,261

TABLE 24.—*Showing the rank of each State in percentage of illiteracy of the population 10 years of age and over: 1900.*

Rank.	State or Territory.	Per cent.	Rank.	State or Territory.	Per cent.
1	Iowa	2.3	26	Pennsylvania	6.1
2	Nebraska	2.3	27	Montana	6.1
3	Kansas	2.9	28	New Hampshire	6.2
4	Washington	3.1	29	Missouri	6.4
5	Utah	3.1	30	Rhode Island	8.4
6	Oregon	3.3	31	District of Columbia	8.6
7	Ohio	4.0	32	Maryland	11.1
8	Wyoming	4.0	33	West Virginia	11.4
9	Minnesota	4.1	34	Delaware	12.0
10	Illinois	4.2	35	Nevada	13.3
11	Michigan	4.2	36	Texas	14.5
12	Colorado	4.2	37	Kentucky	16.5
13	Indiana	4.6	38	Indian Territory	19.0
14	Idaho	4.6	39	Arkansas	20.4
15	Wisconsin	4.7	40	Tennessee	20.7
16	California	4.8	41	Florida	21.9
17	South Dakota	5.0	42	Virginia	22.9
18	Maine	5.1	43	North Carolina	28.7
19	New York	5.5	44	Arizona	29.0
20	Oklahoma	5.5	45	Georgia	30.5
21	North Dakota	5.6	46	Mississippi	32.0
22	Vermont	5.8	47	New Mexico	33.2
23	Massachusetts	5.9	48	Alabama	34.0
24	New Jersey	5.9	49	South Carolina	35.9
25	Connecticut	5.9	50	Louisiana	38.5

TABLE 25.—*Showing the rank of each State in percentage of illiteracy of the white population 10 years of age and over: 1900.*

Rank.	State or Territory.	Per cent.	Rank.	State or Territory.	Per cent.
1	Oregon	1.4	26	New York	5.4
2	Washington	1.5	27	New Jersey	5.4
3	District of Columbia	1.6	28	Massachusetts	5.8
4	Idaho	1.9	29	Connecticut	5.8
5	Kansas	2.1	30	Vermont	5.8
6	Nebraska	2.1	31	Pennsylvania	5.9
7	Iowa	2.2	32	New Hampshire	6.2
8	Utah	2.2	33	Delaware	7.0
9	South Dakota	2.5	34	Mississippi	8.0
10	Wyoming	2.5	35	Rhode Island	8.3
11	Nevada	2.7	36	Texas	8.5
12	Montana	2.8	37	Florida	8.9
13	Oklahoma	2.9	38	West Virginia	10.3
14	California	3.1	39	Virginia	11.1
15	Ohio	3.7	40	Arkansas	11.5
16	Minnesota	3.7	41	Georgia	11.9
17	Colorado	3.8	42	Kentucky	12.8
18	Illinois	4.0	43	South Carolina	13.5
19	Michigan	4.1	44	Tennessee	14.1
20	Indiana	4.2	45	Indian Territory	14.1
21	North Dakota	4.2	46	Alabama	14.7
22	Wisconsin	4.5	47	Arizona	14.9
23	Maine	5.1	48	Louisiana	18.4
24	Missouri	5.2	49	North Carolina	19.4
25	Maryland	5.2	50	New Mexico	20.9

TABLE 26.—*Showing the rank of each State in percentage of illiteracy of the native white population 10 years of age and over: 1900.*

Rank.	State or Territory.	Per cent.	Rank.	State or Territory.	Per cent.
1	Washington	0.5	26	Ohio	2.4
2	South Dakota	0.6	27	Maine	2.4
3	Montana	0.6	28	Oklahoma	2.5
4	Nevada	0.6	29	Colorado	2.7
5	Wyoming	0.7	30	Vermont	2.9
6	Massachusetts	0.8	31	Indiana	3.6
7	Minnesota	0.8	32	Maryland	4.1
8	Nebraska	0.8	33	Missouri	4.8
9	Connecticut	0.8	34	Delaware	5.6
10	Oregon	0.8	35	Texas	6.1
11	Utah	0.8	36	Arizona	6.2
12	District of Columbia	0.8	37	Mississippi	8.0
13	North Dakota	0.9	38	Florida	8.6
14	Idaho	0.9	39	West Virginia	10.0
15	California	1.0	40	Virginia	11.1
16	New York	1.2	41	Arkansas	11.6
17	Iowa	1.2	42	Georgia	11.9
18	Wisconsin	1.3	43	Kentucky	12.8
19	Kansas	1.3	44	South Carolina	13.6
20	New Hampshire	1.5	45	Indian Territory	14.0
21	Michigan	1.7	46	Tennessee	14.2
22	New Jersey	1.7	47	Alabama	14.8
23	Rhode Island	1.8	48	Louisiana	17.3
24	Illinois	2.1	49	North Carolina	19.5
25	Pennsylvania	2.3	50	New Mexico	29.4

TABLE 27.—*Showing the rank of each State in percentage of illiteracy of the foreign white population 10 years of age and over: 1900.*

Rank.	State or Territory.	Percent.	Rank.	State or Territory.	Percent.
1	Oregon	4.1	26	Michigan	10.3
2	Washington	4.5	27	Mississippi	10.7
3	Idaho	6.0	28	Kentucky	10.9
4	Utah	6.1	29	Virginia	10.9
5	North Carolina	6.1	30	Wisconsin	11.1
6	South Carolina	6.5	31	Ohio	11.1
7	South Dakota	6.7	32	Indiana	11.4
8	Nebraska	6.8	33	Florida	11.6
9	Montana	7.0	34	Maryland	13.4
10	District of Columbia	7.0	35	New York	14.0
11	Georgia	7.0	36	New Jersey	14.1
12	Iowa	7.1	37	Massachusetts	14.6
13	Nevada	7.5	38	Connecticut	16.3
14	North Dakota	7.8	39	Delaware	18.3
15	Arkansas	8.0	40	Rhode Island	18.7
16	Colorado	8.1	41	Indian Territory	19.0
17	Wyoming	8.2	42	Maine	19.4
18	Oklahoma	8.3	43	Pennsylvania	19.9
19	Minnesota	8.4	44	New Hampshire	20.5
20	Kansas	8.5	45	Vermont	21.4
21	California	8.7	46	West Virginia	21.5
22	Illinois	9.1	47	Louisiana	28.6
23	Missouri	9.3	48	Texas	30.3
24	Alabama	9.3	49	New Mexico	34.8
25	Tennessee	9.7	50	Arizona	35.3

TABLE 28.—*Showing the rank of each State in percentage of illiteracy of the colored population 10 years of age and over: 1900.*

Rank.	State or Territory.	Per cent.	Rank.	State or Territory.	Per cent.
1	Connecticut	11.8	26	Oklahoma	36.3
2	Massachusetts	12.4	27	Delaware	38.1
3	New York	12.8	28	Texas	38.2
4	Rhode Island	14.2	29	Florida	38.5
5	Vermont	15.0	30	Wisconsin	39.6
6	New Hampshire	15.2	31	Kentucky	40.1
7	Pennsylvania	15.3	32	Wyoming	41.1
8	Nebraska	17.1	33	Minnesota	41.2
9	New Jersey	17.5	34	Tennessee	41.6
10	Ohio	17.9	35	Arkansas	43.0
11	Illinois	18.2	36	Virginia	44.6
12	Colorado	20.0	37	North Carolina	47.6
13	Iowa	20.2	38	Montana	48.2
14	Michigan	20.9	39	Mississippi	49.1
15	Indiana	22.6	40	South Dakota	51.0
16	Kansas	22.7	41	Utah	52.1
17	District of Columbia	24.2	42	Georgia	52.3
18	Maine	25.8	43	South Carolina	52.8
19	Missouri	28.0	44	Idaho	53.9
20	California	31.1	45	Alabama	57.4
21	West Virginia	32.3	46	North Dakota	59.2
22	Maryland	35.2	47	Louisiana	61.1
23	Indian Territory	36.0	48	Nevada	66.3
24	Washington	36.0	49	New Mexico	71.1
25	Oregon	36.1	50	Arizona	73.6

TABLE 29.—*Sixteen former slave States and the District of Columbia—Number and per cent of illiterates in population 10 years of age and over: 1890 and 1900.*

States.	1900.				1890.			
	Total population.	Population 10 years of age and over.	Illiterates.		Total population.	Population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
Total.....	26,839,801	19,550,860	4,224,943	21.6	22,448,163	16,166,345	4,479,727	27.7
Alabama.....	1,828,697	1,304,703	443,590	34.0	1,513,017	1,069,545	438,535	41.0
Arkansas.....	1,311,564	934,832	190,655	20.4	1,128,179	787,113	209,745	26.6
Delaware.....	184,735	145,500	17,531	12.0	168,493	131,967	18,873	14.3
District of Columbia.....	278,718	231,837	20,023	8.6	230,392	188,567	24,884	13.2
Florida.....	528,542	385,490	84,285	21.9	391,422	283,250	78,720	27.8
Georgia.....	2,216,331	1,577,334	480,420	30.5	1,837,353	1,302,208	518,706	39.8
Kentucky.....	2,147,174	1,589,685	262,954	16.5	1,858,635	1,360,081	294,881	21.6
Louisiana.....	1,381,625	990,364	381,145	38.5	1,118,587	794,683	364,184	45.8
Maryland.....	1,188,044	920,715	101,947	11.1	1,042,390	798,605	125,376	15.7
Mississippi.....	1,551,270	1,098,891	351,461	32.0	1,289,600	902,028	360,613	40.0
Missouri.....	3,106,665	2,371,865	152,844	6.4	2,679,184	1,995,638	181,268	9.1
North Carolina.....	1,893,810	1,346,734	386,251	28.7	1,617,947	1,147,446	409,763	35.7
South Carolina.....	1,340,316	942,402	338,650	35.9	1,151,149	802,406	360,705	45.0
Tennessee.....	2,020,616	1,480,948	306,930	20.7	1,767,518	1,276,681	340,140	26.6
Texas.....	3,048,710	2,163,913	614,018	14.5	2,255,523	1,564,735	308,873	19.7
Virginia.....	1,854,184	1,364,501	312,120	22.9	1,635,980	1,211,934	365,726	30.2
West Virginia.....	958,800	701,646	80,105	11.4	762,794	549,538	73,180	14.4

TABLE 30.—*Sixteen former slave States and the District of Columbia—Number and per cent of illiterates in population 10 years of age and over: 1870 and 1880.*

States.	1880.				1870.			
	Total population.	Population 10 years of age and over.	Illiterates.		Total population.	Population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
Total.....	18,684,948	12,920,519	4,741,173	36.7	14,009,315	9,961,186	4,189,972	42.1
Alabama.....	1,262,505	851,780	433,447	50.9	996,992	706,802	383,012	54.2
Arkansas.....	802,525	531,876	202,015	38.0	484,471	341,737	133,339	39.0
Delaware.....	146,608	110,856	19,414	17.5	125,015	92,586	23,100	25.0
District of Columbia.....	177,624	136,907	25,778	18.8	131,700	100,453	28,719	28.6
Florida.....	269,493	184,650	80,183	43.4	187,748	131,119	71,803	54.8
Georgia.....	1,542,180	1,643,840	520,416	49.9	1,184,109	835,929	468,593	56.1
Kentucky.....	1,648,690	1,163,498	348,392	29.9	1,321,011	930,136	332,176	35.7
Louisiana.....	939,946	649,070	318,380	49.1	726,915	526,392	276,158	52.5
Maryland.....	934,943	695,364	134,488	19.3	780,894	575,439	135,499	23.6
Mississippi.....	1,131,597	753,693	373,201	49.5	827,922	581,206	313,310	53.9
Missouri.....	2,168,380	1,557,631	208,754	13.4	1,721,265	1,205,568	222,411	18.5
North Carolina.....	1,399,750	959,951	463,975	48.3	1,071,361	769,629	397,690	51.7
South Carolina.....	990,577	667,456	369,848	55.4	705,666	503,763	290,379	57.6
Tennessee.....	1,542,359	1,062,130	410,722	38.7	1,258,529	898,872	364,697	40.9
Texas.....	1,591,749	1,064,196	316,432	29.7	818,579	571,075	221,703	38.8
Virginia.....	1,612,565	1,059,634	430,332	40.6	1,225,163	890,056	445,893	50.1
West Virginia.....	618,457	428,587	85,373	19.9	442,014	308,424	81,490	26.4

TABLE 31.—*Sixteen former slave States and the District of Columbia—Number and per cent of illiterates in male population 10 years of age and over: 1890 and 1900.*

States.	1900.				1890.			
	Total male population.	Male population 10 years of age and over.	Illiterates.		Total male population.	Male population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
Total.....	13,576,916	9,890,953	2,051,331	20.7	10,587,263	7,525,387	2,196,412	29.2
Alabama.....	916,764	651,523	212,579	32.6	757,456	531,941	206,362	38.8
Arkansas.....	675,312	484,601	91,483	18.9	585,755	412,227	97,779	23.7
Delaware.....	94,153	74,895	8,882	11.9	85,573	67,309	9,274	13.8
District of Columbia.....	132,604	108,613	7,807	7.2	109,584	88,703	9,821	11.1
Florida.....	275,245	203,190	41,420	20.4	201,947	146,867	36,283	24.7
Georgia.....	1,103,201	782,629	231,880	29.6	919,925	617,922	244,944	37.8
Kentucky.....	1,090,227	807,156	131,939	16.3	942,758	689,572	141,999	20.6
Louisiana.....	694,733	496,879	183,318	36.9	559,350	394,815	172,847	43.8
Maryland.....	589,275	455,285	49,110	10.8	515,691	392,485	59,526	15.2
Mississippi.....	781,451	552,676	170,827	30.9	649,687	451,783	170,761	37.8
Missouri.....	1,595,710	1,223,168	75,272	6.2	1,559,350	1,172,847	48,498	4.1
North Carolina.....	938,677	661,731	181,228	27.4	799,149	559,764	184,506	33.0
South Carolina.....	664,895	465,002	159,419	34.3	572,337	395,466	167,120	42.3
Tennessee.....	1,021,224	746,793	150,047	20.1	891,585	640,677	155,869	24.3
Texas.....	1,578,900	1,129,899	156,801	13.9	1,172,553	830,783	151,852	18.3
Virginia.....	925,897	679,440	157,890	23.2	824,278	598,677	177,043	29.6
West Virginia.....	499,242	367,973	41,429	11.3	390,285	281,576	37,579	13.3

TABLE 32.—*Sixteen former slave States and the District of Columbia—Number and per cent of illiterates in female population 10 years of age and over: 1890 and 1900.*

States.	1900.				1890.			
	Total female population.	Female population 10 years of age and over.	Illiterates.		Total female population.	Female population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
Total.....	13,262,885	9,659,887	2,173,612	22.5	11,065,012	7,997,779	2,869,632	29.6
Alabama.....	611,933	653,180	221,011	35.4	755,561	537,604	232,173	43.2
Arkansas.....	636,252	449,731	99,172	22.1	542,424	374,886	111,966	29.9
Delaware.....	90,577	71,165	8,649	12.2	82,920	64,658	9,664	14.9
District of Columbia.....	146,714	123,224	12,221	9.9	120,808	99,864	15,663	15.1
Florida.....	253,296	182,300	42,865	23.5	189,475	136,383	42,437	31.1
Georgia.....	1,113,130	794,705	248,540	31.3	917,423	654,286	273,762	41.8
Kentucky.....	1,056,947	782,529	131,015	16.7	915,877	670,459	152,882	22.7
Louisiana.....	686,892	493,485	197,827	40.1	559,237	399,868	131,337	47.9
Maryland.....	598,769	465,430	52,837	11.4	526,699	406,120	65,850	16.2
Mississippi.....	769,819	546,215	180,634	33.1	639,913	450,240	189,852	42.2
Missouri.....	1,510,955	1,148,697	77,572	6.8	1,295,946	957,644	94,838	9.9
North Carolina.....	855,133	685,008	205,025	29.9	818,798	587,682	225,197	38.3
South Carolina.....	675,421	477,380	179,240	37.5	578,812	406,940	193,585	47.6
Tennessee.....	999,392	734,155	156,883	21.4	875,933	635,954	184,271	29.0
Texas.....	1,469,810	1,034,014	137,217	13.2	1,062,970	733,972	157,021	21.4
Virginia.....	728,287	685,061	154,230	22.5	831,702	613,257	188,693	30.8
West Virginia.....	459,553	333,673	38,676	11.6	372,509	267,962	41,601	15.5

TABLE 33.—*Sixteen former slave States and the District of Columbia—Number and per cent of illiterates in female population 10 years of age and over: 1870 and 1880.*

States.	1880.				1870.			
	Total female population.	Female population 10 years of age and over.	Illiterates.		Total female population.	Female population 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
Total.....	9,285,517	6,445,766	2,473,812	38.3	7,021,990	.....	.....	.....
Alabama.....	639,876	437,685	228,204	52.1	508,254	.....	.....	.....
Arkansas.....	836,246	253,691	103,412	40.8	236,210	.....	.....	.....
Delaware.....	72,500	54,853	10,020	18.3	62,387	.....	.....	.....
District of Columbia.....	94,046	73,478	15,730	21.4	69,508	.....	.....	.....
Florida.....	133,049	91,175	41,748	45.8	98,200	.....	.....	.....
Georgia.....	779,199	534,010	273,077	51.1	605,154	.....	.....	.....
Kentucky.....	816,100	577,074	179,363	31.1	655,336	.....	.....	.....
Louisiana.....	471,192	327,066	163,845	50.1	364,750	.....	.....	.....
Maryland.....	472,756	353,743	70,984	20.1	395,910	.....	.....	.....
Mississippi.....	564,420	378,132	192,675	51.0	414,601	.....	.....	.....
Missouri.....	1,041,193	740,669	105,582	14.3	824,948	.....	.....	.....
North Carolina.....	711,842	494,683	250,779	50.7	552,657	.....	.....	.....
South Carolina.....	505,169	343,092	186,041	57.1	361,704	.....	.....	.....
Tennessee.....	773,082	537,571	219,081	40.8	635,173	.....	.....	.....
Texas.....	753,909	495,268	155,385	31.4	395,622	.....	.....	.....
Virginia.....	763,976	542,639	222,790	41.1	628,105	.....	.....	.....
West Virginia.....	303,962	210,987	45,096	21.4	219,171	.....	.....	.....

TABLE 34.—*Sixteen former slave States and the District of Columbia—Number and per cent of illiterates in total white population 10 years of age and over: 1890 and 1900.*

States.	1900.				1890.			
	Total white pop-ulation.	White popu-lation 10 years of age and over.	Illiterates.		Total white pop-ulation.	White popu-lation 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
Total.....	18,796,699	13,784,887	1,480,095	10.7	15,548,817	11,295,435	1,545,286	13.7
Alabama.....	1,001,152	714,883	104,883	14.7	833,178	590,115	107,335	18.2
Arkansas.....	944,580	670,409	77,160	11.5	818,752	569,659	93,090	16.3
Delaware.....	153,977	121,913	8,548	7.0	140,066	110,359	8,186	7.4
District of Columbia.....	191,532	159,423	2,480	1.6	154,695	127,526	3,495	2.7
Florida.....	297,333	216,510	19,184	8.9	224,949	164,216	18,516	11.3
Georgia.....	1,181,294	853,029	101,264	11.9	978,357	701,585	114,691	16.3
Kentucky.....	1,862,309	1,339,842	174,768	12.8	1,590,462	1,162,342	183,851	15.8
Louisiana.....	729,612	524,753	96,551	18.4	558,395	402,041	80,939	20.1
Maryland.....	952,424	740,806	38,694	5.2	826,493	637,499	44,653	7.0
Mississippi.....	641,200	458,467	36,844	8.0	544,851	385,099	43,755	11.9
Missouri.....	2,944,843	2,241,704	116,349	5.2	2,528,458	1,881,478	133,866	7.1
North Carolina.....	1,263,603	904,973	175,907	19.4	1,055,352	754,857	173,722	23.0
South Carolina.....	557,807	404,860	54,719	13.5	462,008	332,174	59,443	17.9
Tennessee.....	1,540,186	1,125,968	159,086	14.1	1,336,637	966,831	172,169	17.8
Texas.....	2,426,669	1,723,030	146,487	8.5	1,745,935	1,228,601	132,889	10.8
Virginia.....	1,192,855	885,037	98,160	11.1	1,020,122	756,252	105,058	13.9
West Virginia.....	915,233	637,275	69,011	10.3	730,077	524,801	68,188	13.0

TABLE 35.—*Sixteen former slave States and the District of Columbia—Number and per cent of illiterates in total white population 10 years of age and over: 1870 and 1880.*

States.	1880.				1870.			
	Total white pop-ulation.	White popu-lation 10 years of age and over.	Illiterates.		Total white pop-ulation.	White popu-lation 10 years of age and over.	Illiterates.	
			Number.	Per cent.			Number.	Per cent.
Total.....	12,578,253	8,834,948	1,676,939	18.9	9,466,355	6,792,281	1,490,779	21.9
Alabama.....	662,185	452,722	111,767	24.7	521,384	377,967	92,059	24.4
Arkansas.....	591,531	393,905	98,542	25.0	362,115	256,488	64,095	25.0
Delaware.....	120,160	91,611	8,346	9.1	102,221	76,016	11,280	14.8
District of Columbia.....	118,006	91,872	3,988	4.3	88,278	66,620	4,876	7.3
Florida.....	142,605	99,137	19,763	19.9	96,057	68,371	18,904	27.6
Georgia.....	816,906	563,977	128,934	22.9	638,926	462,718	124,939	27.0
Kentucky.....	1,377,179	973,275	214,497	22.0	1,098,682	773,653	201,077	26.0
Louisiana.....	454,954	320,917	58,951	18.4	362,065	264,033	50,749	19.2
Maryland.....	724,693	544,086	44,316	8.1	605,497	447,731	46,792	10.4
Mississippi.....	479,398	328,296	53,448	16.3	382,896	276,132	48,028	17.4
Missouri.....	2,022,826	1,453,238	152,510	10.5	1,603,146	1,122,175	161,763	14.4
North Carolina.....	867,242	608,806	192,032	31.5	678,470	497,132	166,397	33.5
South Carolina.....	391,105	272,706	59,777	21.9	289,667	213,794	55,167	25.8
Tennessee.....	1,138,831	790,744	216,227	27.3	936,119	665,390	178,727	26.9
Texas.....	1,197,237	808,931	123,912	15.3	564,700	401,110	70,895	17.7
Virginia.....	880,858	630,584	114,692	18.2	712,089	527,432	123,538	23.4
West Virginia.....	592,537	410,141	75,237	18.3	424,033	295,519	71,493	24.2

TABLE 36.—*Sixteen former slave States and the District of Columbia—Total illiterate population 10 years of age and over, classified by sex and degree of illiteracy: 1900.*

States.	Aggregate.			Number who can read but can not write.			Number who can neither read nor write.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
Total	4,224,943	2,051,331	2,173,612	604,374	281,060	323,314	3,620,569	1,770,271	1,850,298
Alabama	443,590	212,579	231,011	57,340	27,411	29,929	336,250	155,168	201,082
Arkansas	190,655	91,483	99,172	38,018	17,520	20,498	152,637	73,963	78,674
Delaware	17,531	8,882	8,649	1,939	843	1,096	15,592	8,059	7,533
District of Columbia..	20,028	7,807	12,221	2,119	773	1,346	17,909	7,034	10,875
Florida	84,285	41,420	42,865	11,320	5,722	5,598	72,965	35,698	37,267
Georgia	480,420	231,880	248,540	61,659	30,213	31,446	418,761	201,667	217,094
Kentucky	262,954	131,939	131,015	47,904	21,798	26,106	215,050	110,141	104,909
Louisiana	381,145	183,318	197,827	22,786	11,437	11,349	358,359	171,881	186,478
Maryland	101,947	49,110	52,837	11,711	4,836	6,875	90,236	44,274	45,962
Mississippi	351,461	170,827	180,634	44,458	22,413	22,045	307,003	148,414	158,589
Missouri	152,844	75,272	77,572	35,460	16,103	19,357	117,384	59,169	58,215
North Carolina	385,251	181,228	205,023	70,006	28,899	41,107	316,245	152,329	163,916
South Carolina	338,659	159,419	179,240	39,216	18,824	20,392	299,443	140,595	158,848
Tennessee	306,980	150,047	156,833	60,892	27,089	33,803	246,088	122,958	123,080
Texas	314,018	156,801	157,217	40,479	19,670	20,800	273,548	137,131	136,417
Virginia	312,120	157,890	154,230	37,515	17,969	19,546	274,605	139,921	134,684
West Virginia	80,105	41,429	38,676	21,561	9,540	12,021	58,544	31,859	26,685

TABLE 37.—*Sixteen former slave States and the District of Columbia—Illiterate white population 10 years of age and over, classified by sex and degree of illiteracy: 1900.*

States.	Aggregate.			Number who can read, but can not write.			Number who can neither read nor write.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
Total	1,480,095	731,896	748,199	316,769	137,780	178,989	1,163,326	594,116	569,210
Alabama	104,883	50,812	54,071	24,441	10,850	13,591	80,442	39,962	40,480
Arkansas	77,160	37,429	39,731	21,832	9,572	12,260	55,328	27,857	27,471
Delaware	8,548	4,499	4,049	1,159	489	670	7,389	4,010	3,379
District of Columbia..	2,480	1,007	1,473	336	86	250	2,144	921	1,223
Florida	19,184	9,214	9,970	3,486	1,568	1,918	15,698	7,646	8,052
Georgia	101,264	49,078	52,186	22,414	9,805	12,609	78,850	39,273	39,577
Kentucky	174,768	87,496	87,272	33,836	17,373	21,463	135,932	70,128	65,809
Louisiana	96,551	48,277	48,274	4,894	2,443	2,451	91,657	45,834	45,823
Maryland	38,694	18,551	20,143	5,932	2,180	3,752	32,762	16,371	16,391
Mississippi	36,844	19,035	17,809	8,220	3,936	4,284	28,624	15,099	13,525
Missouri	116,349	57,841	58,508	30,469	13,726	16,734	85,889	44,115	41,774
North Carolina	175,907	82,492	93,415	43,126	16,633	26,493	132,781	65,859	66,922
South Carolina	54,719	26,900	27,819	9,871	4,371	5,500	44,848	22,529	22,319
Tennessee	359,086	177,275	181,811	41,416	17,439	23,977	317,670	159,836	157,834
Texas	146,487	75,006	70,881	21,336	10,136	11,200	125,151	65,470	59,681
Virginia	98,160	51,866	46,294	19,144	8,679	10,465	79,016	43,187	35,829
West Virginia	69,011	34,518	34,493	19,866	8,494	11,372	49,145	26,024	23,121

TABLE 38.—*Sixteen former slave States and the District of Columbia—Illiterate native white population 10 years of age and over, classified by sex and degree of illiteracy: 1900.*

States.	Aggregate.			Number who can read but can not write.			Number who can neither read nor write.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
Total	1,357,532	673,073	684,459	304,329	133,044	171,285	1,053,203	540,029	513,174
Alabama	103,570	50,674	53,496	24,265	10,767	13,498	79,305	39,307	39,998
Arkansas	76,036	36,849	39,187	21,616	9,464	12,152	54,420	27,385	27,035
Delaware	6,072	3,198	2,874	876	391	485	5,196	2,807	2,389
District of Columbia..	1,133	509	629	164	45	119	974	464	510
Florida	17,039	8,189	8,850	3,196	1,431	1,765	13,843	6,758	7,085
Georgia	100,431	48,681	51,750	22,268	9,731	12,537	78,163	38,950	39,213
Kentucky	109,324	85,256	84,063	37,807	17,020	20,787	131,517	68,236	63,281
Louisiana	82,227	40,862	41,365	4,374	2,221	2,153	77,853	38,641	39,212
Maryland	26,432	13,670	12,762	4,354	1,666	2,688	22,078	12,004	10,074
Mississippi	36,038	18,557	17,481	8,128	3,882	4,246	27,910	14,675	13,235
Missouri	96,405	49,840	46,565	26,678	12,404	14,274	69,727	37,436	32,291
North Carolina	175,645	82,338	93,307	43,097	16,617	26,480	132,548	65,721	66,827
South Carolina	54,375	28,731	27,644	9,815	4,349	5,466	44,560	22,382	22,178
Tennessee	157,396	76,469	80,927	41,196	17,340	23,856	116,200	59,129	57,071
Texas	95,006	49,935	45,071	18,348	8,996	9,352	76,658	40,939	35,719
Virginia	96,117	50,609	45,508	18,913	8,553	10,360	77,204	42,056	35,148
West Virginia	64,281	31,366	32,975	19,231	8,167	11,067	45,047	23,139	21,908

TABLE 39.—*Sixteen former slave States and the District of Columbia—Illiterate foreign white population 10 years of age and over, classified by sex and degree of illiteracy: 1900.*

States.	Aggregate.			Number who can read but can not write.			Number who can neither read nor write.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
Total	122,563	58,823	63,740	12,440	4,736	7,704	110,123	54,087	56,036
Alabama	1,313	738	575	176	83	93	1,137	655	482
Arkansas	1,124	580	544	216	108	108	908	472	436
Delaware	2,476	1,301	1,175	283	88	185	2,193	1,203	990
District of Columbia..	1,342	498	844	172	41	131	1,170	457	713
Florida	2,145	1,025	1,120	290	137	153	1,855	888	967
Georgia	833	397	436	146	74	72	687	323	364
Kentucky	5,444	2,240	3,204	1,029	353	676	4,415	1,887	2,528
Louisiana	14,324	7,415	6,909	520	222	298	13,804	7,193	6,611
Maryland	12,262	4,881	7,381	1,578	514	1,064	10,684	4,367	6,317
Mississippi	806	478	328	92	54	38	714	424	290
Missouri	19,944	8,001	11,943	3,782	1,322	2,460	16,162	6,679	9,483
North Carolina	262	154	108	29	16	13	233	138	95
South Carolina	544	169	175	56	22	34	288	147	141
Tennessee	1,690	806	884	220	99	121	1,470	707	763
Texas	51,481	25,671	25,810	2,988	1,140	1,848	48,493	24,531	23,962
Virginia	2,043	1,257	786	231	126	105	1,812	1,131	681
West Virginia	4,730	3,212	1,518	632	327	305	4,098	2,885	1,213

TABLE 40.—*Sixteen former slave States and the District of Columbia—Illiterate negro population 10 years of age and over, classified by sex and degree of illiteracy: 1900.*

States.	Aggregate.			Number who can read, but can not write.			Number who can neither read nor write.		
	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.
Total	2,739,126	1,316,056	1,423,070	287,169	143,020	144,149	2,451,957	1,173,036	1,278,921
Alabama	338,605	161,708	176,897	32,890	16,555	16,335	305,715	145,153	160,562
Arkansas	113,453	54,015	59,438	16,182	7,945	8,237	97,271	46,070	51,201
Delaware	8,967	4,367	4,600	780	354	426	8,187	4,013	4,174
District of Columbia ..	17,462	6,716	10,746	1,776	680	1,096	15,686	6,036	9,650
Florida	64,816	32,027	32,789	7,830	4,150	3,680	56,986	27,877	29,109
Georgia	379,667	182,719	196,348	39,239	20,403	18,836	339,828	162,316	177,512
Kentucky	88,137	44,417	43,720	9,066	4,424	4,642	79,071	39,993	39,078
Louisiana	284,028	134,642	149,386	17,879	8,983	8,896	266,149	125,659	140,490
Maryland	63,063	30,340	32,693	5,763	2,640	3,123	57,270	27,700	29,570
Mississippi	313,312	151,131	162,181	36,188	18,447	17,741	277,124	132,684	144,440
Missouri	36,390	17,326	19,054	4,989	2,367	2,622	31,401	14,969	16,432
North Carolina	208,132	97,688	110,444	26,598	12,121	14,477	181,534	85,567	95,967
South Carolina	283,883	132,481	151,402	29,344	14,452	14,892	254,539	118,029	136,510
Tennessee	147,784	72,728	75,056	19,470	9,648	9,822	128,314	63,080	65,234
Texas	167,138	80,919	86,219	19,115	9,521	9,594	148,023	71,398	76,625
Virginia	213,836	105,921	107,915	18,366	9,285	9,081	195,470	96,636	98,834
West Virginia	11,083	6,901	4,182	1,694	1,045	649	9,389	5,856	3,533

TABLE 41.—*Sixteen former slave States and the District of Columbia—Total illiterate population 10 years of age and over, classified by sex and age periods: 1900.*

States.	10 to 14 years.			15 to 20 years.			21 years and over.		
	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.
Total	519,819	293,499	226,320	581,826	320,753	261,073	3,123,298	1,437,079	1,686,219
Alabama	66,072	36,827	29,245	67,512	36,103	31,409	310,006	139,649	170,357
Arkansas	26,972	15,259	11,713	24,438	13,639	10,879	139,195	62,615	76,580
Delaware	845	497	348	1,416	847	569	15,270	7,538	7,732
District of Columbia ..	398	236	162	1,026	519	507	18,604	7,052	11,552
Florida	8,389	4,855	3,534	10,448	5,716	4,732	65,448	30,849	34,599
Georgia	63,329	36,301	27,028	69,466	37,332	32,134	347,625	158,247	189,378
Kentucky	21,247	12,405	8,842	28,627	17,006	11,621	213,080	102,528	110,552
Louisiana	55,691	29,521	26,170	61,963	31,159	30,804	263,491	122,638	140,853
Maryland	5,859	3,347	2,512	9,484	5,411	4,073	86,604	40,352	46,252
Mississippi	44,334	25,204	19,130	51,130	27,566	23,564	255,997	118,057	137,940
Missouri	11,660	6,970	4,690	12,582	7,975	4,607	128,602	60,327	68,275
North Carolina	51,190	28,558	22,632	53,814	30,012	23,802	281,247	122,658	158,589
South Carolina	51,536	28,363	23,173	60,720	31,540	29,180	226,403	99,516	126,887
Tennessee	36,375	21,065	15,310	39,083	23,131	15,952	231,472	105,851	125,621
Texas	35,491	20,332	15,159	40,313	22,686	17,627	238,214	113,783	124,431
Virginia	34,612	20,348	14,264	40,168	24,189	15,979	237,340	113,353	123,987
West Virginia	5,819	3,411	2,408	9,586	5,952	3,634	64,700	32,066	32,634

TABLE 42.—*Sixteen former slave States and the District of Columbia—Illiterate white population 10 years of age and over, classified by sex and age periods: 1900.*

States.	10 to 14 years.			15 to 20 years.			21 years and over.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.
Total	193,751	111,653	82,098	194,255	112,752	81,503	1,092,089	507,491	584,598
Alabama	18,804	10,700	8,104	14,992	8,498	6,494	71,087	31,614	39,473
Arkansas	13,256	7,835	5,421	10,178	6,071	4,107	53,726	23,523	30,203
Delaware	295	181	114	588	373	215	7,665	3,915	3,720
District of Columbia..	43	23	20	98	40	58	2,339	944	1,395
Florida	2,478	1,455	1,023	2,132	1,201	931	14,574	6,558	8,016
Georgia	14,923	8,798	6,125	13,508	7,822	5,686	72,833	32,458	40,375
Kentucky	16,290	9,453	6,837	21,066	12,526	8,540	137,412	65,517	71,895
Louisiana	14,513	7,813	6,700	16,167	8,425	7,742	65,871	32,039	33,832
Maryland	1,803	1,061	742	3,077	1,812	1,265	33,814	15,678	18,136
Mississippi	6,156	3,732	2,424	4,964	3,010	1,954	25,724	12,293	13,431
Missouri	9,872	5,920	3,952	10,195	6,511	3,684	96,282	45,410	50,872
North Carolina	25,444	14,298	11,146	24,172	13,720	10,452	126,291	54,474	71,817
South Carolina	9,996	5,654	4,342	9,508	5,381	4,127	35,215	15,865	19,350
Tennessee	21,473	12,446	9,927	20,893	12,411	8,482	116,720	52,418	64,302
Texas	20,819	11,882	8,937	21,333	11,934	9,399	104,335	51,790	52,545
Virginia	12,258	7,261	4,997	13,197	8,112	5,085	72,705	36,493	36,212
West Virginia	5,328	3,141	2,187	8,187	4,905	3,282	55,496	26,472	29,024

TABLE 43.—*Sixteen former slave States and the District of Columbia—Illiterate negro population 10 years of age and over, classified by sex and age periods: 1900.*

States.	10 to 14 years.			15 to 20 years.			21 years and over.		
	Total.	Males.	Fe-males.	Total.	Males.	Fe-males.	Total.	Males.	Females.
Total	325,396	181,470	143,926	386,755	207,583	179,172	2,026,975	927,003	1,099,972
Alabama	47,249	26,117	21,132	52,499	27,594	24,905	238,857	107,997	130,860
Arkansas	13,716	7,424	6,292	14,308	7,537	6,771	85,429	39,054	46,375
Delaware	550	316	234	827	473	354	7,590	3,578	4,012
District of Columbia..	355	213	142	926	479	447	16,181	6,024	10,157
Florida	5,865	3,366	2,499	8,268	4,490	3,778	50,683	24,171	26,512
Georgia	48,406	27,503	20,903	55,954	29,506	26,448	274,707	125,710	148,997
Kentucky	4,952	2,950	2,002	7,553	4,477	3,076	75,632	36,990	38,642
Louisiana	41,125	21,681	19,444	45,725	22,699	23,026	197,178	90,262	106,916
Maryland	4,056	2,286	1,770	6,400	3,592	2,808	52,577	24,462	28,115
Mississippi	37,960	21,365	16,595	45,907	24,435	21,472	229,445	105,331	124,114
Missouri	1,786	1,049	737	2,380	1,458	922	32,224	14,829	17,395
North Carolina	25,448	14,079	11,369	29,327	16,120	13,207	153,357	67,489	85,868
South Carolina	41,535	22,705	18,830	51,208	26,158	25,050	191,140	83,618	107,522
Tennessee	14,900	8,618	6,282	18,181	10,714	7,467	114,703	53,396	61,307
Texas	14,648	8,441	6,207	18,931	10,734	8,197	133,559	61,744	71,815
Virginia	22,351	13,087	9,267	26,962	16,070	10,892	164,520	76,764	87,756
West Virginia	491	270	221	1,399	1,047	352	9,193	5,584	3,609

CHAPTER LIII.

CURRENT TOPICS.

Contents.—Compulsory attendance and child-labor laws.—Consolidation of schools and transportation of pupils.—Teachers' pensions.—Foreign students in German universities.—Higher commercial education.—Salaries of officers and supervisors of instruction in certain cities.—Teachers' salaries in cities.—Regulations relating to corporal punishment in cities of over 100,000 inhabitants.—Temperance education in the United States.—Benefactions to education.—Coeducation of the sexes.—Free text-books.—Education in Cuba and Mexico.—Statistics of education, libraries, books, and periodicals in Japan.—The General Education Board.—Education as a factor in success.—The celebration of Founder's Day at Tulane University.—Religious exercises in the public schools.—Statistics of elementary education in foreign countries.

COMPULSORY ATTENDANCE AND CHILD-LABOR LAWS.

The following table has been brought, so far as practicable, down to the date of this report, and in the case of many of the States the legislation of 1903 has been given.

Since the last annual publication of this table Iowa has been added to the list of States having compulsory-attendance laws. The term of required attendance has been extended so as to embrace the full school year in Kansas, Montana, North Dakota, Oregon, and Wisconsin, while in Colorado a like extension has been made to apply to all the schools of the State (instead of being limited to certain districts).

In Vermont the compulsory period has been extended from twenty to twenty-eight weeks, in West Virginia from fifteen to twenty weeks, and in Washington from twelve weeks to four months (six months in graded school districts). The age limits between which attendance is required have been extended one year in Connecticut, Kansas, Nebraska, and Vermont, and two years in Colorado. In New Mexico the age limits have been changed from 8-16 to 7-14, a reduction of one year.

It will be noticed that the trend of legislation is strongly in the direction of requiring the children who are subject to a compulsory law to attend the full term that the schools are in session. This is now the practice in 17 States.

Many additions and changes have been made in the child-labor laws, particularly in the direction of exacting a certain term of school attendance, or requiring a knowledge of reading and writing, as a condition of children engaging in employment, and prohibiting altogether the labor of the younger children. A number of the Southern States passed new laws in 1903 restricting and regulating the employment of children; among these are North and South Carolina, Alabama, and Texas, and probably Arkansas and Virginia. Illinois strengthened its child-labor law, while an attempt to accomplish the same object in Pennsylvania resulted in a complete defeat, the proposed law not even having been reported back by the committee to which it had been referred. A law governing child labor failed of passage in Georgia.

No attempt has been made in the table to note the States regulating the hours of labor of minors where such labor is permitted. Such regulations are now very general.

Many States forbid, or permit only under restrictions, occupations dangerous to the life, limb, morals, or health of children. In some States the employment of children in begging, theatrical and circus exhibitions, on dangerous machinery, in occupations requiring the handling of intoxicating liquors, night work, etc., is specifically forbidden.

Statutory provisions relating to compulsory attendance and child labor.

State.	Age.	COMPULSORY EDUCATION.		CHILD LABOR. <i>a</i>	
		Annual period.	Penalty on parents for neglect.	Age under which specified employments are forbidden.	Educational restrictions on child labor.
Alabama				10 years, in factories and mines; 12 years, in factories, unless orphaned or children of the widowed or disabled.	
Alaska				21 years, in bar rooms	
Arizona	8-14	12 weeks; 6 consecutive	\$5 to \$25	14 years, in mines	Children under 16 years, unable to read and write, may not be employed in mines.
Arkansas				12 years, in any factory, workshop, or mercantile establishment.	Unlawful to employ children under 14 during school term unless they have complied with the school attendance law; under 16, unable to read and write, unless attending day or night school.
California	8-14	5 months; 18 weeks consecutive	First, not over \$10 or 5 days' imprisonment; subsequent, \$10 to \$30, 3 to 25 days, or both.	14 years, in any underground works, mine, smelter, mill, or factory; 12 years, in coal mines (boys). No girls may be employed in coal mines.	Children under 14 may not be employed while school is in session; nor between 14 and 16, if enrolled in school.
Colorado	6-8-16	Full term	\$5 to \$25	14 years, in any mechanical, mercantile, or manufacturing establishment.	
Connecticut	6-7-16	Full term	Not exceeding \$5 each week of absence.	Children under 15 may not be employed more than 60 days without consent of legal guardian.	
District of Columbia,	8-14	12 weeks; 6 consecutive	First, not less than \$5; subsequent, \$10 to \$50, with costs.	14 years, in mines (constitution of State).	Every child under 16 working for wages must have a school certificate; if unable to read and write must attend evening school, if any.
Florida				14 years, in any occupation for wages. Girls may not work in mines at any age.	
Idaho	8-14	12 weeks; 8 consecutive	First, not less than \$5; subsequent, \$10 to \$50, with costs.	14 years, in any manufacturing or mercantile establishment, mine, quarry, laundry, renovating works, bakery, or printing office.	Children under 16, unable to read and write English, may not be employed in foregoing employments except in vacation of public schools.
Illinois	7-14	16 weeks; 6 consecutive. Time to commence with beginning of first term of school year for pupils under 10 years of age, and not later than December 1 of said year for pupils over 10.	\$1 to \$5 and costs; stand committed till paid. Penalty for false statements as to age or attendance, \$3 to \$20.	14 years, in any manufacturing or mercantile establishment, mine, quarry, laundry, renovating works, bakery, or printing office.	
Indiana	6-7-14	Full term	\$5 to \$25, and, in discretion of court, imprisonment 2 to 90 days.	12 years, in mines (boys)	Same as Arkansas, and must have attended school 3 months in the year.
Iowa	6-7-14	12 consecutive weeks.	\$3 to \$20	12 years, in coal mines.	
Kansas	6-8-15	Full term <i>c</i>	\$5 to \$25		

Kentucky.....	7-14	8 consecutive weeks.....	First, \$5 to \$20; subsequent, \$10 to \$50.	14 years, in any workshop, factory, or mine, without written consent of parent and county judge, under penalty of \$25 to \$50. 12 years (boys), 14 (girls), in any factory, warehouse, or workshop.	Children under 14 must not be employed in foregoing employments, or in clothing, dressing, or millinery establishments, nor by itinerant musicians, unless they have attended school 4 months in preceding year.
Louisiana.....					
Maine.....	a 7-14	Full term.....	Not exceeding \$25, or imprisonment not exceeding 30 days.	12 years, in any manufacturing or mercantile establishment.	Children under 15 shall not be employed in any manufacturing or mercantile establishment, except during vacation, unless they have attended school 16 weeks during preceding year.
Maryland.....	a 8-12	Full term.....	Not exceeding \$5.	14 years, in mills and factories (except earning establishments), unless self, widowed mother, or invalid father solely dependent upon such employment. 19 counties exempt from law.	No minor 12 to 16, unable to read and write English, may be employed where there is an evening school unless attending that or another school.
Massachusetts.....	b 7-14	Full term.....	Not exceeding \$20.	14 years, in factories, workshops, or mercantile establishments; 14, in any other employment for wages during school hours; 18 years, handling intoxicating liquors (except in drug stores).	Children under 14 (see preceding column); over 14, who can not read and write English, shall not be employed where there is an evening school unless they attend the same, or at a day school.
Michigan.....	c 13-15	4 months; full term in cities having a duly constituted police force.	Fine of \$5 to \$50, or imprisonment 2 to 90 days, or both.	14 years, in manufacturing establishments, hotels, or stores. (Law does not apply to canning or evaporating works.)	Children under 16, unable to read and write, may not be employed in manufacturing establishments.
Minnesota.....	8-16	12 weeks; 6 consecutive.....	First, \$25; subsequent, \$25 to \$50....	14 years, in factories, workshops, or mines; 14 years, in mercantile establishments, telegraph, telephone, or public messengers companies, except during vacation of public schools; 16 years, in any occupation dangerous to life, limb, health, or morals.	Children under school age (16 years) may not be employed in any occupation unless they have attended school the prescribed period; under 16, unable to read and write English, may not be employed in any indoor occupation (except in vacation) unless attending day or evening school.

a See remarks introductory to the table.

b Children 14 to 16 whose labor is necessary to their own or parents' support are excused.

c Not applicable to children over 14 lawfully employed to labor at home or elsewhere.

d 8 weeks for children over 14 who can read and write English and are at work to support themselves or others.

e The provisions tabulated for Maryland (except in fifth column) are those of the act of 1922, whose operation is limited to Baltimore City and Allegany County.

f To 16 unless regularly employed to labor at home or elsewhere.

g In cities 7 to 16, and to 16 if wandering about public places without lawful occupation.

Statutory provisions relating to compulsory attendance and child labor—Continued.

COMPULSORY EDUCATION.				CHILD LABOR.	
State.	Age.	Annual period.	Penalty on parents for neglect.	Age under which specified employments are forbidden.	Educational restrictions or child labor.
Mississippi.....	.....	.....	.....	Children under 21 (boys), under 18 (girls), may not be employed away from home without consent of legal guardian.	
Missouri.....	.....	.....	.....	14 years, in manufacturing or mechanical establishments, or where work would be dangerous to health of child.	
Montana.....	8-14	Full term; in no case less than 16 weeks.	\$5 to \$20	14 years, in mines.	Children under 14 not to be employed unless they have completed the studies required by law; from 14 to 16, if unable to read and write English.
Nebraska.....	7-15	Two-thirds of school term; in no case less than 12 weeks.	\$5 to \$25 (on truant officer)	10 years, in manufacturing, mechanical, industrial, or mercantile establishments; under 12 years, not more than 4 months in the year in railroad shops, factories, shops, or mines.	Foregoing employments unlawful for children under 14 (except during vacations) unless they have attended school 20 weeks the preceding year.
Nevada.....	8-14	16 weeks; 8 consecutive	First, \$50 to \$100; subsequent, \$100 to \$200; with costs.	12 years in any manufacturing establishment.	No child under 14 may be employed during school hours; 16 years, in any employment if unable to read and write English. No minor unable to read and write English may be employed unless attending day or evening school.
New Hampshire.....	6-8-14	Full term.	First, \$10; subsequent, \$20.	14 years in factories, workshops, mines, or manufacturing establishments.	
New Jersey.....	7-12	Full term.	\$1 to \$25, or imprisonment 5 to 90 days.	14 years, in factories and in mercantile establishments in villages and cities over 3,000 inhabitants.	Unlawful to employ children 8 to 12 during school term; 12 to 14, unless attendance law complied with.
New Mexico.....	7-14	3 months	\$5 to \$25, or imprisonment not exceeding 10 days.		
New York.....	8-16	Full term (October 1 to June 1) between ages of 8 and 12; 80 days between ages of 12 and 14, but full term if unemployed; when unemployed between 14 and 16.	First, not exceeding \$5; subsequent, not exceeding \$50, or imprisonment not exceeding 30 days, or both fine and imprisonment.		
North Carolina.....	.....	.....	.....	12 years, in any factory or manufacturing establishment (does not apply to oyster canning and packing).	

North Dakota	8-14	Full term.....	\$5 to \$20 (on school official)	12 years, in mines, factories, and workshops (constitution of State),	Children under 14 may not be employed in any manner during school hours unless they have attended school 12 weeks during the year.
Ohio.....	a 8-14	Full term; in no case less than 24 weeks.	\$5 to \$20; on default, imprisonment from 10 to 30 days.	14 years, in factories, shops, mercantile, or other establishments; 15 years, in mines.	No child under 14 may be employed during school hours without certificate of having completed the legal studies; or between 14 and 16 if unable to read and write English.
Oregon	c 8-14	Full term.....		14 years, in any factory, store, workshop, mine, or in the telegraph, telephone or public messenger service.	No child under 14 may be employed for wages or other compensation during school hours; no minor under 16 may be employed while school is maintained, if unable to read and write English.
Pennsylvania	d 8-16	Full term; but the school board of each district has power to reduce this to not less than 70 per cent of the term.	First, not exceeding \$2; subsequent, not exceeding \$5; on default, imprisonment, first, not over 2 days; subsequent, not over 5.	13 years, in factories manufacturing or mercantile industries, laundries, workshops, removing works, or printing offices; 16 years, in mines (boys); 14 years, in breakers; girls may not work in mines.	Children under 16 may not be employed in the foregoing "or other industrial establishments" unless they can read and write English, or have attended school 16 weeks in preceding year.
Rhode Island.....	e 7-15	Full term.....	Not exceeding \$20.....	12 years, in factories, manufacturing or mercantile establishments.	Children under 13 may not be employed except during school vacations.
South Carolina				10 years after May 1, 1903; 11 after May 1, 1904; 12 after May 1, 1905, in any factory, mine, or textile establishment, except that certain self-dependent children may work in the latter.	The children before specified may work in textile establishments in June, July, and August, if they have attended school 4 months during the year and can read and write.
South Dakota	8-14	12 weeks; 8 consecutive	\$10 to \$20 and costs; stand committed till paid.	14 years, in mines.....	No child 8 to 14 to be employed in any mine, factory, workshop, or mercantile establishment, or, except by parent, in any other manner, during school hours, unless he has attended school 12 weeks during the year.
Tennessee.....				14 years, in workshops, mills, factories, or mines.	Unlawful to employ children 12 to 14, who can not read and write English, in mills, factories, manufacturing or other establishments using machinery; certain self-dependent children excepted.
Texas				12 years, in mills, factories, manufacturing or other establishments using machinery; 16 years, in mines, distilleries, or breweries.	

a To 16 if unemployed.
b To 16 if unable to read and write English.
c To 15 if unemployed.

d Not applicable to children over 13 who can read and write and are regularly employed.
e Not applicable to children over 13 who are lawfully employed.

Statutory provisions relating to compulsory attendance and child labor—Continued.

COMPULSORY EDUCATION.				CHILD LABOR.	
State.	Age.	Annual period.	Penalty on parents for neglect.	Age under which specified employments are forbidden.	Educational restrictions on child labor.
Utah	8-14	20 weeks; 10 consecutive.....	First, not exceeding \$10; subsequent, not exceeding \$30, with costs.	14 years, in mines (constitution of State); girls may not work in mines.	No child under 15 may be employed in a mill or factory unless he has attended school 26 weeks the current year; if under 14 and can not read and write he may not be employed during the school sessions he should attend.
Vermont	8-15	28 weeks; continuous, beginning with school year.	\$5 to \$25	10 years, in manufacturing or mechanical establishments.	
Washington	8-15	4 months; in graded school districts in incorporated places, 6 months.	\$10 to \$25	14 years, in mines (boys); girls may not work in mines.	Children under 15 may not be employed in manufacturing, mechanical, or mercantile establishments; or by telegraph or telephone companies (except in vacation) unless they have attended school a prescribed period the previous year, or have attained reasonable proficiency in common branches.
West Virginia	8-14	20 weeks.....	First, \$2; subsequent, \$5.....	12 years, in mines, factories, workshops, manufacturing, or establishments where goods or wares are manufactured.	
Wisconsin	7-14	Full term; in cities not less than 8, elsewhere not less than 5 calendar months.	\$5 to \$50, or imprisonment not over 3 months.	12 years, in any occupation for wages; 14 years, in factories, workshops, bowling alleys, bar rooms, beer gardens, mines.	Children 12 to 14 may not be employed in any occupation for wages, except during school vacations, by specified written permit, in stores, offices, hotels, mercantile establishments, laundries, telegraph, telephone, or public messenger service, where they reside.
Wyoming.....	6-21	12 weeks.....	Not exceeding \$25.....	14 years, in mines (constitution of State); girls may not work in mines.	
United States laws (for Territories).				12 years, in the underground workings of any mine.	

^a To 16, if not regularly and usefully employed at home or elsewhere.^b Penalty only for child 7 to 16, or one living idly and loitering about public places.

CONSOLIDATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.*

[For further information on this subject see the Annual Report of this Office for 1894-95, Vol. II, pp. 1469-1482; 1895-96, II, 1353-1358; 1898-99, I, 526-529; 1899-1900, II, 2581-2584; 1900-1901, I, 161-213, and II, 2396-2402.

The June, 1903, number of the Western Journal of Education (San Francisco) is devoted especially to the consolidation of school districts and the transportation of pupils. A useful and general compilation of information on the subject is given in the Iowa Sch. Rep., 1900-1901, pp. 30-97. See also Indiana Rep., 1901-2, pp. 725-763; N. C. Rep., 1901-2, pp. xviii-xxvi and 365-373; Minn. Rep., 1901-2, pp. 271-290; Mich. Rep., 1901, pp. 6-34; Conn. Rep., 1902, pp. 186-190; Kans. Rep., 1901-2, pp. 33-48; The Review of Reviews, Dec., 1902, pp. 702-710.]

The practice of consolidating two or more small schools and transporting the more distant pupils of the discontinued schools to the central (usually graded) school at the public expense has been resorted to, either under specific provisions or under the general authority of the law, in the following States: California,^a Colorado,^a Connecticut, Florida, Georgia, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Ohio, Pennsylvania, Rhode Island, South Dakota, Vermont, Washington,^a and Wisconsin.

Notable movements toward the consolidation of schools, but without the feature of transportation, have been recently inaugurated in North Carolina and Missouri. Some progress in the same direction has also been made in Louisiana.

The following tables give the available statistics on the subject. It will be seen that Maine expends the largest proportion of its school money for transportation, about 3½ per cent of the total. In Connecticut the proportion expended for transportation is minute (about one-tenth that of Maine).

Per cent of total expenditure used for transportation.

School year.	Maine.		Vermont.		Massachusetts.		Connecticut.		New Jersey.	
	Expended for transportation.	Per cent of total.	Expended for transportation.	Per cent of total.	Expended for transportation.	Per cent of total.	Expended for transportation.	Per cent of total.	Expended for transportation.	Per cent of total.
1888-89					\$22, 118	0.29				
1889-90					24, 145	.29				
1890-91					30, 649	.36				
1891-92					38, 726	.42				
1892-93					50, 500	.52				
1893-94					63, 618	.64				
1894-95					76, 608	.72				
1895-96	\$17, 739	2.91	\$12, 941	1.41	91, 136	.77				
1896-97	28, 818	1.81	18, 521	2.04	105, 317	.85				
1897-98	38, 961	2.41	18, 306	1.96	123, 032	.90	\$11, 416	0.38		
1898-99	50, 118	3.20	20, 881	2.14	127, 409	.92	10, 752	.34		
1899-1900	51, 050	2.98	26, 492	2.47	141, 754	1.03	9, 817	.31		
1900-1901	54, 037	3.13	32, 034	2.90	151, 773	1.07	12, 838	.38	\$4, 421	0.06
1901-2	62, 179	3.46	36, 563	3.34	165, 597	1.09			6, 435	.09

Expenditure per pupil transported.

School year.	Vermont.		Connecticut.	
	Number of pupils transported.	Average cost.	Number of pupils transported.	Average cost.
1894-95	921	\$14.05		
1895-96	1,347	13.68		
1896-97	1,309	14.15		
1897-98	1,574	11.63		
1898-99	2,652	12.64	840	\$13.45
1899-1900	2,062	12.85	699	13.91
1900-1901	2,540	12.61	780	15.36
1901-2	2,517	14.53		16.46

^a Law of 1903.

In Vermont, the average annual cost per pupil for the 8 years tabulated has been \$13.27, which, with a school term of 155 days, makes the expense of transportation about 8½ cents a day for each pupil. In Connecticut, with a school term of 189 days, the daily cost for 4 years has been about 7½ cents. These are averages. In individual cases the cost varies greatly, according to the particular circumstances in each case.

While this movement of consolidation has spread to all parts of the country, it is only in a few localities in any State that the system has been adopted, and in fewer still that it has become a settled policy. Generally it is in the experimental stage.

The practical working of systems of centralized schools, wherever they have been established, is being watched with more than ordinary interest by school officials in nearly all sections of the Union, as furnishing a possible solution of the problem of improved rural schools. There is a natural reluctance on their part to enter upon any far-reaching changes whose wisdom has not been practically demonstrated by examples and object lessons in their immediate neighborhood and under similar conditions—topographical, climatic, racial, economical, administrative, etc. "I think most of the boards," writes Supt. E. H. Wood, of Jerauld County, S. Dak., "would be glad to have the plan tried in an adjoining county. They do not care to be educated by facts and figures from abroad and are loath to experiment."

As to the contagious influence of a concrete example near by, Mr. C. G. Williams, trustee of a consolidated district in Ohio, says:

As further evidence that centralization is here to stay, attention should be called to the fact that while Gustavus was the first township in this county to adopt this system, since we have adopted it every township adjoining us has adopted it and at the present time has in operation similar schools. Those who are nearest us seem to be most favorably impressed with its benefits.

In this, as in considering any other innovation, school authorities are justified in exercising a prudent conservatism. Not all examples are as successful as that of Gustavus Township. The following account, for instance, is a statement of the experience of the consolidated school of Broadlawn, N. Dak. (N. Dak. Rep. 1901-2, pp. 300-301):

During the winter of 1901-2 an eight months' term was held, with partial success. Four routes, from 8 to 10 miles long, were established. The vehicles used for transporting the children were furnished by the district. Many complained about their children taking cold on the way to and from school, for it required from one and one-half to two hours to make the trip. Smallpox and scarlet fever also interfered with the working of the school. One hundred and five pupils were enrolled, with an average attendance of 48 for the entire term. The irregular attendance caused poor work to be done. Transportation charges and teachers' wages amounted to \$250 per month, not counting incidentals. The school is in its experimental stage, but I think it will be a success in time.

Broadlawn district will open four rural schools this fall, and the consolidated school during the winter months.

It should be said, however, that few such cases of indifferent success have come to the notice of the Bureau; when they occur they are probably often due to defects in the details of management, arising from inexperience, or else to local or exceptional conditions.

The possibilities of consolidation in the way of furnishing better and cheaper schools have been fully demonstrated, and such being the case its general adoption would seem to be only a question of time.

PRESENT STATUS.

CALIFORNIA.

Two or more school districts in the same county shall be formed into a union school district when so voted at elections held in each of the districts, which must be called by the county superintendent for that purpose on petition of the majority

of heads of families in each district. Joint union school districts may be formed of school districts not in the same county. Methods of procedure for determining the location of the union school or schools are minutely prescribed, also composition and powers of boards of trustees. Course of study to be not less than eight years.

The board of trustees of a union district may contract for the transportation to and from school of such pupils as may seem to be in need of such transportation and pay therefor out of any funds available for the purpose; but such contract must first be approved by the county superintendent. (Stats. 1903, ch. 252, sec. 1674 of Code.)

On May 2 an election was held in San Diego County to vote on the proposition to unite the districts of Merle, Hope, and Encinitas into a union school district. The election was carried, and this becomes the first union under the new law. The future of this union will be watched with interest. (Western Jour. Ed., June, 1903.)

COLORADO.

Two or more contiguous school districts may be consolidated by a majority vote of each district at meetings called upon petition of a stated number of legal voters. (Act approved Feb. 17, 1903.)

A district school board, when authorized by a majority vote at a school meeting, is required to "furnish transportation to and from school to all pupils living more than two miles from the school building; and may, at their discretion, provide for the transportation of any and all pupils residing nearer than two miles from the central building." The school board, however, may board the pupils near the school if cheaper than transporting them. In either case they may pay the expense out of the common school fund, and must levy a tax for the purpose when authorized by a vote of the district.

Or a district board, when authorized as before, must suspend the district school and make arrangements with another district for the instruction of all the pupils, and provide for their transportation, meeting the expense of tuition and transportation as before. (Act approved Feb. 16, 1903.)

CONNECTICUT.

A law of 1889 provided for the discontinuance of small schools and in certain cases their union with schools of adjoining districts. In 1893 free transportation of pupils was authorized. In 1897-98 the number of schools closed was 84; pupils transported, 849; cost, \$11,416. In 1900-1901 there were 780 children transported, at a cost of \$12,838.

The following very instructive table, from the Connecticut School Report of 1900-1901, gives many suggestive details regarding this subject.

Conveyance of children in Connecticut.

Town.	Number schools closed.	Number children carried.	Cost for year 1900-1901.	Remarks.
Berlin	1	32	\$199. 00	The plan was satisfactory to parents and beneficial to schools. 3 children in fifth district attend school in third district. Short Beach district carried the children to the Center district. We have a covered bus in the winter and for stormy days; plan was satisfactory to parents and beneficial to schools. \$1 per day to carrier in district No. 9, \$10 per year to each pupil from remote districts, if they attend high school. No other reasonable way to provide for these pupils. We have paid town of Scotland 75 cents per week for conveyance and tuition of 1 scholar. 6 scholars formerly attending at Mount Hope district in Mansfield have for the past 2 years been carried to our Center School; carrier was to furnish covered team, plenty of blankets, and make regular and punctual trips; town to pay 66½ cents per diem; 3 miles each way; plan was satisfactory.
Bozrah	1	3	(a)	
Branford	1	16	228. 00	
Bristol	1	60	600. 40	No other reasonable way to provide for these pupils. We have paid town of Scotland 75 cents per week for conveyance and tuition of 1 scholar. 6 scholars formerly attending at Mount Hope district in Mansfield have for the past 2 years been carried to our Center School; carrier was to furnish covered team, plenty of blankets, and make regular and punctual trips; town to pay 66½ cents per diem; 3 miles each way; plan was satisfactory.
Brooklyn	1	6	104. 00	
Canterbury	1	1	28. 50	
Chaplin	1	6	116. 00	

a No cost.

Conveyance of children in Connecticut—Continued.

Town.	Number schools closed.	Number children carried.	Cost for year 1900-1901.	Remarks.
East Granby...	1	14	\$98.00	14 were transported from district No. 6 to Tariffville for fall and winter terms; they walked during spring term; plan was satisfactory.
East Haddam...	1	14	140.65	Paid in proportion to distance and days attendance; plan was not satisfactory to parents, but it was beneficial to schools.
East Haven.....	.....	15	324.00	Conveyance was by stage and cars; plan was satisfactory to parents and beneficial to schools.
East Lyme.....	3	15	870.00	5 pupils conveyed from Macks Mill to Flanders; 5 from Boston to Niantic; 5 from Black Point to Niantic; all by contract; not generally satisfactory to parents, but beneficial to schools.
Easton .....	.....	6	84.00	Arrangements were made with the person who conveyed the children that he should go every day for so much a term; plan was generally satisfactory to parents.
East Windsor...	3	15	573.10	Children were carried from ninth to first district, from fourth to fifth district, from second to first district; some carried by town team and others by individuals; plan was satisfactory to parents and beneficial to schools.
Enfield .....	.....	1,233.75		Paid so much per week for teams, and street railway issued half-fare tickets for school children.
Fairfield.....	5	90	810.00	About 90 children from 5 districts near Greenfield to Greenfield school; we like the plan better every year.
Farmington...	1	10	.....	4 or 5 children have been carried from the North East district and 5 or 6 from the East Farms district to the Center; in both cases on the trolley; plan was satisfactory to parents and beneficial to schools.
Goshen.....	1	4	60.00	North Goshen school, 4 children who are about 3 miles from the schoolhouse; verbal contract; plan was satisfactory to parents and beneficial to schools.
Griswold	2	16	231.10	Conveyed by parents in most cases; all satisfied.
Harwinton	1	8	135.00	Children from school No. 6 have been conveyed to and from school No. 10; children were met at corner near their homes at certain hours and left there at night.
Killingly	3	21	489.00	From Mashentuck district to Valley district, about 4; from Ledge district to South Killingly district, about 10; from Horse Hill district to South Killingly district, about 7; contractors call at the homes to take and leave children in stormy weather, otherwise take and leave them at convenient points on the route; plan was satisfactory to parents and beneficial to schools.
Lebanon	1	3	48.00	District No. 11 to district No. 12, 1 scholar; district No. 11 to district No. 10, 2 scholars; conveyed by parents; plan satisfactory to all.
Lisbon.....	2	11	312.00	Arrangements were made with the person who conveyed the children to furnish suitable conveyance for all weather and to see that the children were on time; plan was satisfactory to parents and beneficial to schools.
Litchfield	1	16	258.00	We transported from Marsh district to Northfield by contract; plan was satisfactory.
Meriden	1	....	(a)	Scholars are carried by trolley, and the arrangement seems satisfactory to all.
New Britain...	1	30	375.00	Children have been carried from Stanley Quarter to Bartlett School; arrangements were made to transport them safely and comfortably at a specified sum per week; plan was satisfactory to parents and beneficial to school.
New Hartford ..	1	11	266.00	Carried from South East to South East middle district.
Norfolk.....	1	4	18.90	6 cents apiece a day, as shown by the register, carried 4 miles by family; plan satisfactory to parents but not to carriers; of the very highest benefit to the scholars concerned and so to the school.
North Haven..	1	6	90.00	Children were carried from district No. 5; plan was satisfactory to parents and secured better attendance.
North Stonington.	2	6	136.00	The lowest bidder transported 4 children from No. 8 and 2 from No. 12; plan was satisfactory to parents and beneficial to schools.
Old Saybrook...	.....	90	.....	Children have been carried to the graded school from different parts of town; time and route were specified and stipulations covering the keeping of order; the plan suited all.
Plainfield	1	7	190.80	4 were carried from South district to Plainfield, 1 from Black Hill to Plainfield, 2 from Black Hill to Central; carrier received 20 cents a day and in one case 40 cents.
Plainville .....	.....	28	320.00	Children were carried from parts of the town at a distance from the school in a covered wagon both ways every school day; plan was satisfactory to parents and beneficial to schools.
Redding.....	1	9	60.06	To Ridge School, 7 pupils; to Center School, 2 pupils; several families conveyed their own children.
Scotland.....	.....	46	616.72	Required to provide comfortable conveyance.

(a) No cost.

Conveyance of children in Connecticut—Continued.

Town.	Number schools closed.	Number children carried.	Cost for year 1900-1901.	Remarks.
Southington...	1	8	\$48.00	The board offered 20 cents for each child for every day of actual attendance; plan was not satisfactory to the parents; children attended only one term, no one was found who cared to convey the children at 20 cents per day; we are now returning to the old plan of contracting for the conveyance of all children in the district for the year; have found such a good vehicle and driver that there will be no excuse for nonattendance; still the parents want their school reopened; there are only 9 children in the district and 6 of them live 1½ miles or more from the school-house.
Stamford	1	16	130.00	A trolley car was run at the expense of the town during the winter term, to convey children living at Shippan Point to and from the William Street School; the street car company was paid \$2 per day for 13 weeks.
Sterling	3	15	409.45	Lowest bidder conveyed children from No. 2 to No. 4, and from Nos. 6 and 8 to Nos. 7 and 13; plan was satisfactory to parents, but it is of doubtful benefit to schools.
Stonington	1	6	152.30	From No. 19 to No. 2, 4 children; from No. 15 to No. 14, 2 children.
Thomaston	(a)	2	38.00	Town paid \$1 per week for care and feed of horse for a party who lives quite a distance from school.
Waterford	1	(b)	200.00	These children formerly attended school in East Lyme, but since that town discontinued its school (in a joint district) they have been conveyed to the nearest school in our town.
Westbrook	1	2	20.00	Discontinued Kirkland School, transported children to Hayden School; parent moved to vicinity of school and school board allowed above sum for transportation; the plan was satisfactory.
West Hartford.	3	30	688.50	Children were carried from the northern part of the town to the center; town furnished omnibus; driver furnished horses, etc.; plan was satisfactory to parents and beneficial to schools.
Westport	c2	8	251.75	6 pupils were carried to West Saugatuck from Poplar Plains, 2 from North to Cross Highway; plan was not satisfactory at Poplar Plains, and school was reopened.
Winchester....	4	12	229.40	Each parent or guardian was paid for conveying his own children; satisfaction has gradually increased.
Windham	60	1,494.60		Carried 45 pupils to Windham Center and 15 to Windham street.
Woodbury	2	30.00		Parent carried his own children from Flanders to Bethlehem.
Woodstock	1	10	131.25	The plan was satisfactory to parents and beneficial to schools.
Total, 49 towns.	59	790	12,838.57	

^a Winter term, 1.

^b All who required it.

^c For 6 months, 2.

FLORIDA.

"Several counties have inaugurated the system of consolidating the smaller schools and transporting the pupils by wagons." (Fla. Rep., 1900, p. 19.)

In the few counties in which consolidation and transportation have been tried the general verdict is that the more important advantages accruing are the following:

1. Decreases the aggregate cost of rural schools or gives greater efficiency at the same cost.
2. Secures to the pupils better instruction, better buildings and equipment, and longer periods for recitation.
3. Insures closer supervision by officials and stronger principals.
4. Conduces to better health and morals.
5. Continues in school country maidens liable to remain at home because of vagabond tramps or large bodies of employed negroes in certain localities.
6. Holds in school youth advanced beyond the curriculum and discipline of most small schools.
7. Relieves mothers anxious about their girls and children of tender years.
8. Eliminates truancy and diminishes irregularity.
9. Causes to attend many out of reach of a school without transportation.
10. Enhances the value of the instruction, because the larger the number of pupils the fewer the grades per teacher, and the more of himself the teacher is enabled to give to each pupil.
11. Awakens healthy rivalry through the inspiration of numbers.

12. Makes compulsory attendance more feasible and justifiable. (Ibid., 1902, p. 28.) Expended for transportation of pupils, 1901, \$3,225; 1902, \$5,427.

Supt. George P. Glenn, of Duval County, reports: Of 45 one-teacher schools for white children, existing in Duval County in 1896, only 10 now remain. Within a year or two these will be merged into concentrated schools located in Duval or one of the adjoining counties. County line concentration is an important phase of this new system of organizing and conducting rural education.

A very practical illustration of the feasible working of such a plan is found in the Maxville school now in operation on the county line between Clay and Duval. The superintendents of these two counties chose a site for the school according to a previous agreement that the county having the preferable site should build a suitable house and that the other should furnish the equipment, and that each should incur half the current expenses of the school when in operation.

The most eligible site fell on the Clay County side of the line, and there now stands a substantial, well-lighted building of three commodious rooms, each accessible by means of a roomy hall and an attractive veranda, all representing Clay County's faith in Duval County's pledge to furnish and equip it. Duval provided 96 new patent sittings for pupils, 3 tables for teachers, 180 square feet of hyloplate black-board, 3 stoves with fixtures, a globe, maps, and window shades, and will continue to supply all portable appliances necessary.

The teachers and patrons of this school are delighted with an enrollment of 80 pupils and an average attendance of 80 per cent.

This school solves the problem of complete concentration of rural schools in Duval County and illustrates the feasibility of assimilating the school interests of adjoining counties to such an extent as to form a State system of concentration.

Twelve of these schools are now in operation in Duval, each accommodating the children of about 60 to 100 square miles of territory.

The concentration of the children into these new schools is accomplished by means of wagonettes, especially designed for the purpose, and provided by the board of public instruction at public expense.

Twenty-seven of these comfortable vehicles are now running at an average cost of \$23.33 per month each.

These conveyances enable us to close 24 of the old one-teacher schools, the current cost of which, if in operation, would have been not less than \$45.50 per month for each.

Hence the transportation system now in operation produces a current saving of \$462 per month over the old system.

Taking from this the increase of salaries for eight assistants at the centralized schools, \$225, and there is still left a net saving of \$237 per month.

Financially, therefore, concentration in Duval County is a very decided success. (Fla. Rep., 1902, 264-265.)

State Superintendent Sheats reports that concentration and transportation are being tried in a few counties. The subject is being agitated throughout the State; the movement is making some progress, but as elsewhere has much opposition to contend against.

GEORGIA.

Several counties in Georgia are experimenting with the transportation of children.

* * * In general, the work in each county has proven satisfactory, both as to cost of operating the system and the quality of the increased service received. (M. B. Dennis in Ga. Rep., 1901, p. 104.)

INDIANA.

The trustee or trustees of a school district or corporation, upon petition of a majority of voters for the abandonment of their schools and the consolidation of their schools with others in the same township, must comply therewith. (Ind. Sch. Law, 1901, sec. 116.)

No township trustee may abandon any district school without written consent of the majority of voters, excepting schools with an average attendance of 12 or less. A school so abandoned must be reestablished upon written petition of two-thirds of the voters. (Sec. 117.)

There are "181 wagons transporting 2,599 pupils at public expense in two-thirds of the counties of Indiana." (Ind. Rep., 1902, p. xi.)

State Superintendent Frank L. Jones, in his report for 1902 (pp. 727-763), gives an account of the progress of improvement in the rural schools in Indiana, from which it is learned that the school officials, State and local, have come to the conclusion that the small school must be abandoned, and that the only question now is one of means. More than one-half the rural schools are too small to be profitably maintained. Both the sentiment of the public and the State laws are helping to promote the consolidation of schools, which "seems to be progressing as rapidly as any new movement should. A gradual adjustment will be looked upon with favor by the patrons, a majority of whom should at all times be in accord with it."

The following letter to State Superintendent Jones gives a parent's view of consolidation:

ROYERTON, IND., October 20, 1902.

MR. F. L. JONES, *Superintendent, Indianapolis, Ind.*

DEAR SIR: Your letter or request is at hand, asking my opinion about consolidation of schools. While I have not fully considered the subject, and at the same time the consolidation of schools being almost in infancy, it is yet too soon to determine what is best, but will reply. In the beginning I was not in favor of consolidation of schools; can not say that I am yet. While the children may learn some faster, having the advantages of being in larger classes and have most likely better teachers and other surroundings, yet there are some objections of vital importance. While we all love to have our children educated, we must not force them too fast. At the same time we must learn to look after their health, whether it is best to crowd so many in one room or house them like sheep in a fold. One great objection of consolidated schools over the district schools is this: If fatal diseases are carried or start in these schools, then most all of the children of the township are exposed to it. Then, under the ruling of the board of health of our county, the school must close from thirty to forty days, while in district schools if one is exposed the other schools not exposed can go on. Still more, I am not certain the hauling of the children is the best for them at all times. True, there are days in stormy weather of rain and sleet the hauling of them is nice, but in general is it not better for them to walk to school for health by having exercise than to leave a warm room, jump into a cold wagon, and ride from 1 to 3 miles? These are thoughts that must come into the mind of every parent if the hauling system is to go on. I would have the township trustee to be very careful in hiring the teams, get good, gentle teams and careful drivers.

Now to the point: I have been in Hamilton Township, this county, over forty-seven years; have paid my taxes to help build all the schoolhouses in the township, and we had good schools; the people were satisfied. Now, under the consolidation, the schoolhouses are going down, school lots not cared for, windows being broken; good many of the people are feeling sore as to the property loss of thousands of dollars; and now, if the consolidation of schools is to hold good, there must be greater temples built. More rooms to accommodate the children—more taxes. The American people are progressive, but they are going at a rapid rate. I am not an old fogey on the subject at all. You wanted my views. I do not think it will be long till they will fall back to the district schools. Many of the profound scholars of the day never saw a consolidated school or were hauled to school in a wagon. While this new system may prove better than many believe, yet it is to be thoroughly tested before final decision. Not condemning the school so far as it has been going on and hope it may prove better for all than many of us think, yet with what advantage children have over the district schools will hardly warrant a success.

Yours, truly,

T. F. KIRBY.

The Lagrange County board of education have adopted the following form of contract with drivers:

SCHOOL CONVEYANCE CONTRACT.

— TOWNSHIP, LAGRANGE COUNTY, INDIANA.

This article of agreement made and entered into this — day of —, 190—, by and between —, of Lagrange County, in the State of Indiana, and — school township, in the said county and State.

Witnesseth, that the said ———, party of the first part, doth hereby agree to and with the said ——— school township, party of the second part, as follows, to wit:

That the said ——— will convey by spring hack all children herein stated: ———, and such other children of school age whose parents may later reside on the route or in the district.

The transportation route shall be as follows: ———.

The said party of the first part further agrees to arrive at ——— between — a. m. and — a. m., standard (sun) time and to leave said schoolhouse promptly at the close of each day's session and convey the foregoing pupils to their respective homes as expeditiously as possible in the same general manner as in the morning. He shall strictly prohibit profane or obscene language and boisterous conduct in or about the hack. The said party of the first part further agrees not to use tobacco while in charge of the children, neither will he permit its use by any pupils while in his custody. The pupils shall be conveyed with due regard for their comfort, and the team shall not only be safe but reasonably speedy.

(Additional considerations.) ———.

The services of the said party of the first part shall commence on the — day of ———, 190—, and continue throughout the school year for such days as the school shall be in session.

The said party of the first (second) part shall provide a comfortable and safe conveyance, and said vehicle shall be so constructed that it can be entirely closed during inclement weather.

(Additional considerations.) ———.

The said party of the second part, in consideration of the prompt fulfillment on the part of the party of the first part, contracts and agrees to pay ——— dollars per day for services rendered as above stated.

In case party of the first part fails, neglects, or refuses to faithfully do and perform each and every one of the covenants and agreements herein specified on his part to be performed, then this contract shall be void at the option of the party of the second part, and the party of the second part may immediately bring suit on the bond annexed hereto for any damages sustained to the party of the second part by reason of the failure of the party of the first part to perform his covenants and agreements herein contained.

In witness whereof, the above-named parties have signed the above contract this — day of ———, 190—.

Party of first part, ———,

Party of second part, ———,

By ———, Trustee.

Know all men by these presents, that we, ——— and ——— are held and bound unto the State of Indiana in the sum of ——— dollars, for the payment of which we do bind ourselves jointly and severally. The condition of this obligation is such that we do hereby guarantee the full performance of all conditions specified in said contract on the part of said ——— to be kept.

Now, if the said ——— shall faithfully fulfill all the requirements mentioned, then this obligation to be void, otherwise to be and remain in full force.

Witness our hands and seals this — day of ———, 190—.

_____. [SEAL.]
_____. [SEAL.]

State Superintendent Frank L. Jones submits the following opinion upon the matter of transportation contracts: "I am not in favor of letting contracts for conveying pupils. It is not a matter which can be lumped off to the lowest bidder. It would be as sensible to employ teachers upon this basis. The law does not contemplate that the contracts for transportation should be made in this way. It is entirely proper for a trustee or advisory board or both to fix the amount that will be paid and then select the best man for the work at that price."

IOWA.

An early law (sec. 2800 of the code) provided for the consolidation of the rural independent districts composing a township. Under this statute the people of Buffalo Center Township organized themselves into a school township in 1895. It was not proposed at the time to consolidate the schools, but a demand for better school

facilities arose, and during the succeeding four years all the rural schools of the township except two were closed in succession and their pupils transported to a central graded school. The experience of this township is detailed at some length in the Iowa School Report of 1901, pages 78-80.

Section 2774 of the code provides that when a board is for sufficient reasons released by the county superintendent from keeping a school, or when children live at an unreasonable distance from their own school, the children may be sent to school and have their tuition paid in other districts. And when there will be a saving of expense, and children will also thereby receive increased advantages, school boards may arrange for the transportation of any child to and from school in the same or in another corporation. An amendment of 1901 provides that not over \$5 may be estimated in the contingent fund for each person of school age for transportation.

Consolidation has been tried in 23 counties, transportation in 35, and both in 19. Ninety-five per cent of the county superintendents favor the plan. Good effects are reported in 27 counties, doubtful in 5. Bad roads are the chief obstacle. (Iowa Rep., 1901, pp. 35, 73.)

KANSAS.

The parents or guardians of any pupils residing more than 3 miles from the school-house of their district shall be allowed not exceeding 15 cents a day for not more than one hundred days in a year for the conveyance of such pupils. (Sch. Laws, 1901, sec. 49.)

A school district may discontinue a school entirely and send the pupils to school in another district, paying their expenses and tuition. (Sec. 112^a.) Or any part of the pupils of a district may be so sent to school in another district. (Sec. 112^b.)

Two or more school districts by a majority vote of each may unite to form a union school district and conduct a graded school. (Sec. (50).) Children living 2 or more miles from such school may be transported. (Sec. 51.)

One of the most important problems for our rural communities is how best to secure the benefits of a graded-school system so as to enable the farmer to give his children instruction in the higher branches of learning without being obliged to leave the farm. It is found that many farmers do not find it desirable to change their place of residence, and consequently the larger educational privileges are limited to a very few of the boys and girls upon the farm. * * *

The last legislature enacted a law authorizing the consolidation of schools. A very excellent school has been organized under this law at Pearl, in Dickinson County. Another consolidated school exists at Lorraine, in Ellsworth County. Indications are that a number of consolidated schools will be established during the coming year. * * * I would suggest that the present law be modified so as to enable a majority of the votes cast at any election to decide the question of consolidation. (Kans. Rep. 1901-2, pp. 38, 39.)

The report just quoted contains (pp. 39-48) a number of suggestive and interesting statements by county superintendents as to actual conditions in regard to consolidation.

LOUISIANA.

"In several parishes the effort to consolidate small ungraded schools into large graded schools has been made with the result of considerable improvement in the school work, although I fear that it brought the superintendent under the ban of those who considered it their right to have a school and a teacher exclusively for their own family use." (La. Rep., 1900-1901, p. 7.)

MAINE.

By an act of 1893 and subsequent amendments school districts are abolished; towns determine the number and location of schools; schools having too few scholars may be suspended for one year; schools having less than eight pupils are discontinued.

The superintendent of schools in each town must provide transportation for a part or the whole of the distance to the nearest suitable school for the full school term in his town for all pupils who reside so far from school as to render it necessary, in the opinion of the superintending school committee; or he may board scholars near schools. (Me. Sch. Laws, 1901, sec. 1-3.)

MASSACHUSETTS.

A law of 1869 provides that the school committee of any town may expend, in their discretion, money raised and appropriated for transporting pupils to and from school. Towns determine the number and location of schools.

The process of consolidating small and expensive schools is still going on. The total expenditure for conveyance, \$165,596.91, exceeds that of the previous year by \$13,823.44 and that of a decade ago by \$115,006.50.

The policy of uniting small schools in larger central ones and conveying the children thereto has made great strides during the decade. The movement is a wholly voluntary one, the law authorizing but not requiring it. * * *

The law prescribes no limits beyond which the children must be conveyed. Schoolhouses are conveniently located if they are sufficiently near the children, or if, being too far away, the children are transported to the schoolhouses. What convenience is the school committee determines; its decisions are influenced naturally by the magnitude of the problems involved and the money available for their solution. The courts incline to sustain committees in the exercise of their discretion. (Mass. Rep. 1901-2, pp. 101, 102.)

MICHIGAN.

At least one county (Menominee) has had recourse to transportation. The experience of this county, as reported by the county superintendent, is so instructive that it is quoted here at length (from Mich. Rep., 1900, pp. 179, 180):

In one of our township districts [Stephenson] there was a locality with 20 children in it. The parents brought every pressure possible to bear on the members of the board to induce or compel them to build a schoolhouse in that neighborhood to accommodate these children. The board, after canvassing the matter thoroughly, decided to transport these children about 3 miles to the nearest village school. The parents opposed the plan by every conceivable objection, but the board thought they were right and went ahead. A suitable rig was hired to take the children to school in the morning and home in the evening, at what it would cost to hire a teacher, thus saving the interest on the money invested in building and furnishing a schoolhouse, and the expense of keeping up the school and house.

The children attended school more regularly, and had the advantages of a village graded school. Every one of the protesting parents are, after the year's trial, now as enthusiastic indorsers of the plan as they were opponents last fall. The board have decided to continue the same plan for that locality another year and inaugurate it in another neighborhood in the same township. Other boards are discussing the feasibility of inaugurating the scheme. This is by far the best method of providing for the children of many localities, and I expect to see it come into more general use throughout the county.

MINNESOTA.

(Laws, 1901, chap. 262.) Two or more school districts may be organized as an independent school district on petition of majority of freeholders and by vote of electors. (Sch. Law, 1901, secs. 214-216.) Board of education to be elected. (Sec. 216.) Such board may provide for the transportation of pupils at public expense; every person employed for this purpose must give reasonable bond. (Sec. 217.)

Pupils were transported in Minnesota last year in 9 counties, covering 11 districts. The results are reported to prove generally satisfactory. (Minn. Rep., 1901-2, p. 276.)

The present law provides that the board of education of any district organized as therein provided (that is, a consolidated district) shall have power to provide for the transportation of pupils to and from school at public expense, etc. Scores of common school districts now organized are so large that transportation of pupils or multiplying schoolhouses is necessary. Many of these desire to transport their pupils, but are not authorized to do so under the present law.

I respectfully recommend that the right to provide such transportation be extended to all school districts of the State, and a system of contracts whereby one district may contract with another for the education of its pupils and still draw the district quota of public money. (*Ibid.*, p. 31.)

MISSOURI.

A law of 1901 enables three or more school districts, one of which may be a village district, to unite and form a new district. The new district may maintain a high school and as many lower-grade schools as the board of directors may determine.

The forty-first general assembly wisely provided for the consolidation of three or more school districts. Under this law four districts in Jackson County have united, and this district has the distinction of being "consolidated school district No. 1." In addition to maintaining the four district schools it maintains a high school at a central point. It is believed that this is the beginning of a movement that will in a few years give Missouri several hundred such districts and rural high schools. It is hoped that many such will be formed next April.

Jackson County is trying another experiment worthy of mention. The Mount Washington district just west of Independence was quite large in territory. From year to year its population increased until it had too many children for one teacher. It divided into two districts. A new house was built. In a short time both schools were crowded. The two districts reunited so that by employing a third teacher both schools were relieved. The population continued to increase, for it was a district rich in soil and near enough Kansas City to make small farming profitable. The people concluded last summer to consolidate the schools, build a nice four-room brick, grade the school, and maintain a two years' high-school course. Here is evolution. Graded rural schools are coming in Missouri. This consolidation of schools should be encouraged and division of districts discouraged by giving directors authority to arrange for transportation of children who live more than 2 miles from the school.

There are too many small schools in Missouri. There are 2,539 district schools having less than 20 pupils in attendance. Such schools from the very nature of the environments can not be excellent. Just think of it, more than one-fourth of all the rural schools of the State have fewer than 20 pupils. Of these schools 575 have less than 12 pupils. Of course, district consolidation is best in such cases. When such districts are consolidated with larger ones and transportation permitted, they may be abandoned.

There should be other means of relief, however. Districts having fewer than 20 children should be given opportunity to close their schools and arrange with adjoining districts to send the children there by paying tuition and transportation expenses out of the public moneys of such abandoned district. There are at least a thousand small districts in the State where such an arrangement may be made with profit—saving money and providing better schools. Tuition paid to the adjoining districts will enable them to employ better teachers, have longer terms, and make better provisions for the schools. (*Mo. Rep.*, 1902, pp. 9, 11.)

NEBRASKA.

"Two districts may be made from one by the county superintendent upon a petition from each district proposed, signed by a majority of the voters in each district proposed. One district may be discontinued, and its territory attached to other adjoining districts, upon petitions signed by one-half of the legal voters in each district affected." (*Neb. Sch. Law*, I, 4, Fourth.)

A law of 1897 authorizes a city or a high school district board, by a two-thirds vote of entire board, or any district board, when authorized by a two-thirds vote of those present at a district meeting, to make provision for the transportation of pupils to any other school in their district who live so far from school as to render attendance impracticable without transportation; or they (except city boards) under the same conditions may contract for the instruction of all pupils in a neighboring district, and transport them thither, without forfeiting apportionment. (*Ibid.*, V, 4b, 4c.)

Twenty-one counties contain schools in which one or both features of the law have been tried. Fifty-seven pupils were transported, at a cost of \$560; 158 pupils attended school in adjoining districts for an average of seven months at a total cost of \$1,471.

"Those making the report are unanimous in the opinion that the law is beneficial."
 "The difficulty in inaugurating any new system, where prejudice and long-established usages prevail, is met here as well as in other matters." (Neb. Sch. Rep., 1900, pp. 40-43.)

NEW HAMPSHIRE.

Towns are authorized to expend a portion of the school money, not exceeding 25 per cent, in conveying children to and from school. (N. H. Sch. Laws, 1898, chap. 92, sec. 1.)

NEW JERSEY.

Children in any district "living remote from the schoolhouse" may be transported to and from school under rules and contracts made by the board of education. A child living remote from any public school in his own district may, with the written consent of the county superintendent, attend a school in an adjoining district, and be transported at the public expense. (N. J. Sch. Law, 1902, secs. 111, 112.)

Children who have completed the school course of their own district may attend a higher grade school in another district (with the consent of the school boards of both districts), and have their transportation and tuition paid. (Secs. 111, 113.)

In making the apportionment of the school moneys, \$200 must be apportioned to each district for each teacher whose services shall have been dispensed with by adopting transportation. (Sec. 177, I.)

NORTH CAROLINA.

Since June 30, 1901, 318 districts have been consolidated, and there has been a total decrease of 179 districts. In Durham County the number of districts has been reduced from 65 to 49, and still more than nine-tenths of the children are within less than 2 miles of a school, and less than 100 of them are as far as 3 miles. Consolidation has been tried with great success in Buncombe, Guilford, Lincoln, Cabarrus, Alamance, Mecklenburg, Robeson, Randolph, Iredell, and other counties.

Our territory is large, and our population is comparatively sparse. For these reasons the problem of properly dividing the counties and townships into school districts is very difficult. In North Carolina there are 39 inhabitants for every square mile. The school population constitutes about 36 per cent of the entire population, making an average of about 13 school population to the square mile. The average of population to the square mile of territory for the North Atlantic division of States is 129.8. The average for Massachusetts is 348.9. A small population scattered over a large area necessitates a large number of school districts and schools. The number of districts and schools is largely increased, in some sections doubled, by the necessity of maintaining separate schools for the two races. It is difficult for States that have a much larger population, a much smaller territory, a much greater school fund, and a single system of schools, to realize the startling magnitude and difficulty of our task of maintaining on a much smaller fund a much larger number of schools for a much smaller population composed of two races, in a much larger territory.

Under present conditions in North Carolina, with a small school fund, a sparse, largely rural population, and an immense territory, it is absolutely necessary for the efficiency of the schools and the greatest good to the greatest number of children that there should be the smallest possible number of districts and schools.

Is it not a simple business proposition that with a given fund to be divided among a number of districts and schools, the smaller the number of districts and schools the larger the amount of money for each district and school?

The best argument for consolidation, however, is to be found in the practical successful workings of it where it has been tried. Concrete examples are always more valuable than theoretical declarations. Without going into details, I have no hesitation in saying that the sentiment for consolidation is growing all over the State, and almost without exception wherever it has been tried it has resulted in better school-houses, better teachers, longer terms, increased attendance, increased pride in the school on the part of patrons, and a finer school spirit on the part of the children.

A practical illustration.—Let me give one practical illustration of the workings of it in Mangum Township, in Durham County. I was present at the celebration of North Carolina day at this school, Wednesday, November 26. The information that I give

about the school, therefore, is of my personal knowledge and observation. Last summer, after a hard and almost bitter fight, three small districts in this township were consolidated into one large district. A neat, comfortable, beautiful three-room schoolhouse was built in a grove on a beautiful slope in the center of the large district. This new schoolhouse in the larger district is still within less than 3 miles of the farthest child. A number of children from other districts have already asked to be transferred to this district, and some of them are passing by little schools almost at their door and coming more than 3 miles to get to this school. A graduate of the University of North Carolina, a young and enthusiastic teacher, was employed to teach the school. A student of the State Normal and Industrial College was employed as assistant. The school opened with 75 pupils the first day. At the end of the first month the enrollment had increased to 108, and a third teacher had to be employed. The average daily attendance for the first month was 76. The records of the county superintendent show that the enrollment during the first month is much larger than was ever made in the three schools of the three small districts during any previous year, and that the average daily attendance is about twice as great. The largest average daily attendance of all three of these small schools during any year of their existence was 40. During my visit to this school I rode by one of the old schoolhouses in one of the small districts that had been consolidated. It was a small one-room log house. I was told that while the other two houses were small frame houses they were but little more attractive, and perhaps no more comfortable, than this. I could not help contrasting with these little hovels the beautiful new school home among the trees on the slope. A large crowd attended the celebration of North Carolina day at this school. I have rarely seen a more enthusiastic and attentive audience. I was informed that nearly all opposition had vanished, and that such enthusiasm for education had never been known before in the community. A number of schools from surrounding districts were present and united with the Mangum school in the celebration of the day. A number of men from these districts consulted with me about taking immediate steps for consolidation in their districts. One object lesson of this sort is a more unanswerable argument than all your beautiful theories and fine words. If we can get but a few such schools established in all the counties in the State, the movement will spread until it reaches every nook and corner of it.

It will not be wise, I think, to force consolidation. It will be wiser to set about systematically to create sentiment for it where it is needed, and bring it about as rapidly as conditions and public sentiment will permit. Rash and radical action in defiance of the wishes of the people is always unwise, and invariably results in harmful reaction. In many counties considerable time will be necessary to consolidate all the small districts that ought to be consolidated, after a careful study of the entire situation. The work ought to be wisely planned at once in every county, and pushed as rapidly, prudently, and tactfully as possible. (N. C. Rep., 1901-2, pp. xviii-xxvi.)

On pages 371-373 of the North Carolina report above quoted State Superintendent Joyner gives a number of instructive letters from county superintendents on the subject of consolidation.

NEW YORK.

School districts are authorized to contract with adjoining districts for the tuition of their children and to convey them at the public expense; 150 such contracts were made in 1898-99. More than 30 per cent of the rural schools have an average attendance of less than 10.

NORTH DAKOTA.

A district school board may, and on petition of a majority of the voters shall, arrange for sending to the schools of an adjoining district such pupils as can be conveniently taught therein and for paying their tuition and transportation. (Rev. Code, sec. 696, as amended 1903.)

A school may be discontinued when its average attendance for ten consecutive days shall be less than 4.

A district board may, and on petition of a third of the voters shall, call an election to determine the question of "conveying pupils at the expense of said district to and from schools already established;" or "of consolidating two or more common

schools, and of selecting a site and erecting a suitable building * * * to accommodate the pupils of schools to be vacated." If a majority is in favor of either of these proceedings the board shall carry out the decision. (*Ibid.*, sec. 704, as amended 1903.)

A few instances of consolidation are reported by county superintendents.

OHIO.

In 1894 a special law was passed authorizing centralization and transportation in Kingsville, Ashtabula County. The succeeding legislature passed a measure applicable to the counties of Stark, Ashtabula, and Portage. In 1898 the law was made general, and in 1900 further amended. As it now stands (1902) boards of education may submit to a vote the question of township centralization, and must submit it upon petition of one-fourth the electors. (*Ohio Sch. Laws*, 1900, secs. 2931, 2932.)

A graded school must be maintained in centralized townships, and a high school course of not less than two years is authorized. Transportation must be furnished all pupils living more than three-fourths of a mile from the central building. (Secs. 3921-3928.)

An act of 1867, as amended in 1902, provides that a board of education, when, in its opinion, for the best interests of the pupils, may suspend any or all subdistrict schools under its jurisdiction, and convey the pupils to some other school or schools in the same or an adjoining district. (*Laws of Ohio*, 1902, p. 221.) "Under this section the schools of a township can be centralized without submitting the question to the electors." (*State School Commissioner.*)

"More townships each year approve it [centralization], and always with the same result." (*Ohio Rep.*, 1901, p. 18.)

The centralized schools of Ohio have attracted much attention, and have been made the subject of frequent reports by visitors from other States. See references on page 2353.

PENNSYLVANIA.

A law (dating from 1897) authorizes directors to provide transportation for the children at the public expense to and from any school of their own district or of a neighboring district, but only for pupils of schools that have been closed by reason of small attendance, and who will have a greater distance to travel than before, and with the proviso that the cost of transportation per pupil shall not exceed the cost of maintaining the schools so closed. No school official may be a party to any contract for conveying children. (*Pa. Sch. Laws*, 1901, Secs. CXXX, CXXXI.)

An act of 1901 requires township boards, upon petition of a majority of the electors representing one-fourth the assessed valuation, to submit to the electors the question of township centralization,^a which is carried by a majority vote. (Sec. CXXXIII.) A graded course must be maintained in centralized townships, and a high school course of not less than two years is authorized. Transportation must be furnished all pupils living more than three-fourths of a mile from the central building. (Sec. CXXXVI.)

There is a loss of upward of \$50 in the State appropriation for every school which is closed. * * * So far as one can see from the reports which have reached the department, the act of April 25, 1901, has not borne much fruit in the centralization of schools in country districts, and further legislation will be necessary if this idea is ever to be generally realized in the sparsely settled sections of our State. (*Pa. Rep.*, 1901, p. vii.)

^aThe Pennsylvania law is closely modeled, in certain features, after that of Ohio. In each "centralization" of a township is defined as "the abolishment of all subdistricts, and the conveyance of pupils to one or more central schools."

County superintendents report in 1902 a few instances of centralization, but not of a complete township in any case. Superintendent Moxley, of Susquehanna County, says:

The problem of concentration or centralized schools is engaging the attention of many of our school boards, with a few actually in operation. No complaint comes from districts so consolidated of any hardship to attend the central school, as might be expected. The better school privileges offered more than overcome any hardship they are obliged to undergo in attending the central school.

I can see that it is a question of but a few years before fully one-half of our township schools will be brought into one or more central schools. (Pa. Rep., 1902, p. 142.)

On the other hand, the superintendent of Lancaster County reports a step backward:

In Drumore Township a new school district was established at Fishing Creek. This is the district in which school transportation at the expense of the township was given a trial. For the three years immediately preceding the Fishing Creek children were transported by coach morning and evening to one of the adjoining schools. The increase of pupils in the Harmony district, where these children were received, and the objections of some parents to have their children taken some distance from home when they were entitled to school facilities right in the home neighborhood led the school board to establish a new district and build a house at Fishing Creek. (Pa. Rep., 1902, pp. 93-94.)

RHODE ISLAND.

A law of 1898 authorizes school committees to consolidate any schools that have an average number belonging of less than 12 and provide transportation for pupils. Any town may consolidate three or more ungraded schools. Any district with ungraded school may consolidate with district having graded school. The State pays \$100 to each district so consolidated. A few ungraded schools have been consolidated. The conveyance of the children still remains as the great obstacle.

It is a pleasure to note the fact that the small ungraded school seems to be receding. In the number of such schools having less than 20 pupils each there has been a decrease of 13, while there has been more than a corresponding gain in the number having from 20 to 40 pupils. There are still far too many schools having less than 20 pupils apiece, and quite a number having less than 10.

Of course there will be exceptions, but, as a rule, no school of 10 pupils ought to be allowed; it is too small to permit of much of any classification or decent grading, while the lack of numbers kills any enthusiasm in both teacher and pupils.

The efforts made by the general assembly to bring about consolidation of these little schools have met with but a limited response, and yet it is apparent that people are thinking on the subject, and here and there action is taken which tells the way the stream is moving.

The recent creation of a "State board of public roads" by the assembly ought to result in the advancement of the idea of larger schools. Facilities in the line of transportation of children will do more to secure consolidation of schools than almost anything. The establishment of electric roads has already been the means of action in this direction in one town, and others are contemplating action. (R. I. Rep., 1901, p. 73.)

SOUTH DAKOTA.

We understand the school laws of this State are sufficient to allow a school township to try this plan, or even two or more subdistricts may unite their schools into one, so that centralization may be tried in this State at once. (B. D. Kribs, in S. Dak. Rep., 1900, p. 13.)

Although in a few localities action has been taken looking to the establishment of central graded township schools, I regret to report that the movement in that direction is not general. However, much discussion of the proposition has been had in many districts, and many of the smaller schools of the State have been closed and the pupils transported to other schools in the same or other districts. It would seem that evolution, rather than revolution, is to be the method of change which will eventually give us "No school of fewer than 20 pupils, and graded township schools where possible." (S. Dak. Rep., 1902, p. 4.)

A county superintendent reports: "The financial side of the plan is the only thing that can bring it into this [McPherson] county, and as that is favorable, I believe that in a few years we shall have many central schools. We are at least working and hoping for that time to come." (S. Dak. Rep., 1902, p. 100.)

UTAH.

Opinion of attorney-general: "The county commissioners may consolidate two or more school districts, upon the petition of as many residents of such districts as have the care and custody of not less than twenty school children of school age residing therein, or upon the recommendation of the county superintendent; that is to say, if the residents of the territory of which the new district is to be composed, who control twenty school children of school age, or the county superintendent, shall petition to the board of county commissioners, the said board may consolidate the districts set forth in such petition. It is not necessary for the people to vote upon the question. The county commissioners possess ample power under the law to make such consolidation. The power is conferred upon them by section 1891 of the Revised Statutes." (Utah Rep., 1902, 287.)

VERMONT.

The town system established (Sch. Laws, 1903, sec. 664). "Schools shall be located at such places and held at such times as in the judgment of the [town board of] school directors will best subserve the interests of education and give all the scholars of the town equal advantages so far as practicable. The school directors may provide conveyance of scholars from such points as they may designate to and from school at the expense of the town, when in their judgment they deem it advisable, or may pay a reasonable sum for the board of such scholars while in attendance upon school. In case the school directors refuse to provide board or conveyance for scholars residing more than $1\frac{1}{2}$ miles from school, when requested so to do by the parent or guardian of any such scholar, an appeal may be had to the selectmen of the town on a petition signed by ten or more resident taxpayers of such town. On receipt of such petition the selectmen shall inquire into the necessity of such conveyance, and determine whether such scholars are receiving the equality of school advantages herein contemplated. They shall make known their decision to the school directors, in writing, whose duty it shall be to provide board or transportation for such scholars when so ordered by the selectmen. Nothing in this act (section) shall be construed as applying to the conveying of scholars attending high schools." (Sec. 685.)

Without doubt, in towns conveniently situated for the purpose it is possible for Vermont to profit by the union of schools and the transportation of pupils. And yet only a few towns have made a success of the plan. Probably no other detail of school administration has caused the directors so much perplexity and has caused so much dissatisfaction among patrons.

There is some misunderstanding of the meaning of the law. As the law is commonly interpreted, directors are empowered to locate schools and furnish conveyance for the practicable equalization of educational advantages, as their judgment directs. In cases of pupils residing more than $1\frac{1}{2}$ miles from school an appeal may be made to the selectmen on the refusal of directors to convey pupils. It is not known in this office whether any appeal has been made to the courts to compel conveyance in any case on the ground that it is the intent of the statute to require equal advantages so far as is practicable. Several complaints have been received from parents that suitable conveyance was not furnished and that towns by vote and directors refused to furnish conveyance in cases of 2, 3, and 4 miles, even when schools near the aggrieved had been closed. On the other hand, directors report the difficulty of providing conveyance with the means afforded and of making satisfactory arrangements with certain patrons. Also objection is made in some quarters to the expense.

The aim of the law is excellent. The difficulty of its execution is unfortunate. To provide more equable school advantages in a town is progressive and commendable. There are abundant evidences that many directors have exerted faithful effort to profit by the provisions of the law. The wisdom of further amending the law is

doubtful. Certainly directors should continue to have present powers. It is questionable whether compulsory conveyance in certain cases would be wise. At best the wise execution of law must be left to the sober thought of the people. (Vt. Rep., 1902, pp. 23-24.)

WASHINGTON.

"Upon receipt of a petition signed by five heads of families of two or more adjoining districts, * * * the county superintendent may organize and establish a consolidated district." Provision is made for the election of a board of three directors for the consolidated district. (Sch. Laws, sec. 12, as amended, 1903.)

District school boards "shall have power, and it shall be their duty: * * * Twelfth. To provide and pay for transportation of children to and from school when, in their judgment, the best interests of their district will be subserved thereby." (Sch. Laws, sec. 40, amendment of 1903.)

WISCONSIN.

Any school district may make provision for closing its schools and sending its pupils to adjoining schools, and provide for the payment of tuition and transportation of pupils by taxation. An amendment of 1901 gives the annual meeting power "to vote a tax for the purpose of providing for the free transportation of any or all children residing in the district, by the most direct route, to and from the school-house in the district." (Sch. Laws, Wis., 1901, sec. 430, 16.)

In towns which have adopted the township system the town school board may transport pupils, in their discretion. (Sec. 524.)

As a result of the agitation of this question the experiment of consolidation of small district schools and the transportation of pupils at public expense is being tried in not less than twenty counties in the State. In every case where the conditions have been at all favorable the experiment has proved a success. In these cases pupils have attended school more regularly, usually for longer terms, and have had better instruction, and this without any increased expenditure of money. In many other counties the question is being investigated and a large degree of public interest awakened. As people become familiar with the success of these experiments in different counties, it is hoped that the small schools of from five to ten pupils will disappear by the process of consolidation with other schools. (Wis. Rep., 1902, 22-23.)

TEACHERS' PENSIONS.

In European countries in which the State supervises and directs the elementary schools and regulates the appointment and emolument of teachers laws are in existence which provide for the teachers' support in old age, and even offer relief in cases of breakdown. But while in former years the pensions paid were to a large extent derived from premiums contributed annually or monthly by the teachers themselves, recent legislation in most German States has done away with the teachers' contributions and laid the burden of paying pensions upon communities and the State. The argument advanced was that teachers, as officers of the State, are entitled to pensions the same as all other civil or military officers. Furthermore, that teachers, among all the State's officers, are the ones who deserve the highest consideration, being the best of the State's agencies of conservation, and the ones who are more likely to sacrifice their health in the discharge of their duties. Mutual aid societies and annuity funds established by teachers are therefore declining. The following summary gives the most essential facts:

Pensions paid to teachers of elementary schools in Europe.

Country or State.	Paid by State or community.	Dues paid by teachers, per cent of salary.	Pension may begin after—	Minimum amount paid, per cent of last salary.	Retirement takes place after—	Maximum amount paid, per cent of last salary.
German Empire:			Years.		Years.	
Prussia.....	Both.....	None.....	10	25	45	75 per cent.
Bavaria.....	Community.....	Yes ^a	5	25	45	Do.
Wurttemberg.....	State.....	None.....	10	40	45	85 per cent.
Saxony.....	Both.....	do.....	10	30	40	80 per cent.
Baden.....	do.....	do.....	10	30	45	75 per cent.
Hesse.....	do.....	do.....	10	45	45	100 per cent.
Mecklenburg-Schwerin.....	Communities.....	do.....	20	(b)	50	90 per cent.
Mecklenburg-Strelitz.....	Crown.....	do.....	(c)	(c)	(c)	(c)
Oldenburg.....	State and community.....	2 per cent.....	10	40	45	80 per cent.
Saxe-Weimar.....	Both.....	None.....	(?)	(?)	37	Do.
Brunswick.....	do.....	do.....	5	33½	50	100 per cent.
Anhalt.....	do.....	do.....	5	33½	50	Do.
Saxe-Altenburg.....	do.....	do.....	10	34	45	86 per cent.
Saxe-Coburg-Gotha.....	do.....	do.....	10	40	40	100 per cent.
Saxe-Meiningen.....	do.....	do.....	10	60	50	Do.
Reuss, sr. line.....	do.....	2 per cent.....	10	40	45	80 per cent.
Reuss, jr. line.....	do.....	do.....	10	40	45	Do.
Schwarzburg-Sondersh.....	do.....	None.....	10	40	48	Do.
Schwarzburg-Rudolst.....	do.....	do.....	10	40	50	100 per cent.
Lippe-Detmold.....	do.....	do.....	10	40	45	80 per cent.
Schaumburg-Lippe.....	do.....	do.....	10	30	45	Do.
Waldeck.....	do.....	do.....	10	33½	45	66½ per cent.
Bremen.....	Community.....	do.....	10	40	45	80 per cent.
Lübeck.....	do.....	do.....	10	33½	35	75 per cent.
Hamburg.....	do.....	do.....	10	40	40	80 per cent.
Alsace-Lorraine.....	State and community.....	do.....	10	25	45	75 per cent.
Austria.....	Both.....	(d)	10	33½	40	100 per cent.
Hungary.....	do.....	(?)	(?)	(?)	40	\$150-\$200.
Switzerland.....	(e)					
Denmark.....	Both.....	(?)	10	10	45	66½ per cent.
Norway.....	State f.....					
Sweden.....	State.....	None.....	(?)	(?)	30	75 per cent.
Netherlands.....	do.....	do.....	(?)	(?)	40	66½ per cent.
Belgium.....	Communities.....	3 per cent.....	12	(?)	30	(?)
France.....	State.....	None.....	(?)	(?)	25	50 per cent.
Italy.....	State g.....	do.....	(?)	(?)	30	(?)
Great Britain.....	State.....	\$15 + \$1.25 for each 10 per cent of increase of salary.	10	(h)	35	\$100 for each year after 10 years of service.

^a In Bavaria the dues paid by teachers vary considerably in the different parts of the Kingdom—i. e., between \$1.25 in central Franconia and \$25 in lower Palatinate. Also initiation fees are paid.

^b Lowest amount of salary.

^c At pleasure of the Crown.

^d In some Crown lands of Austria dues are paid by teachers.

^e In Switzerland the cantonal governments are, as a rule, opposed to pensioning teachers. Where it is done, it is the result of local agreement. The teachers themselves maintain annuity funds.

^f In Norway pensions are paid to all teachers, but each case is individually decided by Parliament.

^g In Italy the State pension fund is not large. Hence private annuity funds are numerous.

^h See last column.

General notes.—The foregoing statements have reference to men teachers. Women teachers are retired, on an average, ten years earlier, and their pensions amount to about 10 to 20 per cent less than those of the men.

In most German States the communities (or the State) make a single relief payment if a teacher is disabled before he reaches the end of the tenth year of service—i. e., the lower age limit. The same practice prevails in Austria and a few other countries.

Pensions paid to teachers of secondary schools in Europe.

Country or State.	Paid by State or community.	Dues paid by teachers, per cent of salary.	Pension begins after—	Minimum amount paid, per cent of last salary.	Retirement takes place after—	Maximum amount paid, per cent of last salary.
German Empire:			<i>Years.</i>		<i>Years.</i>	
Prussia.....	Both.....	None.....	10	25	40	75 per cent.
Bavaria.....	do.....	do.....	4	70	(?)	100 per cent.
Saxony.....	do.....	do.....	10	30	40	80 per cent.
Wurttemberg.....	do.....	do.....	10	40	(a)	
Baden.....	do.....	do.....	10	30	40	75 per cent.
Hesse.....	do.....	do.....	5	40	50	100 per cent.
Mecklenburg-Schwerin.....	do.....	do.....	20	50	50	90 per cent.
Saxe-Weimar.....	do.....	do.....	1	40	36	80 per cent.
Oldenburg.....	do.....	do.....	1	50	50	90 per cent.
Brunswick.....	do.....	do.....	3	33½	50	100 per cent.
Saxe-Meiningen.....	do.....	do.....	1	45	40	75 per cent.
Saxe-Altenburg.....	do.....	3 per cent.	1	25	40	80 per cent.
Saxe-Coburg-Gotha.....	do.....	1 per cent.	1	40	40	100 per cent.
Anhalt.....	do.....	None.....	1	33½	49	Do.
Schwarzburg-Rudolst.....	do.....	do.....	1	40	36	80 per cent.
Schwarzburg-Sondersh.....	do.....	do.....	1	40	37	Do.
Waldeck.....	do.....	do.....	1	33½	26	66½ per cent.
Reuss, sr. line.....	do.....	do.....	1	40	37	80 per cent.
Reuss, jr. line.....	do.....	do.....	1	40	45	Do.
Schaumburg-Lippe.....	do.....	do.....	10	30	37	Do.
Lippe-Detmold.....	do.....	do.....	1	40	37	Do.
Lübeck.....	do.....	do.....	10	33½	35	75 per cent.
Bremen.....	do.....	do.....	1	40	30	80 per cent.
Hamburg.....	do.....	do.....	1	40	50	100 per cent.
Alsace-Lorraine.....	do.....	do.....	10	25	40	75 per cent.
Austria.....	do.....	do.....	8	(?)	30	100 per cent.
Hungary.....	do.....	do.....	10	40	30	Do.
Switzerland.....	(b)	(?)	(?)	(?)	(?)	(?)
Denmark.....	(c)	(?)	10	10	45	66½ per cent.
Norway.....	(d)	(?)	(?)	(?)	(?)	(?)
Sweden.....	State.....	None.....	10	(?)	30	\$900.
Netherlands.....	Both.....	(e)	(?)	(?)	30	66½ per cent.
Belgium.....	State.....	None.....	(?)	(?)	30	Do.
France.....	do.....	10 per cent.	(?)	(?)	30	Do.
Spain.....	(f)	(f)	(f)	(f)	(f)	(f)
Portugal.....	Both.....	10 per cent.	10	33½	25	100 per cent.
Italy.....	(g)	(g)	(g)	(g)	(g)	(g)
Greece ^h	State.....	7½ per cent.	(?)	(?)	20	40 per cent.
Russia.....	(i)	(i)	(i)	(i)	(i)	(i)
Great Britain.....	(k)	(k)	(k)	(k)	(k)	(k)

^a In Wurttemberg the pensions may reach 92½ per cent in cases where the salary is not higher than \$600. The rate of increase is 1½ per cent; as high as 85 per cent with salaries over \$600. No pension can exceed \$1,500.

^b The population is not favorably inclined to paying pensions to teachers or other civil officers. Where it is done, it is the result of local agreement.

^c In Denmark each case is decided by the minister of education, but usually according to the scheme indicated in the table.

^d Each case is decided by Parliament.

^e In the Netherlands the teacher pays one year's salary into the pension fund within the first five years of service.

^f In Spain the State pays two-fifths of salary for two years after twenty years of service; three-fifths of salary after twenty-five years, and four-fifths of salary after thirty-five years of service, but only for two years.

^g In Italy teachers may retire from service on account of ill health, and still draw one-half or three-fourths of their salaries, according to the length of service.

^h In Greece an addition of one-fiftieth of the salary is paid for each additional year of service, over and above the 40 per cent paid after twenty years.

ⁱ In Russia the pensions are not uniform; they range between 300 and 400 rubles after twenty-five years of service.

^k In Great Britain a few distinguished schools, such as Eton, pay pensions; the majority of secondary schools being private institutions do not pay pensions to teachers.

UNITED STATES.

In the United States teachers are not pensioned from public school funds, except in Maryland. Voluntary beneficial associations have been formed in some cities and in other localities specified below. In certain States the laws provide for pension funds, but the feature of compulsory membership which the laws contained at first has been eliminated in Illinois and Ohio. (See page 2373.) A consequence of this

was that many members withdrew and that the amount of annuity was greatly reduced. The following paragraphs show the varieties of organizations, etc.

Voluntary mutual benefit associations for temporary aid only exist in Baltimore, St. Louis, Cincinnati, Cleveland, Detroit, Chicago, Buffalo, San Francisco, and St. Paul, and there is one interstate association. These call for \$1 to \$2 initiation fee, \$1 to \$5 annual dues. Special assessments of \$1 are made in some cases. Benefits in sickness range from 50 cents a day to \$10 a week; at death funeral expenses only are paid in some instances, and in others a sum equal to \$1 from each member of the association.

Associations for annuity, or retirement fund only, are in New York, Boston, and Baltimore, and there is an annuity guild in Massachusetts. The initiation fees reported are \$3 to \$5. The annual dues are 1 to 1½ per cent of salary up to \$18 or \$20. The annuity is from 60 per cent of salary to \$600 a year. Time of service required for retirement is from two to five years with disability, or from thirty-five to forty years without disability.

Associations for both temporary aid and annuity exist in Hamilton County, Ohio (Cincinnati), Philadelphia, Brooklyn, and the District of Columbia. Initiation fees, \$1 to \$10; annual dues, \$5 to \$40. Annuity, \$5 a week to \$600 per year, and \$100 for funeral expenses in case of death. Temporary aid during illness, \$5 or \$6 per week. Time of service required for retirement is two to five years with disability, or thirty-five to forty years without disability.

In some cities the subject of pension funds administered by public authorities has been agitated and discussed by teachers. In consequence pension or retirement funds are authorized by State legislatures for St. Louis, Boston, Brooklyn, New York City, Poughkeepsie, Detroit, Chicago, Charleston, S. C., and Buffalo, and for all cities in California. In Ohio,^a in New Jersey, and in the State of Maryland the State pays pensions to retired teachers. Dues vary little; they are generally 1 per cent of salary. Annuity, \$250 to one-half of salary; maximum limit, \$600. Minimum length of service with disability, twenty to thirty years; without disability, twenty-five to thirty-five years. In Maryland no dues are paid, but the State exclusively assumes the burden of paying pensions to teachers.

The law of Maryland, dated 1902, reads as follows:

Whenever any person in this State has taught in any of the public or normal schools thereof twenty-five years, and has reached the age of sixty years, and his or her record as such teacher has been without reproach, and by reason of physical or mental disability or infirmity is unable to teach longer, the said teacher may lay his or her case before the State board of education, and the said board shall proceed to consider the same, and if the facts are found as above stated the said teacher shall be placed upon a list, a record of which shall be kept by the said board, to be known as the "teachers' retired list," and the names upon the said "teachers' retired list" shall be regularly certified by said board to the comptroller of the treasury of this State, and every person so placed upon the said "retired list" shall be entitled to receive a pension from this State of two hundred dollars per annum, to be paid quarterly by the treasurer of this State upon the warrant of the comptroller.

The law of Massachusetts contains the following provisions:

A teachers' retirement fund shall be created in the city of Boston, which shall consist of (a) a permanent fund, made up of gifts and legacies specifically given to said permanent fund and a sum set apart by the board of trustees; (b) a general fund, made up of gifts and legacies not specifically given to said permanent fund, amounts retained from the salaries of teachers under the provisions of this act, and the interest derived from said permanent fund. The general fund may be drawn upon for the purposes of this act.

SECTION VI. The city treasurer, upon vote of the board of trustees, shall pay out of said retirement fund, in monthly payments, such an annuity to any teacher who shall retire or be discharged from the service of the city as the fund will allow and said board of trustees shall determine, but in no case shall a teacher receive such

^a See synopsis of this law in the Annual Report of 1901, p. 2396.

annuity unless such teacher has taught for thirty years, and for at least ten years in the public day schools of the city of Boston, except as hereinafter provided.

SECTION VII. The city treasurer, upon a vote of the board of trustees, shall pay out of the retirement fund, in monthly payments, such an annuity to any teacher who has taught not less than two years in the city of Boston, although less than thirty years in the aggregate, as the fund will allow and said board of trustees shall determine, if such teacher has become incapacitated for teaching and has been discharged from the service of the city of Boston: *Provided*, That a certificate of such incapacity be furnished by the attending physician and by a physician employed by the board of trustees: *And further provided*, That the annuity shall cease when the incapacity ceases.

SECTION VIII. All annuities shall be uniform in amount, whether the annuitants are retired under the provisions of section six or of section seven, except as provided in section nine of this act.

SECTION IX. No annuity shall be paid to any teacher until such teacher shall contribute, or has contributed to the general fund, a sum equal to all the assessments for thirty years, to wit, five hundred and forty dollars.

SECTION X. Any teacher * * * who shall retire from the service of the city of Boston, not being in receipt of an annuity, shall * * * receive one-half of the total amount paid by such teacher into said fund.

The law passed by the New York State legislature in 1902, with reference to a retirement fund in Poughkeepsie, provides that the fund be composed of (1) "all money, pay, compensation, or salary, or any part thereof, forfeited, deducted, or withheld for or on account of absence from duty for any cause; (2) all moneys received from donations, legacies, gifts, bequests; (3) 2 per cent of the salaries paid each month."

The law creating a retirement fund in greater New York designates as sources of this fund (1) money forfeited or withheld for absence of duty; (2) moneys received from donations, legacies, gifts; (3) 5 per cent annually of all excise moneys or fees from licenses granted to sell strong or spirituous liquors. Nothing is said of a regular contribution on the part of the teachers. The amount of annuity is fixed at one-half of the teacher's salary at the date of retirement, provided it does not exceed \$1,000 in the case of a teacher and \$1,500 in the case of a principal or superintendent, nor shall any annuity fall below \$600.

Illinois.—On May 11, 1901, the law of 1895, which provided for a pension fund, was amended as follows:

That the board of education in cities having a population exceeding 100,000 inhabitants shall have power, and it shall be the duty of said board, to create a public school teachers' and public school employees' pension and retirement fund, and for that purpose shall set apart the following money, to wit: (1) An amount not exceeding one per cent per annum of the respective salaries paid to teachers and school employees elected by such board of education, which amount shall be deducted in equal installments from the said salaries at the regular time for the payment of such salaries; (2) all moneys received from donations, legacies, gifts, bequests, or otherwise, on account of said fund; (3) all moneys which may be derived from any and all sources: *Provided, however*, That no tax shall ever be levied for said fund; (4) any public school teacher or public school employee, a part of whose salary is now or may hereafter be set apart to provide for the fund herein created by this act, *may be released* from the necessities of making further payments to said fund by filing a written notice of his or her desire to withdraw from complying with the provisions of this act with said board of trustees, which said resignation shall operate and go into effect immediately upon its receipt by said board of trustees.

New Jersey.—This State makes provision for the retirement of teachers in Article XXVII of its school law. The essential features of the law are as follows: A board of trustees of the teachers' retirement fund is created, which board administers the fund and pays annuities according to the following provisions:

Whenever any teacher shall have taught in the public schools * * * for a period or periods aggregating twenty years or more, and shall have become incapacitated from earning a sufficient livelihood, such teacher shall, at his or her request, and on the approval of the aforesaid board of trustees, be retired as a teacher and shall receive an annuity out of the fund * * * equal to one-half of the average

annual salary received by such teacher for the five years immediately preceding the time of retirement: *Provided, however*, That no annuity shall be less than two hundred and fifty dollars nor more than six hundred dollars: *Provided further*, That no teacher shall be retired under the provisions of this article unless he or she shall have first paid into said fund such sum as shall make his or her total payments into said fund equal to at least twenty per centum of his or her average annual salary for the five years immediately preceding the time of such retirement.

The retirement fund herein provided for shall be made up as follows:

I. One per centum of the monthly salaries of all teachers upon whom this act shall have become binding by its terms prior to January first, one thousand nine hundred and three; one per centum of the monthly salaries of all teachers who shall become members of said fund on or after January first, one thousand nine hundred and three, and who shall have been teaching ten years or less at the time of becoming members of said fund; two per centum of the monthly salaries of all teachers who shall become members of said fund on or after said date, and who shall have been teaching more than ten years at the time of becoming members of said fund: *Provided*, That on or after said date no person who shall have been teaching more than fifteen years shall become a member of said fund unless he or she shall have passed a satisfactory medical examination under such rules as the board of trustees may prescribe: *And provided further*, That a teacher, now a member of said fund, shall not be required to pay more than one per centum of his or her salary by reason of the fact that he or she has been teaching more than ten years. * * *

II. One per centum of all annuities paid under the provisions of this article, which shall be deducted and withheld from each payment made to any annuitant.

III. All moneys and property received by donation, legacy, gift, bequest, devise, or otherwise, for or on account of said fund;

IV. All interest on investments and other moneys which may be duly and legally raised for the increase of said fund.

In States and cities where the law provides for public authorities to administer a teachers' retirement fund the associations for temporary aid and annuity are gradually winding up their business or merging their interest with the fund created by law. This has been the result in Europe, and naturally will be the result here.

FOREIGN STUDENTS IN GERMAN UNIVERSITIES.

The number of foreigners who were matriculated at the old German universities (21 institutions), not including the technological schools, agricultural, mining, forestry, and veterinary colleges, during the year 1902, was 2,783. These figures show an increase of 177 over the preceding year, when 2,606 were enrolled. Of the number in 1902 (2,783) as many as 708 studied philosophy, philology, and history; 649 mathematics and natural sciences; 585 studied medicine; 323 studied law and economics; 147 Protestant theology; 25 Catholic theology; 156 forestry and administration; 148 agriculture; 26 pharmacy, and 18 dentistry. The foregoing figures do not include the nonmatriculated foreign hearers, of whom there are many more than 2,783, but being irregular students they do not figure on the rolls.

As to the nationality of the foreigners in 1901, as many as 717 were Russians. Other European countries are represented by the following numbers: Austria-Hungary, 507; Switzerland, 259; England, 157; Bulgaria, 68; the Netherlands, 50; France, 47; Greece, 46; Italy, 44; Servia, 44; Luxemburg, 38; Roumania, 37; Turkey, 35; Sweden and Norway, 26; Belgium, 22; Denmark, 8; Spain, 8; Portugal, 2; Montenegro, 2. As many as 492 are from other continents. Of these 323 are Americans, almost all from the United States; 154 are from Asia, almost all from Japan; 12 from Africa, and 3 from Australia.

In the year 1835-36 there were only 475 foreign students, or 4.02 per cent of the total number of university students in Germany. In 1870-71 there were 735, or 6.1 per cent. In 1880-81 the percentage had fallen to 5.16 per cent. In 1890-91 it again rose to 6.7 per cent; in 1900-1901 it was 7.3 per cent, and in 1901-2 it was 7.55 per cent. Ten years ago America furnished the largest contingent with 415 students, 22 per cent of the total number of foreign students; now Russia leads.

As regards the different institutions, the following details as to the number of foreigners will show their relative rank:

UNIVERSITIES.

Berlin	888	Königsberg	62
Leipzig	415	Breslau	47
Munich	259	Tübingen	43
Heidelberg	184	Giessen	41
Halle	162	Erlangen	29
Freiburg	121	Greifswald	25
Göttingen	89	Rostock	17
Marburg	88	Kiel	16
Strasburg	79	Münster	13
Jena	73		
Bonn	68	Total	2,783
Würzburg	64		

POLYTECHNICA.

Munich	461	Aix la Chapelle	144
Darmstadt	413	Stuttgart	78
Karlsruhe	384	Brunswick	54
Berlin	363		
Dresden	261	Total	2,314
Hanover	156		

In 1902 the number of foreigners in the 9 polytechnica was 2,314; in the 5 veterinary colleges, 45; in the 4 agricultural colleges, 156; in the 5 forestry schools, 74; in the 3 mining academies, 304; in the 4 commercial universities, 285. Hence the total number of foreign students in German higher seats of learning was 5,861, exclusive of nonmatriculated hearers.

In the same year the Austrian universities and other higher seats of learning in which German is the medium of instruction had 1,936 foreign students, while Switzerland had 2,491.

Number of foreign students in German universities.

UNIVERSITIES.

	1835.	1870.	1895.	1899.	1900.	1901.	1902.
Berlin			553	655	714	885	888
Leipzig			258	322		370	415
Munich			193	193	206	232	259
Heidelberg			206	205		158	184
Halle			135	138		141	162
Freiburg			84	96		140	121
Göttingen			65	93		102	89
Marburg			61	66		81	88
Strasburg			93	73		79	79
Jena			78	71		60	73
Bonn			50	50		56	68
Würzburg			52	59		45	64
Königsberg			40	49		47	62
Breslau			29	40	40	36	47
Tübingen			35	48		46	43
Giessen			6	35		24	41
Erlangen			80	33		30	29
Greifswald			20	22	21	24	25
Rostock			10	7		18	17
Kiel			17	22		24	16
Münster			10	4		8	13
Total	473	735	2,025	2,284	2,322	2,606	2,783
Per cent of the whole number of students	4.02	6.1	6.2	6.7	7.3	7.5	7.55

Number of foreign students in German universities—Continued.

POLYTECHNICA.

	1895.	1899.	1900.	1902.
Munich	230	.....	.....	461
Darmstadt	83	.....	.....	413
Karlsruhe	123	.....	.....	384
Berlin	213	.....	.....	363
Dresden	151	.....	.....	261
Hanover	84	.....	.....	156
Aix la Chapelle	58	.....	.....	144
Stuttgart	65	.....	.....	78
Brunswick	34	.....	.....	54
Total	1,041	1,276	1,800	2,314

NOTES.—The figures in both tables do not include the foreign nonmatriculated students, whose number is considered fully as large. They are usually students of special branches only.

The number of foreign students in agricultural, forestry, mining, veterinary, and commercial colleges was 864 in 1902.

In 1902 Austria had 1,336 foreign students in its universities; Switzerland, 2,491.

United States contribute from 22 to 25 per cent of the foreign students in Germany.

HIGHER COMMERCIAL EDUCATION.

In Chapter XXV of the Report of the Commissioner of Education for 1901 was given a statement concerning the courses in commerce offered by the universities and colleges of the United States. Since the publication of that article information has been received of the establishment of similar courses in three additional institutions. The courses offered are as follows:

STATE UNIVERSITY OF IOWA.

The school of political and social science was established in 1900 and offers four-year courses of study in commerce, in administration, and in statistics, leading to the degree of Bachelor of Arts or Bachelor of Philosophy. The studies of the freshman and sophomore years in these courses are the same as in the general course in political and social science. Specialization should begin in the junior year, and the work prescribed for the junior and senior years in the courses mentioned is as follows:

Course in commerce.

[The figures indicate the number of hours per week.]

JUNIOR YEAR.

First semester.—Modern industrialism, 3; currency and banking, 3; taxation, 2; elementary law, 3; elective, 4 or 5.

Second semester.—Corporation finance, and accounting, 3; public finance, 3; transportation, 2; commercial law, 3; elective, 4 or 5.

SENIOR YEAR.

First semester.—Theory and technique of statistics, 3; distribution of wealth, 2; international law, 2; modern history, 2 or 3; elective, 6 or 5.

Second semester.—Economic and social statistics, 3; social legislation, 2; commerce and consular service, 2; colonial government, 2; elective, 6 or 5.

Course in administration.

[The figures indicate the number of hours per week.]

JUNIOR YEAR.

First semester.—Principles of American government, 3; local government, 2; theory and technique of statistics, 3; modern history, 2 or 3; elective, 5 or 4.

Second semester.—Political parties, 3; colonial government, 2; public finance, 3; modern history, 2 or 3; elective, 5 or 4.

SENIOR YEAR.

First semester.—Elementary law, 3; administrative law, 2; introduction to sociology, 3; international law and diplomacy, 2; elective, 5.

Second semester.—Constitutional law, 3; administrative law, 2; social amelioration, 3; legal history, 2; elective, 5.

Course in statistics.

[The figures indicate the number of hours per week.]

JUNIOR YEAR.

First semester.—Business organization, 3; theory and technique of statistics, 3; analytics and calculus, 2; political economy, 3 or 2; elective, 4 or 5.

Second semester.—Corporation finance and accounting, 3; economic and social statistics, 3; analytics and calculus, 2; public finance, 3 or 2; elective, 4 or 5.

SENIOR YEAR.

First semester.—Advanced statistics, seminary work, 3; theory of probabilities, 2; administrative law, 2; American history, 3; elective, 5.

Second semester.—Advanced statistics, seminary work, 3; theory of probabilities, 2; administrative law, 2; American history, 3; elective, 5.

OREGON AGRICULTURAL COLLEGE.

The literary commerce course extends through four years and leads to the degree of bachelor of science. The entrance requirements for this course are the same as those for admission to any one of the other courses. The course of study is as follows:

	Hours per week.				Hours per week.		
	First term.	Second term.	Third term.		First term.	Second term.	Third term.
FRESHMAN YEAR.				JUNIOR YEAR.			
Bookkeeping	3	3	3	Commercial law	3	3	.....
English composition	5	5	.....	Latin or German	5	5	5
Composition and rhetoric .....	.....	.....	5	English	5	5	5
Commercial arithmetic	5	5	5	Entomology	7	.....	.....
Algebra	5	.....	.....	Vertebrate anatomy .....	.....	7	.....
Geometry .....	.....	5	5	Civics .....	.....	.....	5
Penmanship	2	2	2	History	5	5	5
Military drill, or	4	2	5	Military drill	2	2	5
Physical culture	3	3	3	Military science	1	2	.....
				Physical culture	1½	1½	5
SOPHOMORE YEAR.				SENIOR YEAR.			
Bookkeeping	3	3	3	Economics	5	.....	.....
Stenography	5	5	5	Latin or German	5	5	5
Typewriting	5	5	5	English	5	5	.....
Rhetoric	5	4	.....	Aesthetics	5	5	.....
Floriculture	3	.....	.....	Psychology .....	.....	5	.....
Algebra .....	.....	5	5	Astronomy .....	.....	.....	5
Zoology .....	.....	.....	7	Geology .....	.....	2	5
Military drill, or	4	2	5	Military drill	2	2	5
Physical culture	3	2	3	Military science	1	2	.....
				Physical culture	1½	1½	5

LAWRENCE UNIVERSITY, APPLETON, WIS.

The course in commerce was established in 1902. It extends through four years, and leads to the degree of Bachelor of Commercial Science. The candidate must complete satisfactorily during his course the following term-hours of prescribed work: Modern languages, 36; history, 9; English, 10; mathematics, 4; physical and natural sciences, 30; political and social sciences, 15; commerce, 40; religion, 10; physical culture (Bible, evidences), 6; elocution, 6; total, 166. In addition to the prescribed work, students are required to select from the elective courses sufficient to make a total of 204 hours. The subjects included under commerce are economic geography, commercial law, banking and credit, business forms and accounts, transportation, and industrial development.

Students in colleges or courses of commerce of universities and colleges.^a

Institutions.	1900-1901.	1901-2.
University of California	41	59
Colorado Agricultural College	83	90
University of Chicago	88	109
Louisiana State University	33	43
Nevada State University	1	2
Dartmouth College	15	27
New York University	67	89
Oregon Agricultural College		58
Central High School (Philadelphia, Pa.)	362	353
University of Pennsylvania	139	149
University of South Dakota	82	77
Utah Agricultural College	44	94
University of Vermont	1	3
Washington Agricultural College	50	61
West Virginia University	52	122
University of Wisconsin	81	95
University of Wyoming	45	34

^aSo far as reported.

FOREIGN COUNTRIES.

In foreign countries the importance of higher commercial education has been recognized by the establishment of commercial academies and university faculties of commerce in Leipzig, Frankfort, Cologne, and Hamburg, Germany; in Vienna and Prague, Austria; in Zurich, Switzerland; in Paris, France; in Antwerp, Belgium; in London and Birmingham, England, and in Edinburgh, Scotland. The four institutions in Germany already, three years after their establishment, have nearly 2,000 students, 145 of whom are foreigners.

SALARIES OF OFFICERS AND SUPERVISORS OF INSTRUCTION IN CERTAIN CITIES.

City.	Population in 1900.	Date of information.	Superintendent of city schools.		Assistant superintendents. ^a		Drawing.			Music.			Physical training.			Supervisor of writing.	Supervisor of German.	Supervisor of manual training.	Supervisor of sewing.	Supervisor of kindergarten.	Supervisor of cooking.
			4	5	Number.	Salaries.	Supervisor.	Number of assistants.	Salaries of assistants.	Supervisor.	Number of assistants.	Salaries of assistants.	Supervisor.	Number of assistants.	Salaries of assistants.						
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
New York, N. Y.	3,437,202	1902	\$5,000	8	\$5,500	\$4,000	...	...	\$1,000	\$4,000	...	\$1,000	\$3,000	...	\$900	...	...	\$2,000	\$2,000	\$2,500	\$2,000
Chicago, Ill.	1,698,575	1902-3	10,000	26	5,000	4,000	2,500	4	1,400	61,400	...	1,600	3,000	...	1,400	...	...	3,000	...	...	...
Philadelphia, Pa.	1,293,697	1901	5,000	6	2,500	2,500	2,500	7	1,000	2,500	13	900	...	...	...	...	...	...	...	1,500	...
St. Louis, Mo.	575,238	1902-3	5,800	3	1,854	1,854	1,854	1	1,040	1,854	1	1,248	840	1	683	...	...	...	...	1,531	...
Boston, Mass.	560,892	1901-2	6,000	6	3,780	3,000	3,000	3	2,508	3,000	1	2,640	3,000	1	2,280	...	\$23,000	2,508	2,880	2,880	1,500
Baltimore, Md.	508,957	{ 1900 1901 }	4,000	1	2,500	900	900	1	900	1,500	...	...	1,500	7	504	...	...	750	...	...	...
Cleveland, Ohio.	331,708	1902-3	5,000	1	2,400	2,200	...	14	504	2,400	...	...	41,000	...	...	\$2,200	2,400	...	1,200	...	...
Buffalo, N. Y.	352,387	1901-2	5,000	2	2,000	1,600	1,600	2	750	1,600	1	1,500	900	...	...	1,600	2,500	1,600	700	1,000	...
San Francisco, Cal.	342,782	{ 1900 1901 }	4,000	4	1,800	1,500	1,500	1	1,200	1,200	1	900	3,000	...	...	...	2,400	...	...	...	1,080
Cincinnati, Ohio.	325,902	{ 1900 1901 }	4,500	...	...	1,900	1,900	1	800	1,900	8	1,600	1,900	2	800	1,900	...	...	...	...	...
						...	...	1	700	...	1	1,400	...	2	700	...	...	...	...	...	...
						...	...	1	600	...	...	...	...	...	...	...	...	...	...	...	...

^a In this category are included all general supervising officers. It embraces those styled "assistant superintendents," "superintendents," "supervisors," "supervisors of high schools" "of grammar schools," "of primary schools," etc.

^b There are four special teachers at this salary.

^c Supervisor of French and German.

^d There are two special teachers at this salary.

For "supervising principals" and "principals" see table of teachers' salaries.

Salaries of officers and supervisors of instruction in certain cities—Continued.

City.	Population in 1900.	Date of information.	Superintendent of city schools.	Assistant superintendents.		Drawing.			Music.			Physical training.			Supervisor of writing.	Supervisor of German.	Supervisor of manual training.	Supervisor of sewing.	Supervisor of kindergartens.	Supervisor of cooking.
				Number.	Salaries.	Supervisor.	Number of assistants.	Salaries of assistants.	Supervisor.	Number of assistants.	Salaries of assistants.	Supervisor.	Number of assistants.	Salaries of assistants.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Detroit, Mich.	285,704	{ 1900 1901	{ \$4,000 1901	1	(a)	\$1,400	1	\$550	\$1,400			\$1,200			\$1,500		\$1,500			
	285,315	{ 1900 1901	{ 4,000 1901	1	\$2,500											(b)				
				2	2,000	1,200	1	1,200	1,200	1,200	1	\$1,000	1,200	1	\$1,000		2,000	\$1,000	\$900	\$1,000
Milwaukee, Wis.		1902-3	4,000	3	2,500			{ 525 1,000			{ 600 1,000		8	{ 500 850						
				1	1,500		12	1,000												
				1	1,100	1,500			1,500								2,000	1,200		
Newark, N. J.	246,070	1901	4,500	1	1,800	(a)			(a)			(a)					(a)			
	202,718	1901-2	4,000	1	(a)															
			{ 1900 1901	1	2,000	1,800	3	1,000	2,000	3	1,000	1,200	3	{ 600 800			1,000	1,000	(a)	
Providence, R. I.	175,597	{ 1900 1901	{ 4,000 1901	4	1,200	(a)	1	(a)	(a)	1	(a)				(a)	(a)				
				1																
				2	2,000	450			900			900							675	
Indianapolis, Ind.	169,164	{ 1900 1901	{ (a) 1901	1	(a)	(a)														
				2	2,000															
			{ 1900 1901	1	(a)	(a)			(a)			(a)					(a)	(a)	750	(a)
Kansas City, Mo.	163,752	{ 1900 1901	{ 4,000 1901	1	(a)	(a)			1,200								1,200	1,000	(a)	
				1	(a)															
			{ 1900 1901	1	1,800	1,400			1,600	1,600			1,400			\$1,080	2,000	1,000	1,100	
St. Paul, Minn.	163,065	1901-2	3,600			1,400			1,000								2,000			
	162,608	1902-3	5,000			1,125			1,350			900								
Rochester, N. Y.	133,859	1901-2	5,000			2,000	1	1,300	1,650	1	1,500	1,100					2,000		(a)	
	129,896	1901-2	3,000																	
			{ 1900 1901																	
Denver (District No. 1), Colo.	125,560	{ 1900 1901	{ 3,000 1901																	
Allegheny, Pa.	118,421	{ 1900 1901	{ 4,000 1901																	
Columbus, Ohio.																				
Worcester, Mass.																				
Syracuse, N. Y.	108,374	{ 1900 1901	{ 3,600 1901	1	1,100	1,000	1	550	1,500	1	1,200	1,000	1	700	1,000				1,000	
			{ 1900 1901	1	2,100	1,600			2,500						1,400			750	1,000	
New Haven, Conn.	108,027	{ 1900 1901	{ (a) 1901			(a)			(a)								(a)			
Paterson, N. J.	105,171	{ 1900 1901	{ 3,000 1901																	

	1902-3	(<i>g</i>)	(<i>g</i>)	(<i>g</i>)	{ 3,000 } { 2,500 } { 2,000 }	1,100	700	1,500	700	400	400	400	750	400
St. Paul, Minn.....	1902-3	2,000	1,000	.....	{ 3,000 } { 2,500 } { 2,000 }	1,800	.....	1,650	550	.....	.....	.....	550	.....
Rochester, N. Y.....	1902-3	.....	.....	.....	{ 3,200 } { 3,000 } { 2,800 }	1,700	750	2,000	950	635	.....	635	550	325
Denver, Colo. (District No. 1).....	1901-2	.....	.....	.....	{ 3,000 } { 2,800 } { 2,600 }	1,400	750	2,000	800	450	650	400	1,700	.....
Allegheny, Pa.....	1901-2	.....	.....	.....	{ 3,000 } { 2,800 } { 2,600 }	1,215	675	1,080	585	300	.....	300	m 585	.....
Columbus, Ohio.....	{ 1900 } { 1901 }	{ 1,350 } { 1,200 }	900	75	{ 3,000 } { 2,800 } { 2,600 }	2,300	600	1,900	700	500	.....	500	600	350
Worcester, Mass.....	1901	.....	.....	.....	3,000	2,000	550	1,600	600	.....	.....	300	.....	.....
Syracuse, N. Y.....	{ 1900 } { 1901 }	{ 1,000 } { 1,100 }	.....	.....	{ 3,000 } { 2,800 } { 2,600 }	1,800	500	1,000	750	.....	.....	300	600	300
New Haven, Conn.....	1901	.....	.....	.....	{ 3,000 } { 2,800 } { 2,600 }	1,500	850	1,500	700	.....	.....	410	575	425
Paterson, N. J.....	{ 1900 } { 1901 }	{ 1,750 } { 1,600 }	725	410	{ 3,000 } { 2,800 } { 2,600 }	1,500	700	1,500	700	.....	.....	400	700	400
Omaha, Nebr.....	1901-2	.....	.....	.....	{ 2,500 } { 2,000 } { 1,500 }	1,600	950	1,500	760	.....	.....	600	600	420
Los Angeles, Cal.....	1901-2	.....	.....	.....	{ 3,000 } { 2,800 } { 2,600 }	1,500	650	2,000	690	450	650	450	500	350
Lowell, Mass.....	1901	2,000	900	900	{ 3,000 } { 2,800 } { 2,600 }	2,160	700	1,900	600	.....	.....	400	600	.....
Albany, N. Y.....	1901-2	1,900	800	750	{ 3,000 } { 2,800 } { 2,600 }	2,000	500	2,000	400	450	750	450	700	450
Cambridge.....	1901	2,500	1,000	800	{ 3,000 } { 2,800 } { 2,600 }	1,030	940	1,500	700	.....	.....	300	.....	.....
Portland, Oreg.....	1901-2	.....	.....	.....	{ 2,000 } { 1,500 } { 1,000 }	1,500	800	1,200	650	.....	.....	350	600	.....
Atlanta, Ga.....	1900	.....	.....	.....	{ 3,000 } { 2,800 } { 2,600 }	1,100	500	1,500	800	350	.....	350	575	350
Grand Rapids, Mich.....	1902-3	(<i>g</i>)	(<i>g</i>)	(<i>g</i>)	{ 3,000 } { 2,800 } { 2,600 }	1,350	810	1,350	720	.....	.....	315	612	315
Dayton, Ohio.....	1902-3	1,350	810	.....	{ 3,000 } { 2,800 } { 2,600 }	1,200	750	1,000	675	.....	.....	325	500	400
Camden, N. J.....	{ 1900 } { 1901 }	{ 1,100 } { 1,000 }	750	000	{ 3,000 } { 2,800 } { 2,600 }	1,300	700	2,000	600	400	650	400	550	400
Lawrence, Mass.....	1901	1,100	750	000	{ 3,000 } { 2,800 } { 2,600 }	1,700	650	1,900	675	450	950	400	550	400
New Bedford, Mass.....	1901	1,500	1,200	1,100	{ 3,000 } { 2,800 } { 2,600 }	1,700	650	1,900	725	.....	.....	200	600	300
Somerville, Mass.....	1902	.....	.....	.....	{ 3,000 } { 2,800 } { 2,600 }	1,700	.....	1,900	725	.....	.....	200	600	300

k In 1900.
l Only one teacher in a building may receive this salary.
j When two sets of pupils are taught.
k In 1900-1901.

a Does not include vice-principals.
b The normal school is connected with the high school.
c After 10 years' service in this grade.
d After 12 years' service in this grade.
e "Intermediate schools," comprising the 6th, 7th, and 8th years of the course.
f "District schools," comprising the first 5 years of the course.
g No information at hand as to salary.

m Maximum.
n Director teachers' training class.

TEACHERS' SALARIES IN CITIES.

Average annual salaries of teachers and supervising officers in cities of over \$8,000 inhabitants, summarized by States, etc.

	1900-1901.			1901-1902.		
	Number of teachers and supervising officers.	Expenditure for supervision and teaching.	Average annual salary.	Number of teachers and supervising officers.	Expenditure for supervision and teaching.	Average annual salary.
United States	92,294	\$63,433,167	\$687.29	95,769	\$66,561,505	\$695.02
North Atlantic division	45,135	33,772,007	748.24	46,969	35,543,105	756.74
South Atlantic division	6,254	3,386,842	541.55	6,301	3,436,613	555.41
South Central division	4,574	2,401,700	525.08	4,777	2,483,299	519.84
North Central division	31,092	19,805,331	636.99	32,044	20,729,416	646.90
Western division	5,239	4,067,287	776.35	5,678	4,369,072	769.47
North Atlantic division:						
Maine	762	321,670	422.14	755	326,294	432.17
New Hampshire	527	278,238	527.97	538	283,927	527.75
Vermont	174	75,996	436.76	186	85,084	457.17
Massachusetts	9,003	6,574,107	730.11	9,263	6,897,146	744.59
Rhode Island	1,348	835,302	619.66	1,395	869,545	623.33
Connecticut	2,248	1,309,620	582.57	2,328	1,369,698	588.36
New York	17,628	16,356,674	927.90	18,445	17,315,795	938.77
New Jersey	4,092	2,535,050	619.50	4,316	2,734,606	633.60
Pennsylvania	9,353	5,485,350	586.49	9,743	5,661,060	581.04
South Atlantic division:						
Delaware	272	132,061	485.50	289	138,249	478.37
Maryland	1,848	.....	.....	1,857	.....	.....
District of Columbia	1,284	877,103	683.10	1,349	905,428	671.18
Virginia	745	369,399	495.84	789	359,061	455.08
West Virginia	343	141,746	413.25	340	152,336	448.05
North Carolina .....	.....	.....	.....	.....	.....	.....
South Carolina	210	91,340	434.95	216	95,379	441.57
Georgia	857	436,910	509.81	837	452,795	540.97
Florida .....	.....	.....	.....	285	79,220	277.96
South Central division:						
Kentucky	1,127	640,800	568.59	1,119	649,654	580.57
Tennessee	698	360,738	516.82	739	381,219	515.86
Alabama	296	142,125	480.15	331	158,378	478.48
Mississippi	169	.....	.....	.....	.....	.....
Louisiana	877	407,290	461.41	861	394,212	457.85
Texas	1,093	625,632	572.40	1,179	662,721	562.10
Arkansas	234	119,565	510.97	235	119,565	503.79
Oklahoma .....	.....	.....	.....	112	46,125	411.83
Indian Territory .....	.....	.....	.....	.....	.....	.....
North Central division:						
Ohio	5,952	3,830,405	643.55	6,174	4,081,942	661.15
Indiana	2,578	1,460,373	566.47	2,654	1,553,097	585.19
Illinois	8,371	6,404,339	765.06	8,294	6,565,649	791.61
Michigan	3,109	1,738,872	559.33	3,382	1,886,587	557.83
Wisconsin	2,478	1,393,689	562.41	2,586	1,444,120	558.44
Minnesota	2,016	1,291,102	640.43	2,126	1,357,246	638.40
Iowa	1,920	935,885	487.44	1,972	976,241	495.01
Missouri	3,085	1,826,775	591.96	3,208	1,911,626	596.82
North Dakota .....	.....	.....	.....	55	33,258	604.69
South Dakota	53	27,590	492.68	55	25,484	463.35
Nebraska	672	436,790	649.98	705	456,224	647.13
Kansas	809	435,511	538.33	838	437,942	522.60
Western division:						
Montana	307	237,872	774.83	333	259,165	778.27
Wyoming .....	.....	.....	.....	.....	.....	.....
Colorado	946	803,188	849.04	1,011	856,354	847.08
New Mexico .....	.....	.....	.....	.....	.....	.....
Arizona .....	.....	.....	.....	23	15,461	672.22
Utah	401	231,268	576.73	428	248,543	580.71
Nevada .....	.....	.....	.....	.....	.....	.....
Idaho .....	.....	.....	.....	.....	.....	.....
Washington	712	430,777	605.02	779	505,932	649.46
Oregon	349	228,286	654.11	345	232,974	675.29
California	2,465	2,095,893	850.26	2,695	2,214,230	821.61

REGULATIONS RELATING TO CORPORAL PUNISHMENT IN CITIES OF
OVER 100,000 INHABITANTS.

Corporal punishment is forbidden in the schools of—

The entire State of New Jersey. (New Jersey School Laws, 1902, p. 46, sec. 106.)

New York City. (By-Laws, Board of Education, 1902, p. 41, sec. 451.)

Chicago, Ill. (Rules and Regulations, 1898, p. 28, sec. 62.)

Baltimore, Md. (Rules, 1901, p. 17, art. 181.)

Cleveland, Ohio. (Handbook, 1903, p. 90, sec. 22.)

St. Paul, Minn., except to repel violence, etc. (Annual Report, 1901-2, p. 252, sec. 134.)

Syracuse, N. Y. (Rules and Regulations, 1898, p. 30, sec. 20.)

Providence, R. I., in grades above primary; permitted only with parent's consent in primary grades. (By-Laws, 1897, p. 23, art. 15.)

REGULATIONS IN OTHER CITIES OF OVER 100,000 INHABITANTS.

Philadelphia, Pa.: There is no rule, but corporal punishment is said to have been abandoned by common consent.

St. Louis, Mo.: Not mentioned in Rules of 1902.

Boston, Mass.: Forbidden in high schools and kindergartens, and as to girls in any school. In any case it is restricted to blows upon the hand with a rattan. Each case must be reported through the principal to the superintendent. (Rules and Regulations, 1902, secs. 218 and 241.)

Buffalo, N. Y.: The schools must be governed, as far as possible, without corporal punishment. Except when the superintendent gives special permission to other teachers, only a principal or acting principal may inflict it. (Charter and Ordinances, 1896, Chap. XIV, p. 218, sec. 39.)

San Francisco, Cal.: May not be inflicted in the high schools or upon girls in any schools. It is permitted only in extreme cases and may be inflicted only by principals or by vice-principals with the consent of principals. Excessive punishment is prohibited, only a strap or a rattan being allowed. (Rules, 1900, p. 25, sec. 64.)

Cincinnati, Ohio: May not be inflicted for failures in lessons or recitations. Blows on head or violent shaking of pupils prohibited. (Sixty-sixth Report Board of Education, 1895-96, p. 199, sec. 84.)

Pittsburg, Pa.: Not forbidden, but is inflicted only in extreme cases. (Rept., 1900, p. 11.)

New Orleans, La.: Prohibited in Boys' High School, and in all girls' departments. May be inflicted only in extreme cases and then only upon the hands. (Rules and Regulations, 1901, p. 7, art. 7, secs. 5 and 7.)

Detroit, Mich.: Must be avoided if possible. Must not be inflicted without full knowledge and consent of principal. (Rules Board of Education, 1895, p. 29, rules 90 and 92c.)

Milwaukee, Wis.: Permitted, as last alternative, by principal only. Excessive punishment and lonely confinement prohibited. Must not be inflicted in presence of class. All cases must be reported monthly to superintendent. (Rules and Regulations Board of School Directors, 1898, art. 13, secs. 7 and 8.)

Washington, D. C.: Must be avoided if possible. All cases must be reported monthly to principal and through him and supervising principal to superintendent. (Rules, 1901, p. 10, sec. 50.)

Louisville, Ky.: Must be avoided as far as possible. Cruel punishment or confinement in closets prohibited. May be inflicted only after nature of offense has been fully explained to pupil. (Manual of School Board, 1898, p. 31, sec. 3, rule 3.)

Minneapolis, Minn.: Permitted only when all other means fail. Principal only may inflict corporal punishment; then only when parents give written consent.

Each case must be reported by principal to superintendent. (Report, 1902, p. 143, sec. 6.)

Indianapolis, Ind.: Must be avoided as far as possible. May be inflicted only in presence of principal, and must be immediately reported by him to superintendent. (Manual of Public Schools, 1900-1901, p. 51, sec. 11.)

Kansas City, Mo.: May be inflicted in cases of flagrant offenses, and then only after duly notifying parents or guardians of intended punishment; and if parent or guardian will administer punishment, so as to preserve discipline of the school, teacher must inflict no additional punishment. Must not be inflicted in presence of school, but at the close of session and in presence of two other teachers or the superintendent. (Rules and Regulations Board of Education, 1896, p. 24, sec. 88.)

Rochester, N. Y.: May be inflicted in extreme cases by the principal or, with his consent, by an assistant. (By-laws and Rules, Board of Education, 1898, p. 38, sec. 5.)

Denver, Colo., district No. 1: May be inflicted only after consultation with and with consent of principal. When practicable, superintendent should be consulted. All cases must be immediately reported to superintendent. (Twenty-fifth Annual Report Board of Education, district No. 1, 1899, p. 112.)

Toledo, Ohio: Forbidden in by-laws of 1885, p. 53, sec. 3. Not mentioned in by-laws of later date.

Allegheny, Pa.: Must be avoided when obedience and good order can be preserved by milder measures. (Rules, Annual Report Superintendent Public Schools, 1902, p. 123, art. 4, sec. 3.)

Columbus, Ohio: Allowed when all other means have failed. To be inflicted in schoolroom by pupil's teacher, the principal being the judge of special cases. Punishment in the nature of personal indignity forbidden. (Report, 1891, p. 136, secs. 27, 28.)

Worcester, Mass.: Permitted only in extreme cases, then only when approved by principal or superintendent. Must not be inflicted in presence of school. Teachers are required to make and keep complete records of all cases. (Rules of School Committee, 1900, p. 22, sec. 12.)

New Haven, Conn.: May be administered, with consent of principal, in extreme cases only, but never at same session of school at which the offense was committed. Cases to be reported monthly to superintendent. (Manual, 1891, p. 56, art. 12, sec. 176.)

Fall River, Mass.: May be inflicted where milder measures fail. Must not ordinarily be administered in presence of school. Record of each punishment and offense must be sent to superintendent for inspection of the board. (Rules and Regulations, 1894, p. 13, sec. 46.)

St. Joseph, Mo.: Must be avoided as far as possible. Each case to be reported to principal and by him monthly to superintendent. (Report, 1889-90, p. 170, sec. 13.)

Omaha, Nebr.: Teachers are required to govern their pupils by kindness and appeals to their nobler affections and sentiments. (Rules and Regulations, 1900, p. 55, sec. 105.)

Los Angeles, Cal.: Must be avoided if possible; switch or strap to be used; blows upon face or head forbidden. Report, 1901-2, p. 158, sec. 82.)

Memphis, Tenn.: Must be avoided when good order can be preserved by milder measures. (Manual, 1897-98, p. 53, sec. 48.)

Scranton, Pa.: No information is at hand.

TEMPERANCE INSTRUCTION IN THE PUBLIC SCHOOLS.

The following table shows the leading provisions of the statutes of the several States and Territories relating to temperance instruction in the public schools. The text of these laws is given in Chapter VI of the Annual Report of this Bureau for the present year (pp. 315-338).

EXPLANATION OF CHARACTERS.

M—The study of physiology and hygiene, with special reference to the effects of alcoholic drinks and narcotics upon the human system, is Mandatory in the public schools.

TT—It must be Taught in the same manner and as Thoroughly as other required branches.

TE—Teachers must pass a satisfactory Examination in this subject as a condition of employment.

A—The study must be taught in All schools supported in whole or in part by public funds.

AA—It is required of All pupils in All schools.

PRB—Pupils able to Read must be taught by means of text Books on the subject.

15-20 (or 1/4-20)—The text-books on physiology for primary and intermediate schools must give one-fifth (or one-fourth) their space to this subject, and those for high schools at least 20 pages.

SA—Text-books must give Space Adequate to the subject.

PE—Fupils must be Examined and tested in their knowledge of this subject before being promoted to higher grades.

SR—County or city Superintendent must Report to State superintendent to what extent this law has been complied with.

TC—Teacher must Certify in school register, before returning same at the end of the term, whether this law has been complied with in his school or grade.

TN—The subject must be Taught in Normal schools, teachers' training classes, and institutes.

P—The statute specifies a Penalty for violation. In other States it is punishable under some general penal statute.

n—A minimum Number of lessons per week and year is specified.

* Above primary.

° All pupils whose capacity will admit.

§ Above the fourth grade.

State or Territory.	Statutory provisions.									
Alabama.....	M	TT	TE	AA						
Alaska.....	M	TT	TE	AA	PRB					P
Arizona.....	M	TT	TE	AA	PRB					P
Arkansas.....	M		TE	AC				SR		
California.....	M			AA						
Colorado.....	M	TT		AA	PRB					
Connecticut.....	M		TE*						TN	
Delaware.....	M		TE	AA	PRB					P
District of Columbia.....	M	TT	TE	AA	PRB					P
Florida.....	M		TE							
Georgia.....	M	TT	TE	AA				SR		
Idaho.....	M		TE*							
Illinois.....	M	TT _n	TE	AA	PRB	15-20			TN	P
Indiana.....	M		TE	AA						P
Indian Territory.....	M	TT	TE	AA	PRB					P
Iowa.....	M	TT	TE	AA				SR		P
Kansas.....	M		TE	AA						
Kentucky.....	M	TT								
Louisiana.....	M		TE	A						
Maine.....	M		TE	A [°]						
Maryland.....	M	TT			PRB					
Massachusetts.....	M	TT		AA						
Michigan.....	M	TT		AA	PRB	14-20		TC		P
Minnesota.....	M		TE					SR		P
Mississippi.....	M		TE	A						
Missouri.....	M		TE							
Montana.....	M									
Nebraska.....	M		TE	A						
Nevada.....	M									
New Hampshire.....	M	TT		A*						P
New Jersey.....	M	TT	TE	AA	PRB	SA				P
New Mexico.....	M	TT	TE	AA	PRB					P
New York.....	M	TT _n	TE	A	PRB	15-20	PE	SR	TN	P
North Carolina.....	M									
North Dakota.....	M	TT	TE							
Ohio.....	M	TT	TE							P
Oklahoma.....	M	TT	TE	AA			PE		TN	P
Oregon.....	M	TT		AA	PRB					P
Pennsylvania.....	M	TT	TE	AA	PRB§			TC		P
Rhode Island.....	M			A				SR		
South Carolina.....	M			A						
South Dakota.....	M		TE							
Tennessee.....	M	TT	TE	AA						
Texas.....	M		TE	A						
Utah.....	M			A						
Vermont.....	M									
Virginia.....	M	TT								
Washington.....	M									P
West Virginia.....	M	TT	TE	AA						P
Wisconsin.....	M		TE	AA						
Wyoming.....	M		TE	A*				SR		P

BENEFACTIONS TO EDUCATION.

Classes of institutions.	1900-1901.		1901-2.	
	Number of institutions receiving benefactions.	Amounts.	Number of institutions receiving benefactions.	Amounts.
Universities and colleges	270	\$17,023,202	251	\$14,840,629
Colleges for women:				
Division A	8	591,235	13	1,466,680
Division B	37	343,986	27	305,875
Schools of technology	4	82,000	12	426,783
Schools of theology	49	946,473	55	1,269,433
Schools of law	4	103,060	8	52,859
Schools of medicine ^a	11	209,192	15	151,573
Public normal schools	6	167,337	3	150,420
Private normal schools	15	448,355	9	550,916
Public high schools	57	36,656	84	142,936
Private high schools	166	1,206,974	174	980,685
Total	627	21,158,400	651	20,348,739

^a Including schools of dentistry, pharmacy, and veterinary surgery.

Benefactions to educational institutions, 1871-1902.

1871	\$8,593,740	1888-89	\$6,942,058
1872	10,072,540	1889-90	^a 8,011,019
1873	11,225,977	1890-91	^a 8,519,233
1874	6,053,804	1891-92	^a 8,721,902
1875	4,126,562	1892-93	^a 8,207,690
1876	4,691,845	1893-94	^a 10,855,365
1877	3,015,256	1894-95	^b 8,240,876
1878	3,103,289	1895-96	^b 11,677,048
1879	5,249,810	1896-97	^b 10,049,141
1880	5,518,501	1897-98	^b 10,981,209
1881	7,440,224	1898-99	^b ^c 25,332,792
1882-83	7,141,363	1899-1900	^b 15,066,561
1883-84	11,270,286	1900-1901	^b 21,158,400
1884-85	9,314,081	1901-2	^b 20,348,739
1885-86	5,976,168		
1886-87	7,512,910		
1887-88	6,646,368		
		Total for 32 years.....	291,059,209

COEDUCATION OF THE SEXES.

The policy of coeducation in the universities of the United States has been vigorously discussed in the public press during the current year, and many inquiries as to the policy have been received in this office from our own and from foreign countries.

This revival of interest appears to be due to certain readjustments which have been made at the Leland Stanford Junior and Chicago universities, the former limiting the number of women students in attendance at any one time to 500, and the latter arranging for the separate instruction of men and women (or, as it is termed, segrega-

^a Does not include gifts to secondary schools.

^b Includes gifts to normal and secondary schools.

^c Leland Stanford Junior University alone received \$11,000,000 in 1898-99.

tion) during the first two years of the university course. Dr. David Starr Jordan, president of Leland Stanford Junior and Dr. W. R. Harper, president of Chicago, both disclaim any intention of antagonizing the general policy of coeducation by these modifications. Apart from these changes, the actual status of our schools and higher institutions remains as reported last year.

In the elementary schools coeducation is the general practice. Exceptions are indeed found in a few cities (less than 6 per cent of the total number), situated for the most part on the eastern border of the country, but these exceptions are in the main due to accidental conditions, such as the location or structure of school buildings. In some cases they are survivals from the period of feeble beginnings, when experiments in the direction of public schools were cautiously begun by the establishment of schools for boys.

The tendency is to do away with the separate schools where these exist; thus, out of 15 cities which in 1891 reported separate high schools, three have since adopted the coeducation plan. Of a total of 6,005 public high schools reporting to the Office the present year, 98 per cent are mixed schools. The majority, even of private secondary schools reporting to the Office, are also mixed schools, viz, 1,121, or 53.7 per cent, in a total of 1,987.

The policy of coeducation in higher institutions was inaugurated by Oberlin College, Ohio, in 1833. In 1880, that is, forty-seven years from the founding of Oberlin, more than half the colleges of the country—51.3 per cent (technical schools not included)—had adopted the policy. In the decade 1880 to 1890 the proportion increased to 65.5 per cent. In 1900 it had risen to 71.6 per cent. In the number of coeducational institutions reporting to this Office in 1891-92 were included 24 State universities and 8 private foundations of the highest order. Since that time there have been added to the list 6 State universities, 3 Territorial universities, and 6 private institutions of high order. Several colleges have also adopted coeducation during the last decade, which in respect to scholastic standards and present equipments might well be classed with some of the State institutions included above; but for obvious reasons the latter must exert an influence in the development of their States beyond what is possible for any local college.

Foreign countries.—In England 65 per cent of the departments into which the elementary schools are divided have boys and girls in the same classes; in Scotland, 97 per cent. Statistics for Ireland show that 51 per cent of the national schools have a mixed attendance of boys and girls.

Separate education is the general policy in English schools of secondary grade, and where both sexes are admitted to the same school it is generally to separate departments. The royal commission on secondary education advocate the extension of the coeducational policy, and since the publication of their report (1895) experiments in this direction have noticeably increased.

In the British colonies, with very few exceptions, both mixed and separate schools are found. In Ontario all the schools are mixed. In Quebec the schools for English children are, as a rule, mixed, but in those for the French the sexes are separated. In the Australasian colonies the tendency to separate departments for boys and girls is noticeable in cities. In Cape Colony, while nearly all schools are mixed, separate schools for girls are encouraged.

In France custom and sentiment favor the separate education of boys and girls, and the law requires every commune having above 500 inhabitants to establish a separate school for girls unless specially authorized to substitute therefor a mixed school.

In secondary schools, public and private, separate education is the universal rule.

Germany.—Separate education is the preferred policy of the German States, but is not practicable in the rural primary schools. According to statistics of 1891, in Prussia two-thirds of the children in the common schools were in mixed classes, but

in the cities the proportion was only three-tenths. In Saxony only the two lowest classes are mixed, so that separation occurs generally at the tenth year of age—always by the twelfth.

Other continental countries.—Similar conditions prevail in the remaining countries of Europe, the tendency toward separation being most strongly marked in the Catholic countries. In Italy the law calls for separate schools for boys and girls, and if they attend at the same building it must be in separate departments, each provided with its own entrance door. The lowest classes, however, may be, and often are, mixed.

In Norway, and to a less extent in Denmark, girls are securing admission to secondary schools formerly reserved for boys.

The South American republics follow the precedent of the Latin States of Europe. Brazil, like Italy, requires separate schools for the two sexes. In 1888 the experiment of admitting boys and girls to the same class room was made in a few schools, but they were seated in different rooms outside of recitation hours.

Coeducation in the universities of Europe.—At Oxford University women are admitted by courtesy to the lectures of about 160 professors and readers. They are also admitted to the examinations for B. A., but the degree itself is not conferred upon them. Substantially the same arrangements have been adopted at Cambridge. Durham University confers upon women all degrees excepting those in divinity. London University, Victoria University, and the University of Wales make no discriminations on account of sex.

The university colleges established in England since 1868 are open to men and women. By the "universities act" of 1889 the Scotch universities were authorized to open their doors to women. Edinburgh admits them to the classes with men. Glasgow has affiliated Queen Margaret College for Women, and more recently (1895) opened all lectures in the faculty of arts to women. The University College of Dundee, affiliated to St. Andrews, is coeducational.

Women are admitted to all the privileges of the Royal University of Ireland. Trinity College, Dublin, does not admit women, but "special examinations for women outside the course for students of the college were established about twenty-five years ago, and are still continued."

In 1897 there were altogether 3,550 women in attendance upon universities and university colleges in Great Britain and Ireland.

In France women have never been legally deprived of university privileges, and since 1863, when the first woman was enrolled in the Paris faculties, the number of women matriculates has been gradually increasing.

The number of women students registered in the French universities in 1898 was 871 on a total of 28,782.

The universities and secondary schools of Italy admit students of both sexes to the same class, a policy at variance with that pursued in the elementary schools.

Women have recently been admitted to courses in the universities of Germany, Austria, and Hungary, special authorization being required in each individual case.

In 1898-99 the Prussian universities granted the privilege of attendance to 414 women as against 117 in 1895-96.

The University of Athens was open to women in 1890.

FREE TEXT-BOOKS.

In the following-named States text-books are required to be furnished free: Delaware, Idaho, Maine, Maryland, Massachusetts, Nebraska, New Hampshire, New Jersey, Pennsylvania, Rhode Island, Vermont, Wyoming (12 States).

In the following-named States authority is vested in local boards or voters to determine whether text-books shall be furnished free: Colorado, Connecticut, District of Columbia, Iowa, Kansas, Michigan, Minnesota, Montana, New York, North Dakota, Ohio, South Dakota, Utah, West Virginia, Wisconsin (15 States).

IN CITY SCHOOLS.

In January, 1903, the following inquiries were addressed to the superintendent of city schools of each of the 161 cities of 25,000 population and over in the United States:

1. Are text-books furnished free to all the pupils in any of the grades of your city schools?
2. In what year did the city begin to furnish free text-books in any of the grades?
3. In which grades were they then supplied to all the pupils in said grades?
4. In which grades of your schools are they now furnished to all the pupils?

Responses were received from 159 of the 161 superintendents. In many cases the information was not complete. The answers to the inquiries, so far as could be tabulated, are given for each city in the following table:

Name of city.	Population in 1900.	Are free text-books furnished?	City began to furnish free text-books.	In which grades then supplied?	In which grades now furnished?
New York, N. Y.	3,437,202	Yes...	1878	All grades	All grades.
Chicago, Ill.	1,698,575	No.			
Philadelphia, Pa.	1,293,697	Yes...	1818	All grades	Do.
St. Louis, Mo.	575,238	Yes...	1897	1 to 4, inclusive	1 to 4, inclusive. ^a
Boston, Mass.	560,892	Yes...	1884	All grades	All grades.
Baltimore, Md.	508,957	Yes...	1884	do	Do.
Cleveland, Ohio.	381,768	Yes...	1901	3 to 8, inclusive ^b	3 to 8, inclusive. ^b
Buffalo, N. Y.	352,387	Yes...	1893	All grades	All grades.
San Francisco, Cal.	342,782	No.			
Cincinnati, Ohio	325,902	Yes...	1899	7 and 8	3 to 8, inclusive.
Pittsburg, Pa.	321,616	Yes...	1894	All grades	All grades.
New Orleans, La.	357,104	No.			
Detroit, Mich.	285,704	Yes...	1892	Elementary grades	Elementary grades.
Milwaukee, Wis.	285,315	No.			
Washington, D. C.	278,178	Yes...	1891	1 to 4, inclusive	1 to 8, inclusive
Newark, N. J.	245,070	Yes...	1838	All grades	All grades.
Jersey City, N. J.	206,433	Yes...	1830	Primary grades	All grades. ^c
Louisville, Ky.	204,731	No.			
Minneapolis, Minn.	202,718	Yes...	1893	All grades	Elementary grades.
Providence, R. I.	175,597	Yes...	1893	do	All grades.
Indianapolis, Ind.	169,164	No.			
Kansas City, Mo.	163,732	No.			
St. Paul, Minn.	163,065	No.			
Rochester, N. Y.	132,608	No.			
Denver, Colo. (district No. 1)	133,859	Yes...	1883	Elementary grades	Elementary grades.
Toledo, Ohio	131,822	Yes...	1894	All grades	All grades.
Allegheny, Pa.	129,896	Yes...	1893	do	Do.
Columbus, Ohio	125,560	No.			
Worcester, Mass.	118,421	Yes...	1881	All grades	All grades.
Syracuse, N. Y.	108,374	Yes...	1887	1 to 3, inclusive	Elementary grades
New Haven, Conn.	108,027	Yes...	1880	All grades	All grades.
Paterson, N. J.	105,171	Yes...	1860	do	Do.
Fall River, Mass.	104,863	Yes...	1874	do	Do.
St. Joseph, Mo.	102,979	No.			
Omaha, Nebr.	102,555	Yes...	1888	All grades	Do.
Los Angeles, Cal.	102,479	No.			
Memphis, Tenn.	102,320	No.			
Scranton, Pa.	102,026	Yes...	1888	All grades	Do.
Lowell, Mass.	94,969	Yes...	1881	do	Do.
Albany, N. Y.	94,151	No.			
Cambridge, Mass.	91,886	Yes...	1884	All grades	Do.
Portland, Oreg.	90,426	No.			
Atlanta, Ga.	89,872	No.			
Grand Rapids, Mich.	87,565	No.			
Dayton, Ohio	85,333	No.			

^a Free books and stationery will be furnished all grades September, 1903.

^b Spellers, 3 to 8, inclusive. Geographies, 4 to 8, inclusive.

^c Since 1848, all grades.

Name of city.	Population in 1900.	Are free text-books furnished?	City began to furnish free text-books.	In which grades then supplied.	In which grades now supplied.
Richmond, Va.	85,050	No.	.....	.....	.....
Nashville, Tenn.	80,865	No.	.....	.....	.....
Seattle, Wash.	80,671	Yes	1897	All grades.	All grades.
Hartford, Conn.	79,850	Yes	1902	Elementary grades.	Elementary grades.
Reading, Pa.	78,961	Yes	1892	All grades.	All grades.
Wilmington, Del.	76,508	Yes	1875	do	Do.
Camden, N. J.	75,935	Yes	1883	do	Do.
Trenton, N. J.	73,307	Yes	1887	All grades.	Do.
Bridgeport, Conn.	70,996	No.	.....	.....	.....
Lynn, Mass.	68,513	Yes	1884	All grades.	Do.
Oakland, Cal.	66,960	No ^a	.....	.....	.....
Lawrence, Mass.	62,559	Yes	1884	All grades.	Do.
New Bedford, Mass.	62,442	Yes	1884	do	Do.
Des Moines, Iowa.	62,139	Yes	1899	do	Do.
Springfield, Mass.	62,059	Yes	1884	do	Do.
Somerville, Mass.	61,643	Yes	1884	do	Do.
Troy, N. Y.	60,651	No.	.....	.....	.....
Hoboken, N. J.	59,364	Yes	1855	All grades.	Do.
Evansville, Ind.	59,007	No.	.....	.....	.....
Manchester, N. H.	56,187	Yes	1830	All grades.	Do.
Utica, N. Y.	56,283	No.	.....	.....	.....
Peoria, Ill.	56,100	Yes	1900	First grade.	First grade. ^b
Charleston, S. C.	55,807	No.	1856	Primary grades.	None.
Savannah, Ga.	54,244	No.	.....	.....	.....
Salt Lake City, Utah	53,581	Yes	1892	1 to 8, inclusive.	1 to 8, inclusive.
San Antonio, Tex.	53,321	No.	.....	.....	.....
Duluth, Minn.	52,969	Yes	1886	Elementary grades. ^c	All grades.
Erie, Pa.	52,733	Yes	1893	Elementary grades.	Do.
Elizabeth, N. J.	52,130	Yes	1850	All grades.	Do.
Wilkesbarre, Pa.	51,721	Yes	1892	Elementary grades. ^c	Do.
Kansas City, Kans.	51,418	No.	.....	.....	.....
Harrisburg, Pa.	50,167	Yes	1891	Primary grades.	Do.
Portland, Me.	50,145	Yes	1890	All grades.	Do.
Yonkers, N. Y.	47,931	Yes	1882	do	Do.
Norfolk, Va.	46,624	Yes	1865	do	Do.
Waterbury, Conn.	45,859	Yes	1896	do	Do.
Holyoke, Mass.	45,712	Yes	1883	do	Do.
Fort Wayne, Ind.	45,115	No.	.....	.....	.....
Youngstown, Ohio.	44,885	No.	.....	.....	.....
Houston, Tex.	44,633	Yes	1900	1 to 4, inclusive.	1 to 4, inclusive.
Covington, Ky.	42,933	No.	.....	.....	.....
Akron, Ohio.	42,728	Yes	1896	1 to 8, inclusive.	1 to 8, inclusive.
Dallas, Tex.	42,638	No.	.....	.....	.....
Saginaw, Mich.	42,345	Yes	1885	All grades.	All grades.
Lancaster, Pa.	41,469	Yes	1887	do	Do.
Lincoln, Neb.	40,169	Yes	1891	do	Do.
Brockton, Mass.	40,063	Yes	1884	do	Do.
Binghamton, N. Y.	39,647	Yes	1888	1 to 4, inclusive.	Elementary grades
Augusta, Ga.	39,441	No.	.....	.....	.....
Pawtucket, R. I.	39,231	Yes	1893	All grades.	All grades.
Altoona, Pa.	38,973	Yes	1888	do	Do.
Wheeling, W. Va.	38,878	No.	.....	.....	.....
Mobile, Ala.	38,469	No.	.....	.....	.....
Birmingham, Ala.	38,415	No.	.....	.....	.....
Little Rock, Ark.	38,307	No.	.....	.....	.....
Springfield, Ohio.	38,353	Yes	1895	All grades.	1 to 4, inclusive. ^d
Galveston, Tex.	37,789	No.	.....	.....	All grades.
Tacoma, Wash.	37,714	No.	.....	.....	.....
Haverhill, Mass.	37,175	Yes	1881	All grades.	Do.
Spokane, Wash.	36,848	Yes	1898	do	Do.
Terre Haute, Ind.	36,673	No.	.....	.....	.....
Dubuque, Iowa.	36,297	No.	.....	.....	.....
Quincy, Ill.	36,252	No.	.....	.....	.....
South Bend, Ind.	35,999	No.	.....	.....	.....
Salom, Mass.	35,956	Yes	1884	All grades.	Do.
Johnstown, Pa.	35,936	Yes	1875	Elementary grades.	Do.
Elmira, N. Y.	35,672	No.	.....	.....	.....
Allentown, Pa.	35,416	Yes	1893	All grades.	Do.
Davenport, Iowa.	35,254	No.	.....	.....	.....
McKeesport, Pa.	34,227	Yes	1894	All grades.	Do.
Springfield, Ill.	34,159	No.	.....	.....	.....
Chelsea, Mass.	34,072	Yes	1885	All grades.	Do.
Chester, Pa.	33,988	Yes	1864	.....	Do.
York, Pa.	33,708	Yes	1893	All grades.	Do.
Malden, Mass.	33,664	Yes	1884	do	Do.
Topeka, Kans.	33,608	No.	.....	.....	.....

^a Certain supplemental books furnished in elementary grades.^c Readers only.^b Readers to all elementary grades.^d Supplemental readers only.

Name of city.	Population in 1900.	Are free text-books furnished?	City began to furnish free text-books.	In which grades then supplied.	In which grades now furnished.
Newton, Mass.	33,587	Yes	1884	All grades	All grades.
Sioux City, Iowa.	33,111	No			
Bayonne, N. J.	32,722	Yes	1893	All grades	Do.
Knoxville, Tenn.	32,637	No			
Schenectady, N. Y.	31,682	No			
Fitchburg, Mass.	31,531	Yes	1884	All grades	Do.
Superior, Wis.	31,091	Yes	1891	do	Do.
Rockford, Ill.	31,051	No			
Taunton, Mass.	31,036	Yes	1884	All grades	Do.
Canton, Ohio	30,667	No			
Butte, Mont.	30,470	Yes	1897	1 to 8, inclusive.	1 to 8, inclusive.
Montgomery, Ala.	30,346	No			
Auburn, N. Y.	30,345	No ^a			
Chattanooga, Tenn.	30,154	No			
East St. Louis, Ill.	29,655	No ^b			
Joliet, Ill.	29,353	No ^b			
Sacramento, Cal.	29,282	No			
Racine, Wis.	29,102	No			
La Crosse, Wis.	28,895	Yes	1882	All grades	All grades.
Williamsport, Pa.	28,757	Yes	1893	do	Do.
Jacksonville, Fla.	28,429	No			
Newcastle, Pa.	28,339	Yes	1893	All grades	Do.
Newport, Ky.	28,301				
Oshkosh, Wis.	28,284	No ^c			
Woonsocket, R. I.	28,204	Yes	1877	1 to 9, inclusive.	All grades. ^d
Pueblo, Colo. (Dist. No. 1)	28,157	No			
Atlantic City, N. J.	27,838	Yes	1888	All grades	All grades.
Passaic, N. J.	27,777	Yes	1870	do	Do.
Bay City, Mich.	27,628	Yes	1889	1 to 8, inclusive.	All grades. ^e
Fort Worth, Tex.	26,688	No			
Lexington, Ky.	26,369				
Gloucester, Mass.	26,121	Yes	1884	All grades	All grades.
Joplin, Mo.	26,023	No			
South Omaha, Nebr.	26,001	Yes	1891	All grades	Do.
New Britain, Conn.	25,998	Yes	1897	Elementary grades.	Elementary grades.
Council Bluffs, Iowa	25,802	Yes	1902	All grades	All grades.
Cedar Rapids, Iowa	25,656	Yes	1902	do	Do.
Easton, Pa.	25,238	Yes	1889	do	Do.
Jackson, Mich.	25,180	No			

^a Readers only.^b Supplemental readers only.^c Only music books and supplemental readers.^d French, German, Latin, and Greek books are not furnished.^e High school included in 1899.

EDUCATION IN CUBA AND MEXICO.

[The Bureau is indebted to the courtesy of the honorable the Secretary of State for the following translations of articles on education in Cuba and the district of Mexico, and for the report of a visit to the public schools of Cienfuegos, Cuba, by Mr. Max J. Baehr, United States consul.

The account of the condition of education in Cuba is taken from the message of President Palma while the article relating to Mexico is taken from the message of President Diaz.

Consul Baehr's report of his visit to the schools of Cienfuegos is especially interesting as being the testimony of an outsider to the condition of schools in a Cuban city.]

EXTRACT FROM MESSAGE OF THE PRESIDENT OF CUBA.

The Government continues to devote special attention to the important branch of public instruction, convinced that individual and collective culture is the fundamental basis of modern democracy and that it is indispensable, in order to make out of the Cuban people a people prosperous and obedient, to persevere in the sacrifices required by the propagation of learning in all its grades, primary, secondary, superior, and

professional. The work is slow; the results are not felt at once, as are those produced by the efforts to materially improve. However, the product will be certain and the harvest abundant. We are behind in the race in which civilized peoples have been competing since the dawn of the nineteenth century, and we must regain the time lost by energy and constancy. The aim is eminently social and can not be attained without the cooperation of all who constitute our population, some exercising the initiative corresponding to them by reason of their superior culture, the others—who, unfortunately, form the greater number—following the counsels and guidance of those best fitted.

Our scholastic organization, based on military orders 266 of 1899 and 368 of 1900, with some modifications contained in later orders, calls upon parents to directly participate in the matter of schools, through the boards of education clothed with the powers necessary, although under the general supervision of the State.

There has been a decrease in the number of schoolhouses during the present year. The average of the four months is 1,847 schools for last year, with 3,489 schoolrooms, against 1,373 schools and 3,328 rooms for the present year, or, that is, 161 schoolrooms less.

Divers causes occasioned this decrease. It has been endeavored to group the greatest possible number of rooms in the same premises for the purposes of economy and add to others existing, where the scholastic population is more dense, the pupils of those which have been abolished on account of the very small average of attendance. Furthermore, after the last examination the number of teachers qualified legally to teach in public schools was found to be short. For this reason many rooms were without teachers. Several have since been provided for, but to do so it has been necessary to qualify persons who in the examinations had obtained the best marks among the nonaccepted. Notwithstanding, not a few rooms are still without teachers, principally in the rural wards of districts like Jiguani, Sagua de Tanamo, Baracoa, Mantua, and Guane, for which no aspirants present themselves, due, without doubt, to the difficulties of communication.

The average number of scholars during the four months was 158,104 in 1901-2—84,191 males and 73,913 females, and in 1902-3 140,276—80,654 males and 67,622 females, a decrease of 9,826. This difference is due in part to the number of schools without teachers in the remote rural districts and principally to the efficacy of the administrative and pedagogic inspection of the schools, since with the experience acquired the school lists have improved, they having been deficient before on account of the desire of many teachers to maintain the greatest number of inscriptions therein. It was the custom to show as scholars throughout the course those who had at some time attended the school; now the scholar who fails to attend for a whole month is not included in the lists.

The causes shown for the decrease in the lists also explain the slight decrease noted in the average daily attendance—116,773 in 1902-3 against 119,995 in 1901-2. However, if the percentage of daily schoolroom attendance is compared with scholars registered we find an increase in favor of the present year amounting to more than 3 per cent in November and December, 4 per cent in January, and 2 per cent in February. The attendance would have been greater in January and February if there had been no epidemic of smallpox, ophthalmia, and grippe. In some cases it has been necessary to temporarily close a school. Another fact that is revealed by the scholastic statistics and reports received in the department of public instruction is that the rural populace is rapidly returning to its respective districts as the agricultural reconstruction advances. They again take up the old farms and in the towns and villages the scholastic population is decreasing, moving to the country. Thus it results that attendance is decreasing in the urban centers and it is necessary to move schools or rooms in order to put them within the reach of the country folk. This is now being done—not always, unfortunately, through the initiative of the boards of education,

the most called upon to know of those changes in residence—but through the work of agents of the central government. The result of the scholastic census made in this second half of March past is not yet known. As soon as it is definitely learned the establishment of schools as demanded by circumstances will be prepared and carried out. The executive is awake to the necessity of propagating the advantages of instruction among our sober and industrious country people.

As a result of the reforms made up to the present time in the distribution of schools an economy in salaries of \$23,727.82 and in rents of \$10,454.42 has been obtained. It would be highly advantageous for the State to use these savings in building school-houses, beginning with the rural districts, where building can be done at small cost and with economy to the treasury and advantages of instruction. High rent for bad palm houses is now paid and the State not only suffers a loss but the children of our country districts do not find the comfort to be desired in the school.

With the publication of order 4 of 1902, the cooperation of private initiative in the work of popular education was formally recognized by the State. Private schools had grown to 610 in number, with a total of 24,333 pupils, but since then the number has been reduced to 428 schools with 25,675 pupils.

That the public school is acquiring prestige is not to be doubted. Many are the districts in which there are no private schools, and the scholastic populace, without distinction of classes, attend the public schools. The administration recognizes the liberty to teach, following the principle of the law; however, it will see that the teachers have the fitness necessary and that the schools are installed in a way adapted to their purpose.

As is known the State provides secondary instruction in the secondary instruction institutes. To some of them special or professional teaching and preparatory courses are added, in which is comprised the superior primary instruction not yet furnished in our public schools.

The total number of registered scholars in these institutions, including the pupils of incorporated colleges, amounts to 1,016 in the present course. The number of registered scholars in the university during the current academic course is 534, as per the following summary:

Faculty of letters and sciences.....	138
Faculty of medicine and pharmacy	247
Faculty of law	149
Total of the university.....	534

The progress made in both the institutes and the university is notable, thanks to the efforts of the professors and the cooperation, each day more efficacious, of the scholars. While the number of scholars in some studies considered separately is very small it should be taken into account that these studies are of recent creation, and that it is necessary to preserve them because later on when the country shall have recovered from the losses of the war they will be of genuine advantage.

The new premises to which the university has been transferred—so advantageously situated—required considerable improvement to properly adapt them to the purpose to which they are now applied. To this end an allotment of \$50,000 already appears in the general estimates, and this is but the first of the allotments which must be applied to the improvement. The botanical garden and the experimental agricultural station are the object of special attention by the Government. Another thing that is the subject of study, and will later on be subject of a communication, is the necessity of preparing young men for the telegraph service, and attaching to some institutes of secondary instruction the instruction indispensable to the profession of navigator, on account of the advantage and necessity of preparing seamen qualified for our merchant marine, which may become relatively large in an insular country

like ours, not to consider the necessity to guard and defend our coasts and adjacent keys and islands.

The school of painting and sculpture has always been well attended. At present it has 625 registered scholars, 548 in elemental and 77 in superior studies. If the condition of the treasury is favorable when next year's budget is made up, we can perhaps think of organizing a modest conservatory of belles arts, where music, voice culture, and elocution can also be studied.

The school of arts and trades of Habana, in charge of the State, which has built a grand building for the school and acquired a great quantity of material for instruction, is one of the most useful institutions we possess. It has 451 scholars registered, 308 day and 143 night, with an average attendance of 350. Considering that there have been disbursed from the State treasury great sums of money to build a fine building and acquire teaching material, and also considering that it is yet necessary to spend a great deal of money to equip the school to the extent required by its importance and the benefits it furnishes our laboring classes, I consider that the school of arts and trades of Habana has become a property of the State rather than of the province. Furthermore, the State stands in a more favorable position to look after its sustenance and introduce therein improvements and modern equipment necessary to an institution of its kind of such notable advantage.

There is a normal kindergarten school in operation in this city. Twenty registered students and some auditors attend. There are but few schools of the Froebel system on the island, and it is the purpose of the administration to support them and increase their number without burdening the treasury.

I am convinced that in no other branch of the administration is legislative instability so prejudicial as in matters of public instruction. After a general organization of instruction has been founded among us that is a considerable advancement over the one that formerly existed we should direct our activity to taking advantage of the existing means as far as possible and not begin a new organization when the present one has hardly been completed. This does not exclude such reforms as are absolutely indispensable.

Reports and statistics of our educational institutions will be published at the end of the school and academic year, and then the administration of public instruction during the first year of our existence as a nation can be judged fully.

A VISIT TO THE SCHOOLS OF CIENFUEGOS, CUBA.

CONSULATE OF THE UNITED STATES,

Cienfuegos, Cuba, March 3, 1903.

Hon. FRANCIS B. LOOMIS,

Assistant Secretary of State, Washington, D. C.

SIR: Through the courtesy of Mr. Vincent P. Lombard, superintendent of public schools at Cienfuegos, I had the opportunity to visit the schools of which I have made the following report, which I have the honor to submit to your consideration.

The by-laws and regulations of the city district of Cienfuegos public schools are very similar to those of the State of Ohio. It consists of a board of education, composed of 1 president and 6 members, all vested with legislative power and authority in matters pertaining to the fulfillment of all orders and instructions received from the secretary of public instruction relative to the management and teachings of the public school system.

NUMBER OF SCHOOLS.

They have in the city district of Cienfuegos ten schools, comprising from the kindergarten to the fourth grade. Children are admitted in the kindergarten from $3\frac{1}{2}$ to $5\frac{1}{2}$ years of age. School age is set for all children between the ages of 6 and 14.

Branches of study taught in the public schools are reading, writing, language lessons, geography, arithmetic, drawing, physiology and hygiene, history, and physical culture. The first and second grade students are children that average from 6 to 10 years of age; they receive the same tuition as those of the third and fourth grades with the exception of history, which is not taught in the first and second grades.

The board was unable to secure for this session, as they did for the last school session, a good teacher for the useful and interesting branch of sloyd and manual training.

ENGLISH LANGUAGE.

The English language is taught by special teachers thrice weekly to all the pupils of the second, third, and fourth grades.

NUMBER OF TEACHERS AND CERTIFICATES.

There are in the city district of Cienfuegos 60 public school teachers, all of whom are provided with certificates of examination from the board of superintendents as the requisite for teaching in public schools in Cuba. Of these 60 teachers, there are 2 without class rooms, who act as principals of each department of the central school.

There are also 3 English teachers, whose duty it is to go from one class room to another teaching the language in all the schools.

LOCATION OF SCHOOLS.

It was owing to the constant exertions of Mr. Pedro M. Hernandez, president of the board of education, and through the efforts of Lieut. Matthew E. Hanna, U. S. Army, ex-commissioner of public schools during the United States military government in Cuba, that the board obtained their best school site, called "Escuela Central," situated in the most central part of the city, the building occupying a whole block, from Santa Clara, Tacon, and Cuartel streets.

This building was modernized and improved by the United States military government. It has two departments, one for the boys and the other for girls; the former has 14 class rooms and the latter has 11, one of which is devoted to the kindergarten.

In both of these departments the class rooms are spacious, having excellent hygienic conditions, light and ventilation, and each is capable of seating 60 pupils. The artistic decorations in these class rooms are made by the skillful hands of their respective teachers, and are admired by numerous foreigners who visit the schools. Such combinations of art and natural objects in the class rooms brighten and impart mirth and beauty, thus making the children happy.

The plumbing and other conveniences in this building are superb, and nothing was spared by the government, to which it belongs, to make it a first-class school building, being the second in Cuba.

OTHER SCHOOLS.

At the four cardinal points of the city are established two schools, one for boys and the other for girls, which are denominated the northern, southern, eastern, and western ward schools. These school buildings not being the property of the government, rent must be paid for them, ranging from \$30 to \$45 per month, and the conditions of the houses and class rooms are not of the best.

SCHOOL FURNITURE.

The school furniture is of modern style, of the best quality manufactured in the United States, and in a fairly good condition, and all the schools are well supplied, having done away with the old style of benches and desks so characteristic of colonial times.

APTITUDES OF TEACHERS.

Fitness and competency of teachers for the discharge of their duties seem to be fairly good, as far as I am able to judge. It appears that they practice order and discipline, and at the same time impress it well upon the minds of their pupils.

RECESSES.

The recreation grounds in both departments of the central school are ample and in good condition. Children of the first grade have a recess of one hour, divided into periods of a quarter of an hour each in both the morning and noon sessions. Those of the second, third, and fourth grades get only half an hour recess daily.

ATTENDANCE.

There is a regular daily attendance of over 2,000 children of both sexes at the city district of Cienfuegos, of which attendance about 1,082 are males and 975 females, making a total of 2,057, which gives an average of 37.20 pupils to each teacher.

SALARIES OF TEACHERS.

Teachers of the first and second grades get from \$30 to \$40, those of the third and fourth grades get from \$60 to \$75 per month.

TEXT-BOOKS AND SCHOOL SUPPLIES.

All the schools are very well supplied with text-books and school material, all of which are furnished by American publishers and suppliers from the United States.

I have the honor to be, sir, your obedient servant,

MAX J. BAEHR, *United States Consul.*

EDUCATIONAL MATTERS IN THE DISTRICT OF MEXICO.

[From the Mexican Herald, April 2, 1903.]

The school premises intended for primary instruction are being gradually improved, both for the purpose of affording accommodations for the increased attendance and to place their hygienic conditions on a better footing. This has entailed a noteworthy increase in the outlay for rents.

The number of pupils entered on the rosters of the compulsory schools is 46,000, and as the census of the district shows a total population of 56,000 children of school age, it is evident that about 10,000 do not attend the official schools, the majority of them going to private schools.

The usual system of examination in the superior primary schools has been replaced by another method from which better results are expected, and, in addition to the traditional prizes, annual periods of scholastic festivals have been inaugurated with brilliant success. In accordance with a legal enactment, the creation of superior primary schools, with a special section attached, has been initiated, and one such establishment, viz, the mercantile school for young ladies, named for the conspicuous statesman, Miguel Lerdo de Tejada, has been started under the direction of a distinguished teacher.

The normal school for men, reorganized in accordance with a new plan which creates two grades of masters, is now working with a roster of 67 pupils taking the normal course, a number never before attained, and 558 boys in the attached primary school.

In the normal school for young ladies there are 357 pupils taking the course for teachers and 775 girls in the attached school.

In a special section of the office of the assistant secretary of education a registry of the personnel of the official schools has been opened, containing a record of all the facts in the scholastic life of each of the masters.

In the international exposition of scholastic material, inaugurated at Santiago, Chile, on December 14 last, the exhibit of the district, prepared by the director of the normal school, won the first prize.

In the territories success has also been attained in the material and intellectual improvement of primary instruction. In the territory of Quintana Roo schools have been founded and are already in operation.

The Government recently acquired a property contiguous to the national preparatory school which will be used chiefly to provide a large hall for public lectures.

In accordance with the new plans in force in the national colleges of jurisprudence and medicine, new and important branches of study were introduced from the beginning of the current year, as, for example, the course of administrative law and fiscal legislation in the school of jurisprudence, and the third year's courses of medical clinics and surgical clinics in the school of medicine. For the class of medical clinics the indispensable apparatus has been secured and what is lacking will in due time be added.

The plan of studies in the national school of fine arts has undergone a radical transformation by virtue of the law which the executive, duly authorized, recently issued. Thanks to that law the studies of pupils aspiring to the profession of architecture will be better adapted to the desired end, and will be coordinated in so appropriate a manner that, while their artistic attainments will be enhanced, the scientific knowledge which must serve as the foundation of the former will not be neglected. On the other hand, the courses for painters, sculptors, and engravers will in the future be more solid, and as they are no longer distributed over a number of years the persons who possess ability will be enabled rapidly to conclude their career.

In order to adapt the physical environment in which instruction is imparted with these improved methods, important and costly alterations have been started in the building, fixtures, and working utensils of the national school of fine arts.

The plan of studies of the national conservatory of music which will go into force this year has also undergone a transformation. Under the new plan carefully matured regulations will enable the pupils who demonstrate greater aptitude to complete their studies more rapidly. Moreover, the laws, both for the national school of fine arts and for the conservatory, provide a system of pensions for study abroad as rewards for success in competitive examinations, with the obligation of reimbursing expenses with a view to the formation of a fund for subsequent improvements. The first two pensioners of the national school of fine arts have just departed for Europe under this arrangement.

STATISTICS OF SCHOOLS, LIBRARIES, BOOKS, AND PERIODICALS IN JAPAN.

[Compiled by Mr. S. Ito, member of the International Congress of Statisticians, Budapest, and published in the Sun Trade Journal, Tokyo, August 1, 1903.]

Educational institutions for 1901-2.

Institutions.	Number of schools.	Instructors and teachers.	Students and pupils.	Graduates.
Elementary schools.....	27, 010	102, 700	4, 980, 604	850, 370
Blind and dumb schools.....	15	79	797	55
Normal schools.....	2	118	860	176
Higher normal schools.....	54	1, 032	17, 982	2, 718
Middle schools.....	242	4, 233	88, 391	9, 496
Higher female schools.....	70	958	17, 540	3, 654
Higher schools.....	8	282	4, 361	755
Imperial universities.....	2	327	3, 612	671
Special schools.....	57	1, 201	17, 888	2, 486
Technical schools.....	401	2, 236	36, 787	6, 056
Miscellaneous schools.....	1, 474	4, 938	96, 184	18, 685
Total.....	29, 335	118, 104	5, 265, 006	895, 123

Children attending the elementary schools.

Year.	Boys.	Girls.	Total.	Per cent of population.
1877.....	1, 593, 922	567, 967	2, 161, 889	.....
1878.....	1, 671, 276	601, 948	2, 273, 224	.....
1879.....	1, 717, 422	597, 648	2, 315, 070	6. 47
1880.....	1, 766, 747	586, 746	2, 353, 493	6. 55
1881.....	1, 875, 576	731, 601	2, 607, 177	7. 17
1882.....	2, 084, 624	919, 513	3, 004, 137	8. 19
1883.....	2, 216, 358	1, 021, 147	3, 237, 507	8. 75
1884.....	2, 219, 375	1, 013, 851	3, 233, 226	8. 63
1885.....	2, 154, 449	942, 786	3, 097, 235	8. 18
1886.....	1, 988, 199	814, 448	2, 802, 639	7. 28
1887.....	1, 913, 094	800, 297	2, 713, 391	6. 94
1888.....	2, 061, 353	866, 515	2, 927, 868	7. 39
1889.....	2, 144, 138	887, 790	3, 031, 928	7. 57
1890.....	2, 180, 912	915, 488	3, 096, 400	7. 65
1891.....	2, 209, 060	944, 753	3, 153, 813	7. 75
1892.....	2, 197, 438	967, 963	3, 165, 401	7. 70
1893.....	2, 266, 025	1, 071, 535	3, 337, 560	8. 06
1894.....	2, 340, 975	1, 160, 096	3, 501, 071	8. 37
1895.....	2, 435, 223	1, 235, 122	3, 670, 345	8. 69
1896.....	2, 533, 272	1, 344, 709	3, 877, 981	9. 09
1897.....	2, 570, 878	1, 423, 948	3, 994, 826	9. 25
1898.....	2, 582, 277	1, 480, 141	4, 062, 418	9. 29
1899.....	2, 672, 372	1, 630, 251	4, 302, 623	9. 73
1900-1901.....	2, 785, 697	1, 897, 901	4, 683, 598	10. 47
1901-2.....	2, 836, 872	2, 143, 732	4, 980, 604	10. 86

Libraries.

Year.	Libraries.	Japanese and Chinese volumes.	European volumes.	Total volumes.
1879.....	15	35, 448	58, 029	93, 477
1880.....	21	56, 050	63, 324	119, 374
1881.....	21	65, 952	59, 814	125, 766
1882.....	21	80, 299	65, 423	145, 722
1883.....	24	92, 406	65, 975	158, 381
1884.....	25	88, 505	68, 373	156, 878
1885.....	23	81, 851	65, 737	147, 588
1886.....	21	78, 610	60, 395	139, 005
1887.....	16	72, 011	65, 197	137, 208
1888.....	20	78, 933	68, 020	146, 953
1889.....	17	88, 713	64, 489	153, 202

Libraries—Continued.

Year.	Libraries.	Japanese and Chinese volumes.	European volumes.	Total volumes.
1890	20	99,958	79,374	179,332
1891	20	99,736	88,206	181,942
1892	24	289,821	37,727	327,548
1893	25	291,315	40,576	331,891
1894	25	374,193	41,331	415,524
1895	25	399,731	41,303	441,034
1896	27	443,467	48,355	491,822
1897	31	460,485	50,076	510,561
1898	33	471,049	50,955	522,004
1899	38	484,225	62,332	546,557
1900-1901	43	474,528	51,443	525,971
1901-2	50	562,161	57,071	619,232

Publication of books.

Year.	Compilations.	Translations.	Total.
1877	5,209	232	5,441
1878	6,620	170	6,790
1879	2,282	311	2,593
1880	3,080	233	3,313
1881	2,795	157	2,952
1882	4,132	237	4,369
1883	9,130	332	9,462
1884	9,590	303	9,893
1885	8,143	454	8,597
1886	7,654	451	8,105
1887	8,856	692	9,548
1888	10,817	546	11,273
1889	14,853	269	15,122
1890	18,497	223	18,720
1891	22,362	206	22,568
1892	21,671	173	21,844
1893	26,754	211	26,965
1894	28,021	191	28,212
1895	26,650	142	26,792
1896	25,453	123	25,576
1897	25,381	141	25,522
1898	20,805	9	20,814
1899	21,255	180	21,435
1900	18,170	111	18,281
1901	18,953	35	18,988

Newspapers and journals.

Year.	Number Dec. 31.	Publications.	During the year.		Circulation prohibited.
			Opened.	Closed.	
1881	253	64,506,655	190	148	.....
1882	244	59,038,342	191	198	.....
1883	199	57,278,112	132	175	.....
1884	269	61,162,611	117	66	.....
1885	321	70,916,620	168	116	.....
1886	402	81,914,763	247	116	.....
1887	470	95,932,270	279	211	.....
1888	510	111,594,502	345	305	.....
1889	647	151,892,701	420	333	.....
1890	716	188,289,728	441	372	.....
1891	766	199,168,371	446	399	.....
1892	792	214,203,066	430	434	.....
1893	802	278,157,421	484	774	87
1894	814	367,735,426	518	506	140
1895	753	409,429,528	349	410	238
1896	775	413,768,616	339	319	25
1897	745	431,813,536	322	352	.....
1898	829	464,458,141	376	282	25
1899	978	.....	414	265	27
1900	944	.....	475	509	25
1901	1,181	.....	523	286	16

THE GENERAL EDUCATION BOARD.^a

AN ACT To incorporate the General Education Board.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That William H. Baldwin, junior, Jabez L. M. Curry, Frederick T. Gates, Daniel C. Gilman, Morris K. Jesup, Robert C. Ogden, Walter H. Page, George Foster Peabody, and Albert Shaw, and their successors, be, and they hereby are, constituted a body corporate of the District of Columbia; that the name of such body corporate shall be General Education Board, and that by such name the said persons and their successors shall have perpetual succession.

SEC. 2. That the object of the said corporation shall be the promotion of education within the United States of America, without distinction of race, sex, or creed.

SEC. 3. That for the promotion of such object the said corporation shall have power to build, improve, enlarge, or equip, or to aid others to build, improve, enlarge, or equip, buildings for elementary or primary schools, industrial schools, technical schools, normal schools, training schools for teachers, or schools of any grade, or for higher institutions of learning, or, in connection therewith, libraries, workshops, gardens, kitchens, or other educational accessories; to establish, maintain, or endow, or aid others to establish, maintain, or endow, elementary or primary schools, industrial schools, technical schools, normal schools, training schools for teachers, or schools of any grade, or higher institutions of learning; to employ or aid others to employ teachers and lecturers; to aid, cooperate with, or endow associations or other corporations engaged in educational work within the United States of America, or to donate to any such association or corporation any property or moneys which shall at any time be held by the said corporation hereby constituted; to collect educational statistics and information, and to publish and distribute documents and reports containing the same, and in general to do and perform all things necessary or convenient for the promotion of the object of the corporation.

SEC. 4. That the said corporation shall further have power to have and use a common seal and to alter and change the same at its pleasure; to sue or be sued in any court of the United States or other court of competent jurisdiction; to make by-laws for the admission or exclusion of its members, for the election of its trustees, officers, and agents, and otherwise; for the casting of votes by its members or trustees by proxy; for the purchase, management, sale, or transfer of its property; the investment and control of its funds and the general transaction of its business; to take or receive, whether by gift, grant, devise, bequest, or purchase, any real or personal estate, or to hold, grant, convey, hire, or lease the same for the purposes of its incorporation; to accept and administer any trust of money or of real or personal estate for any educational purpose within the object of the corporation as aforesaid; to prescribe by by-laws or otherwise the terms and conditions upon which money, real estate, or personal estate shall be acquired or received by the said corporation, and for the grant, transfer, assignment, or donation of any or all property of the said corporation, real or personal, to any society or corporation for any of the said purposes for which the said corporation is hereby incorporated, and otherwise generally for the management of the property and the transaction of the business of the corporation.

SEC. 5. That the members of the corporation shall be not less than nine in number and not more than seventeen, as may be prescribed by the by-laws of the corporation: *Provided, however,* That if and when the number of members shall be less than nine the members remaining shall have power to add and shall add to their number until the number shall be not less than nine: *And provided,* That no act of the corporation shall be void because at the time such act shall be done the number of the members of the corporation shall be less than nine; that all the members of the corporation shall be its trustees; that no member of the said association shall, by reason of such membership or his trusteeship, be personally liable for any of its debts or obligations; that each member of the corporation shall hold his membership for a term of three years and until his successor shall be chosen: *Provided, however,* That the members shall be at all times divided into three classes numerically, as nearly as may be, and that the original members shall, at their first meeting, or as soon thereafter as shall be convenient, be divided into three classes, the members of the first class to hold their membership and office until the expiration of one year from the first day of January next after the enactment of this law, the members of the second class until the expiration of two years thereafter, and the members of the third class until the expiration of three years thereafter, and that in every case the member shall hold

^aAn account of the Southern Conference and the boards associated with it is given in the Commissioner's Report of 1901, Vol. I, pp. 1024-1026.

office after the expiration of his term until his successor shall be chosen: *And provided further*, That in case any member shall, by death, resignation, incapacity to act, or otherwise, cease to be a member during his term, his successor shall be chosen to serve for the remainder of such term and until his successor shall be chosen; and that the principal office of the said corporation shall be in the city of Washington, District of Columbia: *Provided*, That meetings may be held elsewhere within the United States as may be determined by the members or provided for by the by-laws.

SEC. 6. That all real property of the corporation within the District of Columbia which shall be used by the corporation for the educational or other purposes of the corporation as aforesaid, other than the purpose of producing income, and all personal property and funds of the corporation held, used, or invested for educational purposes as aforesaid, or to produce income to be used for such purposes, shall be exempt from taxation: *Provided, however*, That this exemption shall not apply to any property of the corporation which shall not be used for, or the income of which shall not be applied to, the educational purposes of the corporation: *And provided further*, That the corporation shall annually file with the Secretary of the Interior of the United States a report in writing, stating in detail the property, real and personal, held by the corporation, and the expenditure or other use or disposition of the same or the income thereof during the preceding year.

SEC. 7. That this charter shall be subject to alteration, amendment, or repeal at the pleasure of the Congress of the United States.

Approved, January 12, 1903.

At a meeting of the general education board for the purpose of organization, held at Washington, D. C., January 29, 1903, the following announcement was made:

In developing its constructive programme to aid rural schools the board has counseled with State and county school authorities. State superintendents of public instruction in Virginia, North Carolina, Georgia, Alabama, and Louisiana have held conferences of all their county superintendents at which the executive officer of the general education board has been a most welcome guest. He has accepted an invitation to meet the county superintendents of Florida at Gainesville in that State next week. The knowledge thus acquired and the relations established have convinced the board that the opportunities are now at hand for wise and prudent investment of large sums of money to promote the education of all the people throughout the Southern States. The fact is demonstrated that no wiser or more patriotic opportunity for philanthropy is before the people of the United States.

The board is now organized to receive funds designated for the further prosecution of the work begun, to act as trustees for the holding and investment of funds designated for the benefit of institutions of learning, and to pay over the annual income of such funds under the terms of the trust, to see that funds given conditionally to institutions through the board are distributed in strict accordance with the conditions. Funds held by the general education board are free of taxation.

EDUCATION AS A FACTOR IN SUCCESS.

[From *Who's Who in America*, 1901-2.]

Among the preliminary discussions in the original edition of *Who's Who in America* was an article which was inserted with a view to analyzing as accurately as possible the educational advantages enjoyed by the people biographically mentioned in the volume.

The statistics there presented, with the deductions made from them, attracted wide and interested attention, and very many requests have been made for a similar presentation of educational statistics in the present edition. In addition to these requests, the extended current discussion as to the value of the higher education as a factor in success has seemed to make the compilation of such statistics in this edition timely as well as useful. Some writers have maintained that the higher education is a detriment rather than an aid to success, while others have stoutly defended the advantages of a college education. Of course the strength of the argument either way depends very largely upon the individual definition of the word "success."

Of the 11,551 people whose brief biographies appear in the present edition 9,760

have furnished educational data, more or less complete, concerning their general or special education. These are people who have, in some line of effort, become sufficiently well known away from home to make the publication of biographical facts about them seem desirable. Many of them are successful people, from any definition, although not all are successful in the same way.

Of course the value of these statistics depends primarily upon the accuracy of the information upon which they are based; and, secondly, upon the manner in which that information is statistically used.

In preparing the following figures the data furnished in regard to education of each subject have been examined. It has been necessary to eliminate from consideration all post-graduate work, in view of the fact that so large a proportion of post-graduate degrees are honorary that their value for statistical purposes is not ascertainable with even approximate accuracy. Therefore the highest point in education to which these statistics reach is the baccalaureate degree, and for the purpose of this inquiry the degree of each collegiate institution must be taken as representing a general average of education. In the items relating to general education there have been no duplications, so that where the subject has attended one or more colleges besides academies, public schools, etc., there has been only one entry, and the higher includes the lower. Following are the figures: Four thousand five hundred and twenty-one are graduates of universities and colleges conferring baccalaureate degrees in letters, science, or philosophy; 965 others attended like institutions, but were not graduated; 889 closed their scholastic career in academies, seminaries, and other institutions of a secondary grade; 117 finished in normal schools; 239 have a high school education only; 808 have merely common or public school education; 282 were privately educated; 31 are self-taught; 366 were educated in foreign institutions; 1,791 furnish no educational data; 717 were graduated in medicine; 327 were graduated from technical schools as engineers, architects, chemists, agriculturists, etc.; 494 are theological graduates; 521 were graduated from law schools; 121 were graduated from the United States Naval Academy; 14 naval officers were not graduated as such; 168 were graduated from the United States Military Academy; 36 military officers were not graduated as such.

In the foregoing there are about a thousand duplications, which represent those who have furnished facts concerning their technical or professional as well as their general education. Many, however, particularly physicians and lawyers, have given the details of their professional training, but have omitted all other reference to their general education. The 1,791 who furnish no educational data include a certain number of persons about whom there are only a few identifying words, because further information could not be obtained. Others have simply omitted to furnish details of their education. Yet the absence of such details by no means implies lack of education, because many of them are engaged in pursuits which make sound scholastic training imperative. It is probable that if these had all supplied the information desired the relative numbers in each classification would have been practically the same.

For the purpose of the present comparison these and the 366 educated in foreign institutions may be eliminated and the inquiry may be confined to the first eight items, with the addition of the naval and military graduates, or to 8,141 out of the total of 11,551 names in the book. Of these, 5,486 are collegians, or, if the naval and military academies are accorded collegiate rank the number is 5,775. Only 313 (282 privately educated and 31 self-taught) did not attend school, and of the remaining 7,828 only 808 stopped with the instruction received in the common schools. It should be remembered, however, that by far the larger number of those who went higher received their early training in the public schools. The most noteworthy fact is that of the 8,141 who furnished full data in regard to their general education, 5,775 are collegians and 4,521 (or 4,810 if West Point and Annapolis graduations are considered equivalent) have been graduated from colleges.

In regard to professional training, lack of time has prevented careful comparison, but it may safely be said that less than one-half of the lawyers have recorded themselves as having attended law schools and less than one-half of the clergymen are graduates of theological schools. Most of the members of both professions have pursued their professional studies in other ways. The artists, sculptors, musicians, and actors have for the most part gained their preparatory studies under private direction.

Considering the character of the people concerning whom the foregoing figures and deductions have been compiled, the latter may be of some value for the purpose of illumining the current discussion of education as a factor in success. Another fact that may be worth emphasis as indicating the value of the deductions here made is that a comparison between the figures given here and those presented in the first edition on precisely the same basis show close similarity in results, the ratios being very nearly the same between the different items, notwithstanding the increased number of names in the present volume.

THE CELEBRATION OF FOUNDER'S DAY AT TULANE UNIVERSITY.

[Compiled from an account in the New Orleans Times-Democrat, March 13, 1903.]

The foundation of Tulane University was commemorated March 12, 1803, with appropriate ceremonies and observances. In the morning visits were exchanged by heads of departments. In the afternoon a procession was formed in line and marched to the Tulane Theater, where the exercises of the day were held. In addition to the professors, students, and alumni of the different branches of the university, the procession included the mayor of New Orleans, the justices of the supreme court of Louisiana, the State and city superintendents of education, the invited representatives of other institutions, the deans of the university and the president of the board of administrators; the speakers of the day, and the president of the university.

While places were given to the student body in the parquet, the remainder of the procession was conducted by the marshal to the stage. The waving of many banners contributed to the splendor of the occasion, while the hearty cheering of the students testified to their loyalty and enthusiasm.

Before the exercises had commenced "Tulane" was sung by the assemblage to the air of "Old Kentucky Home." Then there was music while the distinguished guests were being seated on the stage.

Right Rev. David Sessums delivered a prayer. Hon. E. M. Shepard, of New York, delivered the address of the day (given in part below), followed by Edward Rightor, of the Alumni Association. Dr. Edwin A. Alderman, president of the college, announced the conferring of degrees on Mr. Shepard, Justice Francis T. Nicholls, R. C. Ogden, of New York, and D. F. Houston, of Texas, amid much enthusiasm.

The exercises, which had been liberally interspersed with music, were concluded by an address of President Alderman, from which is taken the following statement as to the numerical strength of the institution:

	1903.	1900.
Graduate department.....	39	24
College of arts and sciences.....	96	91
College of technology.....	154	89
Newcomb College.....	182	123
Newcomb High School.....	139	89
Newcomb art department.....	116	53
Law department.....	57	75
Medical department.....	425	426
Teachers' courses.....	149	150
Totals.....	1,357	1,120

Candidates for graduation in June.

For the degree of doctor of medicine.....	93
For the degree of master of pharmacy.....	12
For the degree of bachelor of laws.....	45
For the degree of master of arts.....	3
For the degree of mechanical engineer.....	1
For the degree of bachelor of science.....	4
For the degree of bachelor of engineering.....	13
For the degree of bachelor of arts.....	31
Total.....	187

The president recalled to mind the four new buildings that had been put into the service of the university within the year then closing—the dormitory and refectory buildings, the pottery building at the Newcomb College, and the Tilton Memorial Library.

The last-mentioned building was the special attraction of Founder's Day, on which it was opened to the public for the first time. It is in the Romanesque style of architecture, and was donated by Mrs. Caroline Stannard Tilton as a memorial to her husband, the late Frederick W. Tilton, for many years a prominent merchant of New Orleans. The architects are two former Tulane students. The building is very handsome both within and without, the general effect of the interior being especially striking.

The lower floor is occupied entirely by the reading room and book room and librarian's offices. The second floor will contain the Linton-Surget art collection, and will provide special seminar rooms for advanced research work in certain subjects.

THE GROWTH OF A WORLD PUBLIC SENTIMENT.

[From the address delivered by Hon. Edward M. Shepard, of New York, on the occasion of the celebration of Founder's Day by Tulane University.]

The intimate association established in recent years, and in good part by efforts of your president, between the able and influential teachers of our entire country, between its great education boards and societies, is an unifying influence of the first order for the many States and the many peoples of our Republic. Men of letters are fond of tracing much of modern civilization to schools and universities which grew up six or seven hundred years ago, when the Renaissance dawned upon the Middle Ages. There was a community of feeling and interest between Padua, Bologna, Pisa, Paris, Montpellier, Oxford, Cambridge, Heidelberg, and Cologne. The pilgrimages of barefooted scholars between those schools brought about a likeness of sentiment and conviction which of itself was a really fruitful public force in western Europe. Yet if you compare the isolation of those cloisters of learning, the distances of months or even years of travel by which they were separated, the great lapse of time, in comparison with the brevity of human life, before the pious student body of a late mediæval university among the vineyards of Italy heard of things mooted in the comfortable English halls of Balliol or Merton or Trinity College, on the banks of Isis or Cam—if you compare all this with the quick familiarity of speech and feeling which Harvard has with Tulane, Yale with Chicago, Leland Stanford with Tennessee, it is as if you compare our observations of fixed stars, whose light journeys a hundred years before it reaches us, with the glances delayed but five minutes in ethereal car-

riage from the dwellers on Mars to ourselves. It was reflection upon the large and swift power created by this neighborhood relation between modern seats of learning, by the familiarity of the Northern people whence I come with the work of Louisiana and Virginia and Tennessee, by the corresponding familiarity on your part with the like work done at the North—by the intimacy in late years established between men of all countries who are dedicated to educational work—it was this reflection which put into my mind the topic of this address. I shall speak of the world public sentiment. I shall speak more especially of its growth in the latter years of the nineteenth and the first years of the twentieth century to be a single, definite, practical, quickly effective force, and of all forces the most powerful in organized civilization.

Sometimes it is said, and I think absurdly, if not unpatriotically, that it was only five years ago, during our Spanish war, that the United States really became a "world power." The saying seems to me quite unfitted to the true place in military and naval power and the material respect of the world which our nation has held since Jackson's victory over British veterans eighty-eight years ago.

I beg you to observe, however, that it is not of world powers of which I am now speaking, but of world power. We are not, on your founder's day, concerned with the lesser and relatively obsolete or obsolescent exercise of brute force in wars large or small. I am not to-day concerned with the "world powers" known to diplomacy—the United States, or Great Britain, or Germany, or France, or Russia, or Japan—but with the powerful sentiment of the whole world, which, under God, will rule all the "world powers," subduing all their diplomacies and armed forces. Already such a true world power, slight though it be to what the future will bring, controls from day to day specific national acts over every populous land and traveled sea within the three hundred and sixty degrees of latitude. Already are there world sentiments of right and wrong, of justice and spoliation, of mercy and cruelty, of glory and shame. Already is the power of the public sentiment of the world concretely exercised by commands to do or refrain, given within a few weeks or days or even a few hours after the deeds or events which call them out.

Think how the news of the events, intentions, and even opinions, of each people, great or small, in our time reaches all the rest. In our time the miracle in frustration of man's arrogance wrought at Babel is again reversed, and we hear every man in language instantly made intelligible to us all. Parthians and Medes and Elamites and the dwellers in Mesopotamia and in Judea and Cappadocia, in Pontus and Asia, strangers of Rome and Arabians—truly we do hear them all speak, as it were in our own tongue, the wonderful "works of God." Every morning the citizen of New Orleans, riding to his work or at his breakfast, beholds a modern marvel to which usage has made him dull. His newspaper puts before him pictures of the world as it was the day before, a world at work, or at play, or in thought, a world contriving, planning, or dreaming its own future.

Most of the events are contemporaneous and fresh. They are such as in early modern times would not have been heard of for years or decades, if, indeed, they were ever heard of at all; they are such as a century ago would not have been heard of for months or even years, and then vaguely and slightly; they are such as a half generation ago would have been first learned only weeks and months after the events, and usually when the time for effective operation of public sentiment had passed.

Jackson's victory of 1815, a few miles below us on this left bank of the Mississippi, was not known at Washington for three weeks after the battle, or to the people of the United States generally for a month after, or in Europe for two months. London did not hear the mighty news of Waterloo, fought but 200 miles away, until two days afterward, and then only because of the extraordinary fleetness of the messenger. When Henry Clay's indomitable and pathetic ambition for the Presidency was finally defeated in 1844, he learned in Kentucky of the decisive returns from

New York several days afterwards, instead of at an early hour of the very evening of election day, as would be the case now. Then it was eight or ten months after an order was issued from the East India office in London before the response from India was received, while now it is due the very next day.

How small was the extent of the world influence or its depth among the peoples of that ancient civilization magnificently built up by the power of the Roman Commonwealth. Athens, you will remember, was a sort of university town for its Roman masters. Nevertheless when St. Paul told the Athenians that God had "made of one blood all nations of men for to dwell on all the face of the earth" his hearers did not understand the nations of which he spoke to include the strange masses of men in those outer and unexplored stretches of the earth which now maintain its best civilization. How slight and precarious was intellectual or moral intercourse between neighboring and the best-ordered parts of ancient civilization at the height of Roman power one may somewhat realize from the local and personal details of the Pauline episode.

It was only after years that human societies highly organized and not remote in distance from the source of news learned of the rise and fall of empires and of other gigantic events.

You must also remember that the change has been not only in the geographical extent of world opinion, and its speed of communication, but in the human composition of what, for this purpose, we call the "world." Public sentiment, such as it was, in any of the civilizations before the sixteenth century meant the opinion of the few, the very few. Its only depositaries were men who held military and political power, and the very small number of those who had acquired the learning or accomplishment taught in a few cities. No orderly and peaceful representation of what we call the public, the masses of people, was known. Any great conviction of the inhabitants of a kingdom, any displeasure or anger or resolution of a province, was mutely cherished until it appeared in an outbreak and bloody passion.

Do not, pray, understand me to say that the sentiment has, in our time, had its first beginning, or that its whole growth has been of a sudden before our eyes. The development of deep and lasting power, divine or human, is not on that wise. World sentiment was forming when Chronos was still drowsy and the morning stars sang together. The mercies of international law were already a noble feature of its growth before history began. Its operation was, however, vague, slow—never specific and swift; nor until our day did it attain a veritable world character. Not until after the birth of the youngest of your students had it passed doubt that the world public sentiment included the Orient as well as the Occident; not until then did it become a power capable of instant and peremptory influence in the Pacific.

To my mind the outpouring of the sentiment of the world over President Cleveland's Venezuelan message, seven or eight years ago, was the first distinctly clear exhibition of this popular force. For in that outpouring every quarter of the earth had a share. By that time the improvements in railroad and ocean steamship travel and the extension of ocean telegraph cables had brought closely together all the great nations and colonies of the world so that each learned daily of the doings and sentiments of all the rest. Besides, the world was at peace and could easily listen. The Atlantic and Pacific coasts of our country were but four days apart for travelers or letters; the City of Mexico and Quebec but five days apart; London and New York, Paris and Philadelphia, but six days apart; Yokohama and Chicago, Alaska and New Orleans, but two weeks distant for travelers or letters.

This, however, was not all or nearly all. Written correspondence, important as it was for details or for the complete color and genesis of political or business or social or religious transactions, would by itself or with personal intercourse by travel

have left the world still dilatory or relatively torpid. It was the system of wires overhead and under water and the splendid development of newspaper enterprise which brought swiftness and keenness and operative force to the world spirit. In 1895 the system to which I have already referred was well established of printing every morning, in all the larger towns of the United States and of Europe, and in the principal towns along the coasts of Australasia, India, China, Japan, South Africa and North Africa, a conspectus for the day before of the business, the events, the feelings, the intentions of every nation and every people. By that time the journals of great cities had acquired an enormous, an even preternatural, circulation without as well as within the cities; and through the system of suburban delivery and rapid deliveries by rail the area of almost every city had for this purpose been far extended.

What a stupendous power journalism has been of late. How it has welded together, in the belief of men, as God has welded together in underlying reality, the interests and the welfare of all the various peoples of the globe.

Let me mention two other sources of the harmony, the mutually hospitable temper, the unity of opinion, of men the world over—sources very modern. I mean, first, the clubs and exchanges, and, secondly, the public conferences or meetings of learned charitable, religious, and other societies.

The clubs of London, New York, San Francisco, and, I doubt not, of your city, the clubs of Calcutta and Manila and Mexico, besides their neighborhood memberships, sometimes including several thousand active and important citizens, furnish foreign homes and hospitality for well-known and representative citizens from all parts of the world. Now and then the gossip and gentlemanly indulgence of club life make an atmosphere rather trivial; but even the mellow and mellowing side of it often helps on that fellow feeling which makes men, otherwise distant and churlish, to be wondrous kind. The hundreds of important clubs are as really clearing houses for world sentiment, and as truly promote prompt and sympathetic thought the world over as the exchanges of merchants, manufacturers, and bankers. Consider also the intimate and instant mutual influences of the stock exchanges or bourses of London, New York, Paris, Hamburg; of the cotton, produce, coffee, shipping or merchants exchanges of your own city and a thousand other cities of every country in momentary and the closest communication with one another.

All of these influences, and many, many more, had, to a wonderful and beneficent degree, before 1895, filled the warp, whose threads were distinct and foreign to one another, with a woof of sympathy and common intelligence. So it was that, when in that year, a letter written at Washington by our President to the body of American gentlemen we call Congress, suggested the possibility of war between the two nations of Anglo-Saxon civilization over a South American boundary—the whole world thrilled and spoke out. We heard and paused, and England even more than we, as indeed she had a better reason to hear and pause. The Venezuelan question was taken up as the business of far Cathay hardly less than of Wall street or the Bank of England. It was the talk of Rio or Buenos Ayres, of Alexandria or Hong Kong, as well as of San Francisco or Vancouver, of Boston or Liverpool.

No man has been a better spokesman for this modern world sentiment than a Chinese gentleman lately well known to you. I refer, of course, to Wu Ting Fang, our charming Oriental guest, who, in a situation of the extremest difficulty, and with dignity, tact, and keenness, interpreted to us the hundreds of millions of the people of the Flowery Kingdom, as well as its imperial court, its officials and its merchants. Wu brought us a pathetic appeal, after the manner of Confucius, who loved the masses of men, to those in America who spoke for Christ, or in His name, and of whom many, I rejoice to say, then stood for His divine purpose.

Within the past few weeks an event not in itself of capital importance has given us another illustration, perhaps the most striking yet, of the power of a world public sentiment now fully come of age. It was the second Venezuelan episode. A few shots thrown by a German gunboat into a small South American fort brought an outcry the very next day from the whole world around. Within a few hours after the bombardment every American newspaper had its say. Within twenty-four hours it was a topic in the British Parliament; within a few hours more the comments of statesmen there and cablegrams from Washington were in the foreign offices of Berlin and Paris.

No sane man to-day asks "What have we to do with abroad?" Lately there was born of this world spirit the appeal for disarmament and peace made by the frail young autocrat of St. Petersburg. Perhaps he is a sentimentalist; but if so, it is a noble sentiment to which he is given. Nor will it be fruitless. The establishment of the International Court at The Hague, though as yet only a shadowy symbol, is a true one of the world sentiment and an honorable and truly august achievement of Nicholas, the future influence of which all the eulogies of war by Captain Mahan and other advocati diaboli can not prevent.

And so I might go on still further beyond the limits of your patience. I might deal with the rapid spread of uniform costume, reminding you that the gentlemen of Tokyo or Rio dress after the fashion of Bond street in London; that the trowsers, the waistcoat, the sack coat are symbols of neighborhood relations the world over; that the ladies of South America watch the fashions of Paris or New York. I might show that the rapidly increasing dominance of our English tongue is no tribute to its inflectionless character or its indifferent accuracy or suppleness, or even to its splendid energy and profusion, but to a greater intimacy between the nations of the world, the consequent necessity for a general speech to them all, and the presence of English speech in every seaport. You need not be reminded of the tolerance of religious differences now held as an axiom of intelligent government throughout civilization. Nor need I further suggest the modern speed and comfort of passenger travel across remote seas and through the dark depths of the Tropics; of the wondrous economy and facilities of land and water transportation of goods, the most hopeless obstruction of which often seems to be in man's ignorance of his neighbors and his prejudice against them—ignorance and prejudice with which our world spirit will deal in due time. Nor do you need further reminder of the speed and thoroughness of mail service, of the extent of telegraph and telephone service even among subject races, of that new speech of Marconi across the intercontinental fields of invisible waves, a sort of new and sixth sense of civilization. Through all these, and in a thousand ways, this touch or that touch of nature is helped, to make the whole world kin, as Puck's girdle of intelligent sympathy is put around the earth in forty minutes.

This marvelous compression of almost the whole earth—its thought, ideals, aspirations and volitions—into a true neighborhood relation, is for me the chiefest wonder of our time. It brings a tonic with which to neutralize duller and lower influences in which all of us are immersed.

We are told, and perhaps truly, that in poetry and the plastic and pictorial arts genius is in a decline, that no Michael Angelo or Milton or Rembrandt is now at work, nor even a Thorwaldsen or Tennyson or Turner, or master hand of the Barbizon school. When, however, you and I look wistfully for other great achievements belonging to our own twentieth-century humanity, when we would find such an achievement elsewhere than in the creation of wealth, we ought to thank God that we find at hand the spiritual possession of which I have spoken. For to us belongs this intense, intimate, immediate sense of the oneness of the nations of the world, this practical and swift recognition of a world intelligence—a world conscience—a

will of the world's people. The world sentiment ennobles and brings splendid dignity to our own day, the precious present, in which alone you and I have to find our terrestrial blessings. Save during the sacred lifetime which began when Cæsar Augustus was emperor and ended under Tiberius Cæsar, and during the life of the aged Apostle which closed, it is said, on Patmos, the world has not seen a new force on earth, a new enginery potent for righteousness, equal to that just arisen before our eyes. It is the true world spirit—sometime to be the all-powerful world spirit—operative, day by day, from one end of the earth to the other, rapid as the forces of steam and electricity or the subtler molecular energies of the latest science. It contains within its intellectual and ethical influence the thought, the feeling, the will of the peoples of the entire earth, and the whole work of its social and political institutions. No longer is the action delayed through years and centuries, or confined to limited areas of civilization. For you and me it is peremptory, daily in its assertive dominion, and not bounded until it reaches Arctic or Antarctic regions, where human population ceases to be important.

To what use, to what purpose, is to be put this world sentiment, so instant, so peremptory, so practical in its sway of kingdoms and republics? Is it only to make the faculties of wealth more productive and the enginery of bloodshed more dreadful? Is it to help the demagogue, either in imperial purple or in the black coat of an American or English statesman, promote the jealousies and hatred of nations or races? Or is it to be a use of justice and of mercy, a fit use of moral power? The response, gentlemen of Tulane University, is, in large part, with men engaged in your work, and the response, therefore, is not doubtful. What you have been taught, that you will teach. Your thought, your speech, your labors, all the fine fruits of your education, and those of all who inspire and direct this world spirit, will summon it to the promotion of peace and of the mutually helpful arts of friendship between nations and peoples. For this end has the Almighty created the power of the public opinion of the world; for this end has He given it, before your eyes and mine, a wonderful growth, such as none of our forefathers saw; for this has He made it to kindle our hope and sustain our faith.

RELIGIOUS EXERCISES IN THE PUBLIC SCHOOLS.

The following tables, giving the status of religious exercises in the public schools of cities of 4,000 inhabitants and over, are reprinted from the Report of the Commissioner of Education for 1896-97 (pp. 2189-2191). It is not probable that conditions in this regard have materially altered since the date of that Report.

TABLE 1.—*Statistics relating to religious exercises in the public schools of 531 cities of 8,000 population and over in 1896.*

State or Territory.	Number of cities reporting.	Yes.	No.	Prohibited.	Not prohibited.	Limited to reading of Bible.	Bible.	New Testament only.	Old Testament only.	Book of selections.	Prayer.	Sacred song.	Comment forbidden.
United States.....	531	425	106	57	446	29	381	3	5	38	343	142	63
North Atlantic Division.....	217	199	18	9	202	20	185	1	1	15	163	65	35
South Atlantic Division.....	37	35	2	1	34	0	28	0	2	1	30	12	3
South Central Division.....	40	27	13	6	30	2	21	0	0	2	19	7	5
North Central Division.....	207	153	54	29	166	5	140	2	2	17	127	54	23
Western Division.....	30	11	19	12	14	2	7	0	0	3	4	4	0
North Atlantic Division:													
Maine.....	9	9	0	0	9	0	9	0	0	0	9	5	1
New Hampshire.....	6	6	0	0	6	0	5	0	0	1	6	3	0
Vermont.....	1	1	0	0	1	0	0	1	1	0	1	1	0
Massachusetts.....	50	50	0	0	50	4	48	0	0	7	46	14	14
Rhode Island.....	8	8	0	0	8	0	7	0	0	1	7	6	0
Connecticut.....	16	16	0	0	16	1	13	0	0	0	13	0	2
New York.....	55	43	12	9	44	5	38	0	0	3	33	15	8
New Jersey.....	21	20	1	0	21	2	19	0	0	2	18	5	5
Pennsylvania.....	51	46	5	0	47	5	46	0	0	1	30	16	5
South Atlantic Division:													
Delaware.....	1	1	0	0	1	0	1	0	0	0	1	0	1
Maryland.....	3	3	0	0	3	0	3	0	0	0	3	0	1
District of Columbia.....	1	1	0	0	1	0	1	0	0	0	1	1	1
Virginia.....	10	9	1	1	8	0	8	0	0	0	7	5	0
West Virginia.....	3	3	0	0	3	0	3	0	0	0	2	0	0
North Carolina.....	3	3	0	0	3	0	3	0	1	1	2	0	0
South Carolina.....	4	4	0	0	4	0	2	0	1	0	4	2	0
Georgia.....	8	8	0	0	8	0	4	0	0	0	8	2	0
Florida.....	4	3	1	0	3	0	3	0	0	0	2	2	0
South Central Division:													
Kentucky.....	9	7	2	0	8	0	6	0	0	0	3	3	1
Tennessee.....	6	5	1	1	5	1	4	0	0	2	4	0	0
Alabama.....	6	6	0	0	6	1	4	0	0	0	4	1	1
Mississippi.....	3	2	1	0	2	0	1	0	0	0	2	1	0
Louisiana.....	1	1	0	0	1	0	1	0	0	0	0	1	0
Texas.....	12	5	7	4	7	0	2	0	0	0	5	1	2
Arkansas.....	3	1	2	1	1	0	1	0	0	0	1	0	1
Oklahoma.....	0	0	0	0	0	0	0	0	0	0	0	0	0
Indian Territory.....													
North Central Division:													
Ohio.....	41	39	2	1	40	1	38	0	0	7	35	17	5
Indiana.....	25	23	2	1	24	0	22	0	0	1	13	8	5
Illinois.....	33	26	7	2	31	0	24	0	1	2	24	8	4
Michigan.....	29	20	9	3	24	1	14	0	1	4	18	8	1
Wisconsin.....	9	1	18	17	3	0	0	0	0	0	1	0	0
Minnesota.....	9	3	6	3	3	0	3	0	0	1	3	1	0
Iowa.....	17	15	2	1	15	1	13	1	0	1	11	6	2
Missouri.....	15	8	7	0	10	0	8	0	0	0	8	5	2
North Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0
South Dakota.....	1	1	0	0	1	0	0	0	0	0	1	0	0
Nebraska.....	7	7	0	0	7	0	7	0	0	0	7	0	1
Kansas.....	11	10	1	1	10	2	10	1	0	1	6	1	0
Western Division:													
Montana.....	3	0	3	3	0	0	0	0	0	0	0	0	0
Wyoming.....	1	1	0	0	1	1	4	0	0	0	3	0	0
Colorado.....	5	4	1	1	4	0	0	0	0	0	0	0	0
New Mexico.....	0	0	0	0	0	0	0	0	0	0	0	0	0
Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0
Utah.....	2	2	0	0	2	0	1	0	0	2	0	0	0
Nevada.....	0	0	0	0	0	0	0	0	0	0	0	0	0
Idaho.....													
Washington.....	4	2	2	2	2	0	0	0	0	1	0	2	0
Oregon.....	2	0	2	1	1	0	0	0	0	0	0	0	0
California.....	13	2	11	5	4	1	2	0	0	0	1	2	0

TABLE 2.—Statistics relating to religious exercises in the public schools of 277 cities of over 4,000 but less than 8,000 population in 1896.

State or Territory.	Number of cities reporting.	Yes.	No.	Prohibited.	Not prohibited.	Limited to reading of Bible.	Bible.	New Testament only.	Old Testament only.	Book of selections.	Prayer.	Sacred song.	Comment forbidden.
United States.....	277	226	51	20	243	14	221	5	3	11	193	84	36
North Atlantic Division.....	141	130	11	3	136	10	127	4	2	9	110	44	21
South Atlantic Division.....	11	11	0	0	11	1	11	0	0	0	7	5	2
South Central Division.....	18	13	5	1	16	0	12	0	1	0	13	2	2
North Central Division.....	88	62	26	7	72	2	64	0	0	2	56	24	9
Western Division.....	19	10	9	7	8	1	7	1	0	0	7	4	2
North Atlantic Division:													
Maine.....	10	10	0	0	10	1	10	2	0	0	8	3	2
New Hampshire.....	2	2	0	0	2	0	2	0	0	1	1	1	0
Vermont.....	5	5	0	0	5	0	5	0	0	0	5	2	0
Massachusetts.....	41	41	0	0	41	3	41	0	0	4	38	14	11
Rhode Island.....	3	3	0	0	3	0	3	1	0	0	2	0	1
Connecticut.....	11	10	1	1	10	0	9	1	0	1	9	3	2
New York.....	36	32	4	1	35	4	30	0	1	2	26	14	4
New Jersey.....	6	6	0	0	6	0	6	0	1	0	6	1	0
Pennsylvania.....	27	21	6	1	24	2	21	0	0	1	15	6	1
South Atlantic Division:													
Delaware.....	1	1	0	0	1	0	1	0	0	0	1	1	0
Maryland.....	1	1	0	0	1	0	1	0	0	0	1	1	0
District of Columbia.....													
Virginia.....	2	2	0	0	2	1	2	0	0	0	1	1	0
West Virginia.....	2	2	0	0	2	0	2	0	0	0	2	0	1
North Carolina.....	3	3	0	0	3	0	3	0	0	0	0	1	0
South Carolina.....													
Georgia.....	1	1	0	0	1	0	1	0	0	0	1	0	0
Florida.....													
South Central Division:													
Kentucky.....	4	3	1	0	3	0	3	0	0	0	3	2	0
Tennessee.....	3	3	0	0	3	0	3	0	0	0	3	2	0
Alabama.....	3	3	0	0	3	0	2	0	1	0	3	1	0
Mississippi.....	1	0	1	0	1	0	0	0	0	0	0	0	0
Louisiana.....													
Texas.....	5	3	2	1	4	0	3	0	0	0	3	2	2
Arkansas.....	1	0	1	0	1	0	0	0	0	0	0	0	0
Oklahoma.....	1	1	0	0	1	0	1	0	0	0	1	0	0
Indian Territory.....													
North Central Division:													
Ohio.....	19	19	0	0	19	0	19	0	0	0	16	9	0
Indiana.....	3	3	0	0	3	0	3	0	0	0	3	1	0
Illinois.....	16	11	5	0	15	1	11	0	0	0	10	1	1
Michigan.....	16	12	4	0	14	0	16	0	0	2	12	6	4
Wisconsin.....	10	0	10	7	1	0	0	0	0	0	0	0	0
Minnesota.....	7	6	1	1	6	0	6	0	0	0	6	3	3
Iowa.....													
Missouri.....	10	4	6	1	7	0	2	0	0	0	4	0	1
North Dakota.....													
South Dakota.....	1	1	0	0	1	0	1	0	0	0	1	0	0
Nebraska.....													
Kansas.....	6	6	0	0	6	1	6	0	0	0	4	4	0
Western Division:													
Montana.....													
Wyoming.....	1	0	1	1	0	0	0	0	0	0	0	0	0
Colorado.....	4	4	0	0	4	0	4	0	0	0	2	1	2
New Mexico.....	2	2	0	0	2	0	2	0	0	0	2	2	0
Arizona.....	1	0	1	1	0	0	0	0	0	0	0	0	0
Utah.....	2	2	0	0	2	1	1	1	0	0	2	0	0
Nevada.....	1	0	1	1	0	0	0	0	0	0	0	0	0
Idaho.....													
Washington.....													
Oregon.....													
California.....	8	2	6	4	0	0	0	0	0	0	1	1	0

TABLE 3.—Combined statistics relating to religious exercises in the public schools of 308 cities of more than 4,000 population in 1896. (Tables 17 and 18 combined.)

State or Territory.	Number cities reporting.	Yes.	No.	Prohibited.	Not prohibited.	Limited to reading of Bible.	Bible.	New Testament only.	Old Testament only.	Book of selections.	Prayer.	Sacred song.	Comment for-bidden.
United States.....	808	651	157	77	689	43	602	8	8	49	536	226	99
North Atlantic Division.....	358	329	29	12	338	30	312	5	3	24	273	109	56
South Atlantic Division.....	48	46	2	1	45	1	39	0	2	1	37	17	5
South Central Division.....	58	40	18	7	46	2	33	0	1	2	32	14	7
North Central Division.....	295	215	80	38	238	7	204	2	2	19	183	78	29
Western Division.....	49	21	28	19	22	3	14	1	0	3	11	8	2
North Atlantic Division:													
Maine.....	19	19	0	0	19	1	19	2	0	0	17	8	3
New Hampshire.....	8	8	0	0	8	0	7	0	0	2	7	4	0
Vermont.....	6	6	0	0	6	0	5	1	1	0	6	3	0
Massachusetts.....	91	91	0	0	91	7	89	0	0	11	84	28	25
Rhode Island.....	11	11	0	0	11	0	10	1	0	1	9	6	1
Connecticut.....	27	26	1	1	26	1	22	1	0	1	22	3	4
New York.....	91	75	16	10	79	9	68	0	1	5	59	29	12
New Jersey.....	27	26	1	0	27	2	25	0	1	2	24	6	5
Pennsylvania.....	78	67	11	1	71	10	67	0	0	2	45	22	6
South Atlantic Division:													
Delaware.....	2	2	0	0	2	0	2	0	0	0	2	1	1
Maryland.....	4	4	0	0	4	0	4	0	0	0	4	1	1
District of Columbia.....	1	1	0	0	1	0	1	0	0	0	1	1	1
Virginia.....	12	11	1	1	10	1	10	0	0	0	8	6	0
West Virginia.....	5	5	0	0	5	0	5	0	0	0	4	0	1
North Carolina.....	6	6	0	0	6	0	6	0	1	1	2	1	0
South Carolina.....	4	4	0	0	4	0	2	0	1	0	4	2	0
Georgia.....	9	9	0	0	9	0	5	0	0	0	9	2	0
Florida.....	4	3	1	0	3	0	3	0	0	0	2	2	0
South Central Division:													
Kentucky.....	13	10	3	0	11	0	9	0	0	0	6	5	1
Tennessee.....	9	8	1	1	8	1	7	0	0	2	7	2	0
Alabama.....	9	9	0	0	9	1	8	0	1	0	7	2	1
Mississippi.....	4	2	2	0	3	0	1	0	0	0	2	1	0
Louisiana.....	1	1	0	0	1	0	1	0	0	0	0	1	0
Texas.....	17	8	9	5	11	0	5	0	0	0	8	3	4
Arkansas.....	4	1	3	1	2	0	1	0	0	0	1	0	1
Oklahoma.....	1	1	0	0	1	0	1	0	0	0	1	0	0
Indian Territory.....													
North Central Division:													
Ohio.....	60	58	2	1	59	1	57	0	0	7	51	26	5
Indiana.....	28	26	2	1	27	0	25	0	0	1	16	9	6
Illinois.....	49	37	12	2	46	1	35	0	1	2	34	9	4
Michigan.....	45	32	13	3	38	1	30	0	1	6	30	14	5
Wisconsin.....	29	1	28	24	2	0	0	0	0	0	1	0	0
Minnesota.....	16	9	7	4	9	0	9	0	0	1	9	4	3
Iowa.....	17	15	2	1	15	1	13	1	0	1	11	6	2
Missouri.....	25	12	13	1	17	0	10	0	0	0	12	5	3
North Dakota.....		2	0	0	2	0	2	0	0	0	0	0	0
South Dakota.....		7	0	0	7	0	7	0	0	0	7	0	1
Nebraska.....	17	16	1	1	16	3	16	1	0	1	10	5	0
Kansas.....													
Western Division:													
Montana.....	3	0	3	3	0	0	0	0	0	0	0	0	0
Wyoming.....	2	1	1	1	1								
Colorado.....	9	8	1	1	8	1	8	0	0	0	5	1	2
New Mexico.....	2	2	0	0	2	0	2	0	0	0	2	2	0
Arizona.....	1		1	1									
Utah.....	4	4	0	0	4	1	2	1	0	2	2	0	0
Nevada.....	1	0	1	1	0	0	0	0	0	0	0	0	0
Idaho.....													
Washington.....	4	2	2	2	2	0	0	0	0	1	0	2	0
Oregon.....	2	0	2	1	1	0	0	0	0	0	0	0	0
California.....	21	4	17	9	4	1	2	0	0	0	2	3	0

STATISTICS OF ELEMENTARY EDUCATION IN FOREIGN COUNTRIES.

Countries.	Date of report.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
		Boys.	Girls.	Total.	Percent- age of total popula- tion.	Total.	Percent- age of enroll- ment.	Men.	Women.	Total.
1	2	3	4	5	6	7	8	9	10	11
EUROPE.										
Austria-Hungary	1888	1,776,208	1,764,190	3,540,398	14	6,255,242	85	66,846	20,570	126,550
Austria	1900	406,861	387,054	793,915	13.2	3,540,398	90			87,416
Hungary (including Croatia and Slavonia)	1900	233,023	112,864	345,887	13.1	2,714,844	80			33,194
Belgium	1898-99				11.86			7,393	8,217	16,632
Bulgaria	1900	2,765,298	2,763,964	5,529,262	9.2	307,633				8,008
Denmark	1901	(a)	(a)	5,550,232	12.5	307,633				133,565
German Empire	1901			5,670,870	14.5	5,550,232				144,484
Prussia (Kingdom)	1901			878,339	17.3	6,670,870		122,145	22,339	144,484
Bavaria (Kingdom)	1901			688,037	16.4	5,670,870		76,342	13,866	90,208
Saxony (Kingdom)	1899			295,323	13.7	688,037		12,184	2,715	14,899
Württemberg (Kingdom)	1901			273,149	14.5	688,037		10,003	401	10,404
Baden (Grand Duchy)	1900			165,707	15.0	295,323		4,615	494	5,109
Hesse (Grand Duchy)	1901			84,334	14.0	273,149		3,631	418	4,049
Mecklenburg-Schwerin (Grand Duchy)	c 1891			59,528	16.5	165,707		2,525	222	2,747
Saxe-Weimar (Grand Duchy)	1901			16,057	16.5	84,334		1,912	145	2,057
Mecklenburg-Strelitz (Grand Duchy)	1901			66,721	16.4	59,528		979	15	994
Oldenburg (Grand Duchy)	1901			81,396	17.3	16,057		343	34	382
Brunswick (Duchy)	1901			44,011	17.5	66,721		1,101	120	1,221
Saxe-Meiningen (Duchy)	1901			34,448	17.2	81,396		1,151	151	1,293
Saxe-Altenburg (Duchy)	1901			39,422	17.2	44,011		1,142	151	1,293
Saxe-Coburg-Gotha (Duchy)	1901			52,684	16.7	34,448		556	54	610
Anhalt (Duchy)	1901			13,918	17.2	39,422		495	23	518
Schwarzburg-Sondershausen (Principality)	1901			16,222	17.4	52,684		625	79	704
Schwarzburg-Rudolstadt (Principality)	1901			10,254	17.8	13,918		814	154	978
Waldeck (Principality)	1901			13,206	19.3	16,222		211	7	218
Reuss, senior line (Principality)	1901			21,762	15.6	10,254		263	2	265
Reuss, junior line (Principality)	1901			7,648	17.7	13,206		166	6	172
Schumburg-Lippe (Principality)	1901			23,895	17.2	21,762		317	19	337
Lippe (Principality)	1900				17.2	7,648		72	5	77
						23,895		216		216

^a The latest imperial statistics fail to give the details for columns 3, 4 and 13.

^b Includes about 300,000 elementary pupils in preparatory classes of high schools and about 40,000 pupils of private schools, but does not include the pupils of elementary institutions, nor those of advanced elementary city schools.

^c Later data not available from Mecklenburg-Schwerin.

AFRICA.									
Ceylon.....	1898	110,290	38,940	150,230	4,683,698	4.99	91,529	60.92	92,859
Japan.....	1900-1901					10.7	3,863,197	82.5	
Cape of Good Hope.....									
Egypt.....	1900	75,181	72,678	147,849		9.69	114,443	77.40	4,769
Natal.....	1900			211,378		2.2			15,999
1899-1900.....									
Natal.....	1901	12,447	6,573	24,823		4.50			
Mauritius.....	1901			19,020		5.06	11,958	62.87	468
NORTH AMERICA.									
British Columbia.....	1902			25,903		13.37	15,564	65.11	
Manitoba.....	1902			54,056		21.18	28,306	52.36	1,849
New Brunswick.....	1901-2			60,477		18.26	38,726	64.05	1,825
Northwest Territories.....	1902	30,767	29,710	27,411		12.47	13,765	50.16	783
Nova Scotia.....	1901-2	50,247	48,812	90,059		21.55	55,437	55.96	
Ontario.....	1901	236,482	222,124	458,606		21.00	262,010	57.13	2,492
Quebec.....	1901-2	100,332	102,634	202,966		12.30			2,459
Prince Edward Island.....	1902	11,271	9,532	20,803		20.14	12,884	61.93	7,035
Newfoundland.....	1899			33,781		16.08			5,985
Mexico.....	1899			684,563		5.1	474,622	69.3	295
Bermuda.....	1898			1,966		12.64			10,327
Jamaica.....	1901-2			84,799		11.00	52,156	61.50	15,905
Trinidad.....	1902			32,858		12.87	19,562	59.53	
Cuba.....	1901-2	84,191	73,913	158,104			119,995	75.89	982
CENTRAL AMERICA.									
Costa Rica.....	1902			17,716		5.7			
Guatemala.....	1899			47,303		2.9			686
Honduras.....	1902			28,026		4.8			1,578
Nicaragua.....	1900			17,803		3.6			
Salvador.....	1893	16,663	12,764	29,427		2.9			
Argentina.....	1900			9,451,217		9.4	9,365,087	80.9	713
Bolivia.....	1901			33,312		1.8			913,163
Brazil.....	1899			300,000		2.1			1,063
Chile.....	1901	61,180	63,085	124,265		3.9	79,666	64.1	3,178
Colombia.....	1897			113,076		3.6			2,145
Ecuador.....	1894			76,878		6.4			
Paraguay.....	1897			55,000		4.7			1,666
Peru.....	1898			91,853		2.0	63,298	68.9	1,790
Uruguay.....	1901	29,979	25,397	55,376		4.8			1,991
Venezuela.....	1891			100,026		4.3			1,161

^a In ambulatory schools.
^b Also 21,417 in private institutions.
^c Also 40,230 in private schools.
^d Also in model schools and academies partly supported by public funds, 118,322 pupils, chiefly elementary.
^e Average during four months.
^f Includes public, private, and national primary schools.

STATISTICS OF ELEMENTARY EDUCATION IN FOREIGN COUNTRIES—Continued.

Countries.	Date of report.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
		Boys.	Girls.	Total.	Percent- age of total popula- tion.	Total.	Percent- age of enroll- ment.	Men.	Women.	Total.
I	2	3	4	5	6	7	8	9	10	11
AUSTRALASIA.										
New South Wales.....	1900	.....	.....	288,382	17.59	153,844	64.53	.....	.....	5,063
Queensland.....	1901	.....	.....	96,891	19.51	70,482	72.79	1,102	1,208	2,310
South Australia.....	1899-1900	.....	.....	63,183	17.70	43,789	69.30	402	929	1,331
Victoria.....	1900	125,661	118,000	243,667	20.29	147,020	60.33	1,897	3,080	4,977
West Australia.....	1901	10,769	9,779	20,548	11.15	16,423	79.92	.....	.....	627
New Zealand.....	1901	.....	.....	131,351	16.99	111,797	85.11	.....	.....	3,623
Tasmania.....	1901	10,276	8,960	19,236	11.15	14,259	74.12	209	301	570
EUROPE.										
Countries.	Current expenditures.				Per capita of en- roll- ment.	Per capita of popu- lation.	Date of census.	Chief officer of education.		
	Salaries.	Inciden- tals.	Total.	Total.						
	12	13	14	15	16	17	18	19		
Austria-Hungary.....	\$22,551,777	\$8,075,489	\$30,627,266	\$4.90	\$0.67	45,405,267	1900	No Imperial office.		
Austria.....	14,813,156	5,495,945	20,309,101	5.75	.80	26,150,708	1900	Dr. W. von Hartel, minister of worship and education.		
Hungary (including Croatia and Slavonia).....	7,738,621	2,579,544	10,318,165	3.80	.50	19,254,559	1900	Dr. J. von Wasstics, minister of worship and education.		
Belgium.....	.....	.....	7,725,358	9.85	1.16	6,693,548	1900	M. de Trooz, minister of interior and instruction.		
Bulgaria.....	.....	.....	1,419,885	4.10	.38	3,744,283	1900 (Dec.)	Dr. A. Raden, minister of public instruction.		
Denmark.....	.....	.....	.....	.....	.....	2,464,770	1901 (Feb.)	M. G. C. Christensen, minister of public instruction and ecclesiastical affairs.		
France.....	.....	.....	642,803,050	111.32	1.09	38,961,945	1901	M. J. Chaumié, minister of public instruction and fine arts.		
German Empire.....	.....	.....	948,265,868	10.62	1.75	56,367,178	1900	No Imperial office.		
Prussia (Kingdom).....	.....	.....	64,240,246	11.35	1.86	34,472,509	1900	Dr. C. Studt, minister of ecclesiastical, educational, and medical affairs.		
Bavaria (Kingdom).....	.....	.....	9,464,308	10.83	1.63	6,176,057	1900	Baron von Podewils, minister of worship and education.		

Saxony (Kingdom)	8,168,874	11.87	1.94	4,202,216	1900	Dr. P. von Seydewitz, minister of worship and education.
Württemberg (Kingdom)	2,919,070	9.90	1.31	2,169,480	1900	Dr. von Weizsäcker, minister of worship and education.
Baden (Grand Duchy)	2,618,000	9.81	1.40	1,867,944	1900	Baron von Busch, minister of justice, worship, and education.
Hesse (Grand Duchy)	1,874,250	11.31	1.68	1,119,893	1900	Dr. H. Eisenluth, president department of public instruction.
Mecklenburg-Schwerin (Grand Duchy).	(?)	(?)	(?)	607,770	1900	Dr. von Arnberg, minister of justice, worship, and education.
Saxe-Weimar (Grand Duchy)	610,946	10.25	1.70	362,873	1900	Dr. C. Rothe, chief of department of worship and justice.
Mecklenburg-Strelitz (Grand Duchy)	127,568	8.00	1.24	102,602	1900	Dr. Piper, president of consistory.
Oldenburg (Grand Duchy)	698,530	10.47	1.73	339,180	1900	Mr. F. P. Rahstrat, chief of department of justice, worship, and education.
Brunswick (Duchy)	861,898	10.59	1.84	464,333	1900	Dr. A. Triepke, president school council.
Saxe-Meiningen (Duchy)	467,191	10.61	1.86	250,731	1900	Mr. Fr. Triepke, chief of section of justice, worship, and education.
Saxe-Altenburg (Duchy)	333,774	9.69	1.71	194,914	1900	Mr. Besser, director-general of schools.
Saxe-Coburg-Gotha (Duchy)	420,070	10.61	1.83	220,550	1900	Dr. Buchhof, chief of department of justice, worship, and education.
Anhalt (Duchy)	564,298	10.73	1.78	316,085	1900	Dr. Krimmel, president department of instruction.
Schwarzburg-Sondershausen (Principality)	137,802	9.90	1.60	80,898	1900	Mr. H. Petersen, chief of department of justice and education.
Schwarzburg-Rudolstadt (Principality)	126,616	8.00	1.36	93,659	1900	Mr. Carl von Holleben, chief of department of worship and education.
Waldeck (Principality)	85,442	8.30	1.47	57,918	1900	Baron von Haden, president of consistory.
Reuss, senior line (Principality)	93,296	7.06	1.37	68,396	1900	Mr. Hermannsgrün, inspector-general of schools.
Reuss, junior line (Principality)	194,684	9.00	1.40	139,210	1900	Mr. Graesel, minister of justice, worship, and education.
Schumburg-Lippe (Principality)	50,634	6.63	1.18	43,132	1900	Mr. Reimers, president of consistory.
Lippe (Principality)	144,704	6.05	1.05	138,952	1900	Mr. Puskuchen, president of consistory.
Liège (Free City)	183,736	15.45	1.90	96,775	1900	Dr. Eschenburg, president of school council.
Bremen (Free City)	610,965	18.36	2.27	221,882	1900	Dr. D. Ehmcke, president of committee on instruction.
Hamburg (Free City)	1,712,898	17.67	2.27	768,319	1900	Dr. G. Bachmann, president school council.
Alsace-Lorraine (Imperial Domain)	2,110,822	9.34	1.20	1,719,470	1900	Dr. Albrecht, director of council of education.
Great Britain and Ireland: England and Wales	65,025,810	11.05	1.49	32,326,075	1901	Duke of Devonshire, president of board of education.
Scotland	9,063,215	11.80	2.02	4,472,103	1901	Committee of council on education, vice-president, Lord Balfour of Burleigh.
Ireland	6,071,700	8.05	1.36	4,456,516	1901	Commissioners of national education in Ireland.
Greece	13,208,993	.....	.....	2,433,806	1896	M. Romps, minister of worship and instruction.
Italy	6,680,649	5.30	.41	32,475,253	1901 (Feb. 10)	Signor Nasi, minister of public instruction.
Netherlands	2,418,286	8.85	1.27	5,263,222	1901 (Dec. 31)	Dr. A. Knipper, minister of interior.
Norway .....	.....	7.20	1.08	2,239,890	1900 (Dec. 31)	V. A. Wexelsen, minister of ecclesiastical affairs and public instruction.

^a 1896-97, public schools only, which enrolled 3,780,403 pupils.

^b About 65 per cent of this is paid by local and 35 per cent by state governments.

STATISTICS OF ELEMENTARY EDUCATION IN FOREIGN COUNTRIES—Continued.

Countries.	Current expenditures.					Population.	Date of census.	Chief officer of education.
	Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.			
	12	13	14	15	16	17	18	19
EUROPE—continued.								
Portugal.....						5,428,659	1900	E. R. H. Ribeiro, minister of the interior.
Romania.....						5,912,520	1899	Sp. C. Haret, minister of public instruction and ecclesiastical affairs.
Russia.....						126,412,733	1897	Privy Councillor Zaenger, minister of public instruction.
Finland.....			\$828,225	\$2.14	\$0.21	2,592,778	1897	Dr. Y. K. Yrjö-Koskinen, director-general in charge of schools.
Servia.....						2,493,770	1900 (Dec. 31)	M. Markovitch, minister of public instruction and ecclesiastical affairs.
Spain.....						18,618,086	1900	Schör Allende Salazar, minister of education.
Sweden.....			7,191,965	10.17	1.39	5,175,228	1901 (Dec. 31)	Carl von Friesen, minister of education and ecclesiastical affairs.
Switzerland.....	\$6,105,488	\$232,939	6,338,427	9.54	1.90	3,315,443	1900	No federal office.
ASIA.								
British India:								
Assam.....						5,476,833	1891	Mr. C. A. Martin, director of public instruction.
Bengal.....			710,722	.56	.01	71,346,987	1891	Mr. E. Giles, director of public instruction.
Berar.....						2,897,491	1891	Mr. John Vansomeren Pope, director of public instruction.
Bombay.....			683,400	1.21	.03	18,584,496	1901	
Burma (upper and lower).....			66,640	.52	.006	10,490,624	1901	
Central Provinces.....						10,784,294	1891	
Coorg.....						173,055	1891	
Madras.....			585,829	.80	.01	38,209,436	1901	Mr. G. H. Stuart, director of public instruction.
Mysore.....			57,127	.87	.01	5,539,399	1901	Mr. H. J. Bhabha, inspector-general of education.
Northwest Provinces and Oudh.....			218,762	1.53	.01	46,905,085	1891	Mr. T. C. Lewis, director of public instruction.
Punjab.....			612,363	3.37	.03	20,866,847	1891	Mr. W. A. Bell, officiating director of public instruction.
Ceylon.....			91,709	.61	.03	3,009,461	1891	Mr. J. Harward, acting director.
Japan.....			11,501,764	2.46	.26	43,763,153	1898 (Dec. 31)	Baron Kikuchi Dairoku, minister of state for education.
AFRICA.								
Cape of Good Hope.....			1,295,565	8.76	.84	1,527,224	1901	Mr. Thomas Muir, superintendent general of education.
Egypt.....						9,734,405	1897 (June)	Russell Pacha Fakhr, minister of public works and public instruction.

Natal.....	286, 315	11. 67	.52	513, 913 375, 381	1891 1901	Mr. Robert Russell, superintendent inspector of schools, Mr. W. A. Enlage, director of public instruction.
NORTH AMERICA.						
British Columbia.....	588, 568 1, 455, 651	24. 62 26. 91	3. 29 5. 70	178, 657 256, 211	1901 1901	Hon. J. D. Prentice, acting minister of education. Mr. Colin H. Campbell, chief of department of education.
New Brunswick.....	565, 797	9. 85	1. 79	331, 120	1901	Mr. James R. Inch, chief superintendent of education.
Northwest Territories.....	913, 841	9. 22	1. 98	220, 000	1901	Mr. D. J. Goggin, minister of education.
Nova Scotia.....	4, 720, 310	10. 38	2. 16	459, 574	1901	Mr. A. H. Mackay, superintendent of education.
Ontario.....	2, 005, 906	10. 38	1. 21	2, 182, 917	1901	Hon. Richard Harcourt, minister of education.
Quebec.....	166, 322	7. 99	1. 61	103, 259	1901	M. Boucher de la Bruère, superintendent of education. Mr. Alexander Anderson, chief superintendent of education.
Prince Edward Island.....	176, 345	5. 51	.84	210, 000	1899	
Newfoundland.....	2, 973, 817	4. 34	.22	13, 545, 462	1900 (Oct. 28)	Señor Just Fernandez, minister of justice and public instruction.
Mexico.....	7, 773	3. 89	.49	15, 734	1895	Mr. George Simpson, secretary of the board of education.
Bermuda.....						
WEST INDIES.						
Jamaica.....	214, 680	2. 51	.27	770, 242	1902	Mr. Thomas Capper, superintending inspector of schools.
Trinidad.....	137, 730	6. 01	.77	255, 148	1901	Mr. Gervase Bushie, inspector of schools. Señor Leopoldo Canelo, secretary of public instruction.
Cuba.....						
CENTRAL AMERICA.						
Costa Rica.....	279, 641	15. 78	.90	312, 816	1901	Señor Leonidas, minister of foreign affairs, ecclesiastical affairs, public instruction, public charities, and justice.
Guatemala.....	317, 970	6. 72	.19	1, 647, 300	1900	J. A. Mandujano, minister of public instruction.
Honduras.....	56, 017	2. 00	.10	587, 500	1900	Dr. Juan A. Arias, minister of justice and public instruction.
Nicaragua.....				500, 000	1930	Dr. Fernando Sanchez, minister of foreign affairs and public instruction.
Salvador.....				1, 006, 848	1901 (Mar. 1)	Dr. J. Frigueros, minister of charities and public instruction.
SOUTH AMERICA.						
Argentina.....	12, 665, 180	28. 67	2. 61	4, 794, 149	1900	F. Barros, minister of justice and public instruction.
Bolivia.....	109, 120	3. 28	.95	1, 852, 657	1890	Andrés S. Muñoz, minister of public instruction Sabino Barroso, minister of interior and justice (public instruction).
Brazil.....				14, 333, 915		Rafael Balmaceda, minister of justice and public instruction.
Chile.....				3, 146, 577	1901 (Dec. 31, estimated)	Dr. J. J. Casas, minister of public instruction.
Colombia.....	844, 886	5. 91	.21	4, 000, 000	1895 (estimated)	Dr. Julio Arias, minister of public instruction, ecclesiastical affairs, and justice.
Ecuador.....				1, 265, 000		Cayetano Carreras, minister of justice, ecclesiastical affairs, and public instruction.
Paraguay.....				530, 130	1899	José Viera Arias, minister of justice, ecclesiastical affairs, and public instruction.
Peru.....	235, 513	2. 56	.05	4, 609, 939	1896	

a By Government.

STATISTICS OF ELEMENTARY EDUCATION IN FOREIGN COUNTRIES—Continued.

Countries.	Current expenditures.					Population.	Date of census.	Chief officer of education.
	Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.			
	12	13	14	15	16	17	18	19
SOUTH AMERICA—continued.								
Uruguay.....			\$751,861	\$13.58	\$0.78	959,137	1901 (Dec.)	Lois Varela, minister of agriculture, industry, public instruction, and public works.
Venezuela.....			483,232	4.83	.21	2,323,527	1891	Dr. Rafael Monserrate, minister of public instruction.
AUSTRALASIA.								
New South Wales.....			3,901,075	16.36	2.87	1,354,846	1901	Hon. John Perry, minister of education.
Queensland.....			1,407,465	14.52	2.83	496,596	1901	Mr. John Murray, secretary for public instruction.
South Australia.....			748,975	11.85	2.09	396,835	1897	Hon. T. H. Brooker, minister controlling public education.
Victoria.....			3,508,090	14.39	2.92	1,290,918	.....	Hon. W. Gurr, minister of public instruction.
West Australia.....			319,575	15.55	1.73	184,124	1901	Hon. F. Illingworth, minister of education.
New Zealand.....			2,755,010	20.97	3.56	772,719	1901	Hon. W. C. Walker, minister of education.
Tasmania.....			243,680	12.66	1.41	172,475	1901	Hon. Stafford Bird, minister of education.

INDEX.

A.

Aberdeen University, Carnegie trust, 1067.
 Abnormalities in growth, child study, 1109.
 Academies, endowed, need for, 656; private high schools, 1646; in Canada, 461; teaching bookkeeping, 2012.
 Academy, a nonsectarian, Franklin's, becomes a university, 116, 117.
 Accommodations, new, for higher institutions, 1351.
 Accrediting schools, methods in use, 534.
 Accrediting system, influence upon boards of education, 538; influence upon pupils, 538; influence upon standards, 538; influence upon the teaching force, 538; of universities, 529; tends to belittle examinations, 539.
 Act, to incorporate the General Education Board, 2402; to make further provision for education in England, 1018; to establish a department of education, 923.
 Acts of Congress relating to land-grant colleges, 1; of 1890, appropriations for agricultural colleges, 1578.
 Adams, an aristocrat, 166; father of the public school, 163; his educational views, 162; his reply to Jefferson's inquiry, 168.
 Adams and Franklin in France, 125.
 Adams, Jefferson, and Franklin compared, 171.
 Adams, S., 907.
 Address, by Albert G. Lane on Colonel Parker, 235; by A. K. Whitcomb, 2151; by Bishop Spalding on Colonel Parker, 276; by Colonel Parker on the Quincy method, 231; by Emil G. Hirsch on Colonel Parker, 269; by John Dewey, 267; by Orville T. Bright, 273; by President Chas. W. Elliot, 622; by President Daniel C. Gilman, 609; by President F. L. Patton, 623; by President Ira Remsen, 615; by President Nicholas M. Butler at the anniversary of Colonel Parker, 212, inaugural, 625; by President Th. Roosevelt, 631; by President Wm. R. Harper, 624; by Wilbur S. Jackman on Colonel Parker, 231; by President Wm. R. Harper on Colonel Parker, 264; by Dr. W. T. Harris on the Quincy school, 245, at inauguration of President Butler, 625; on education, by James A. Garfield, 916; on Henry Barnard, by W. T. Harris, 887, 901; on National Bureau of Education, by A. J. Rickoff, 909.
 Addresses at funeral of Colonel Parker, 231; at installation of President Butler, 622; at the Johns Hopkins celebration, 609.
 Adelbert College, ages of graduates, 2200.
 Adjustment in a nation, power of, 159.
 Administration versus theory of government, 156.
 Admission, of cadets to Military Academy, 1360, 1364; of foreign students to French universities, 708; requirements at Columbia, 938; requirements at Harvard, 930; details, 934; to college on certificate of secondary schools, 527, XXXII; to correspondence study department, 1082; to Italian art galleries, 864; to professional courses at Yale, 945; to professional schools, 660; to technical schools in Russia, 838; to the U. S. Naval Academy, 1374; to universities, conditions, 536.
 Adults, schools for, in Italy, 765.
 Advice to immigrants, Franklin's, 161.
 Aesthetics, training in, 648.

Africa, chief school officers, 2420; elementary schools and teachers, 2417; school expenditures, 2420.
 Age of college graduation, changes, 2199; median ages, 2200; average ages, 2201.
 Agencies, complementary to the school in France, 679; of examination, in England, 1045.
 Agricultural and mechanical colleges, LXIV, statistics, 1551.
 Agricultural colleges, endowment and support, 4; for colored students, 1552; foreign, 825; general laws, 1; State laws, 5; provision for, in Alabama, 6.
 Agricultural education in Russia, 1143.
 Agricultural schools, in Italy, 752; in Porto Rico, 1185.
 Agriculture, as a study, 1555; course for teachers in Porto Rico, 1187; in rural schools of the United States, 650; instruction in, in the Philippines, 2233, 2251; in technological schools, 1494; students of, 1349.
 Aid grants for education in England, 1020.
 Alabama, business schools, 2014; city schools, 1282, 1294, 1312, 1322, 1332; city superintendents, 1152; colleges for women, 1482, 1487; compulsory attendance and child labor, 2348; constitution quoted, 5; educational periodicals, 1147; higher schools for negroes, 2075; industrial schools for negroes, 2086; institutions admitting students on certificate, 531; institutions conferring degrees, 1412; kindergartens, 2285; kindergarten associations, 2290; law relating to temperance instruction, 315; manual training in public schools, 1961, in separate institutions, 1968; provision for agricultural colleges, 5; provisions for dental practice, CII; provisions for practice of medicine, XCVII; public high schools, 1696, private, 1380; public high schools for negroes, 2072; public normal schools, 1612, 1630; private normal schools, 1632; State normal school for colored students, 10; teachers' training in higher seats of learning, 1604; training of kindergartners, 2300; universities and colleges, 1426, 1444, 1460.
 Alaska, appropriations for education, 1237; arctic and subarctic Alaska, 1229; character of native children, 1240; compulsory attendance and child labor, 2348; education in, 1229; historical tables of school statistics, 1234; introduction of reindeer, 1257; law relating to temperance instruction, 315; local school committees, 1238; reindeer herds at missions, 1263; reindeer stations, 1258; what becomes of the school children, 1243.
 Alcohol from potatoes in Germany, 641.
 Alcoholic drinks and their effects, 315, 317.
 Alcoholism in France, 872.
 Alderson, Victor C., 640.
 Alemany, Rev. Joseph S., 567.
 Algebra, at Harvard, 935; examination at Annapolis, 1377, 1379; examination at West Point, 1366; students of, in high schools, 1644, 1646, 1653.
 Allen, William, 190.
 Allowances paid to nurse pupils, 2046.
 Alsace-Lorraine, chief officer of education, 2419; elementary schools and teachers, 2416; school expenditures, 2419; commercial education, 880; medical inspection of schools, 518.

- Altenburg, commercial education, 880.
 Alterations in arts curriculum in England, 1066.
 Amanuensis course in business schools, 2008.
 America, industrial freedom, 137; medical inspection of schools, 517.
 American markets and English markets, 142; college in Strassburg, Germany, 873; cause, the cause of all mankind, 124; education, Franklin's influence, 91; educators, necrology, 339; Journal of Education, 924, 926; Missionary Association, 285; Philosophical Society, 172; public school, first, 541; school, the people's system, 578; schools, too much uncertainty and change, 576; teachers in the Philippines, 2226, 2235.
 Amount expended for common schools, LXXXIX.
 Angell, James B., 220.
 Antwerp geographical exhibition, 863.
 Apparatus, scientific, in colleges for women, 1487; in technological schools, value of, 1497.
 Appeal to facts concerning the negro, 229.
 Appointment, of cadets to the military academy, 1360, 1363; of teachers in the Philippines, 2238.
 Apportionments of school fees in England, 1022.
 Apprentice in pharmacy, 1505.
 Appropriations, for education in Alaska, 1237; for farmers' institutes, 1576; for introduction of reindeer into Alaska, 1263; for normal schools, 1582, 1589, (a) for support, 1590, (b) for buildings, 1591; for schools in the Philippines, 2267; State and municipal, for agricultural colleges, 1572, 1578; State and municipal, for colleges for women, 1487; State and municipal, for higher seats of learning, 1461; State and municipal, for technological schools, 1497; State, for public instruction in France, 669.
 Arbitration suggested by Franklin, 154.
 Architecture, taught in agricultural colleges, 1566; in technological schools, 1495; students of, number, 1349.
 Argentina, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; medical inspection of schools, 517; universities, 833.
 Arguments in favor of medical inspection of schools, 509.
 Aristocracy of wealth, birth, and position, 954.
 Arithmetic, examination at Annapolis, 1377, 1379; at West Point, 1366.
 Arizona, business schools, 2014; city schools, 1282, 1294, 1312, 1322, 1332; city superintendents, 1152; compulsory attendance, 2348; excerpts from laws relating to land-grant colleges, 11; industrial schools for Indian children, 1880; institutions conferring degrees, 1412; law relating to temperance instruction, 315; provision for agricultural colleges, 11; provisions for dental practice, CII; provisions for practice of medicine, XCVII; public high schools, 1698, private, 1880; public normal schools, 1612, 1620; teachers' training in higher seats of learning, 1603; universities and colleges, 1423, 1444, 1460; university admitting students on certificate, 531.
 Arkansas, business schools, 2014; child labor, 2348; city schools, 1282, 1294, 1312, 1322, 1332; city superintendents, 1152; colleges for women, 1432, 1487; constitution and statutes quoted, 15; educational periodicals, 1147; excerpts from laws relating to land-grant colleges, 15; higher schools for negroes, 2078; industrial schools for negroes, 2083; institutions admitting students on certificate, 531; institutions conferring degrees, 1412; kindergartens, 2285; kindergarten associations, 2290; law relating to temperance instruction, 316; manual training in public schools, 1961; provisions for agricultural colleges, 15; provisions for dental practice, CII; provisions for practice of medicine, XCVII; public high schools, 1698, private, 1880; public high school for negroes, 2072; public normal schools, 1612, 1620; private normal schools, 1632; teachers' training in higher seats of learning, 1604; training of kindergartners, 2300; universities and colleges, 1426, 1444, 1460.
 Armstrong, Wm. H., 1206.
 Art, departments in colleges for women, 1482; education, periodicals devoted to, 1150; galleries, Italian, admission, 864; high practice of, in a democracy, 118; needlework taught, 1983; schools in Russia, 1142.
 Articles of confederation, proposed, 151.
 Articulation, instructors of, in schools for the deaf, 2122.
 Artisan, the, and the art, Franklin, 91.
 Artisans, plan for the benefit of, 134.
 Arts, curriculum, alterations, in England, 1066; the seven liberal, 955.
 Ascham, Roger, 492.
 Asia, elementary schools and teachers, 2416; school expenditures, 2420.
 Aspect, national, of the education act, 1027.
 Assignment of cadets to corps after graduation, 1372.
 Assistant superintendents of schools, salaries, 2379.
 Astronomy, students of, in high schools, 1644, 1646, 1654.
 Atheism, the charge against Socrates and Christ, 740.
 Athletics, college, 659.
 Atkinson, Fred. W., 2236.
 Attendance, in business schools, 2008; commercial schools, 2020; city schools, 1272; elementary schools in England, 1004; secondary schools, 1642; of Alaskan children at Carlisle, 1241.
 Attention, voluntary and deliberate, 729.
 Attitude of benefactors, change in, 660.
 Atwell, W. P., 857.
 Audio-visual memory, 1133.
 Auriculation, instructors of, in schools for the deaf, 2122.
 Australasia, chief school officers, 2422; elementary schools and teachers, 2418; school expenditures, 2422.
 Australia, list of universities, 833.
 Austria, chief officer of education, 2418; elementary schools and teachers, 2415; expenditures for schools, 2418; illiteracy, 2313; list of universities, 833; medical inspection of schools, 519; teachers' pensions, 2370.
 Authorities, educational, in England, 1023; of schools in Manitoba, 456.
 Autobiography of Franklin, 127.
 Autonomy of royal universities in Italy, 783.
 Average, amount of schooling per inhabitant, XVIII; daily attendance, LXXV; daily expenditure per pupil, LXXXVIII; length of school term, LXXXIII.

B.

- Baccelli bill for reform of higher education in Italy, 767.
 Bachelor's degree, condition of admission to professional school, 660.
 Bachelor's degrees, fewer, 658.
 Baden, elementary schools and teachers, 2415; chief officer of education, 2419; school expenditures, 2419; commercial education, 879; medical inspection of schools, 518.
 Baehr, Max J., 2338.
 Baking taught, in industrial schools, 1999; in reform schools, 2106.
 Balance of sense memory, 1135.
 Bancroft, Miss Margaret, 2190.
 Baptist Church, the education of the colored race, 307; missions in Alaska, 1248, 1252.
 Baptist secondary schools, 1648.
 Barbering taught in reform schools, 2107.
 Barnard, Henry, 560, 925, XLVIII; services to education, 887; first commissioner of education, 891; his relation to the establishment of the Bureau of Education, 901; his plan of a central agency for the advancement of education, 923.
 Barnard's Journal of Education, 911.
 Barney, H. H., 894.
 Barr, Dr. Martin W., 2175.
 Basket weaving taught, 1984.
 Batchelder, John, 907.
 Bavaria, elementary schools and teachers, 2415; chief officer of education, 2418; school expenditures, 2418; commercial education, 878; medical inspection of schools, 518.

- Baylor University, Waco, Tex., 1062.
 Beattie, W. S., 1233.
 Beck, George J., 1233.
 Becon, Thomas, 501.
 Belgium, chief officer of education, 2418; elementary schools and teachers, 2415; school expenditures, 2418; illiteracy, 2313; list of universities, 833; medical inspection of schools, 517; teachers' pensions, 2370.
 Bell, Alexander Graham, 272, 243.
 Bellinzona, Switzerland, Cantonal Commercial Academy, 849.
 Benefactions, to colleges for women, 1487; to colored schools, 2039; to dental schools, 1514, 1541; to education, 2388; to higher institutions of learning, 1354, 1461; to kindergartens, 2378; to law schools, 1510, 1525; to medical schools, 1512, 1531; to normal schools, 1589; to private high schools, 1677; to professional schools, 1500; to public high schools, 1864; to schools for nurses, 2046; to schools of pharmacy, 1515, 1545; to technological schools, 1497; to theological schools, 1509, 1517; to veterinary schools, 1549.
 Benefactors, change in attitude, 660.
 Benefit of college training, 222.
 Benefits of free text-books, 632.
 Benton, Thomas H., 884.
 Bequests, Franklin's, to Boston and Philadelphia, 135.
 Bermuda, elementary schools and teachers, 2417; chief officer of education, 2421; school expenditures, 2421.
 Bernardi, Mrs. S., 1229.
 Bernet-Hanrat, Theophil, 837.
 Bible read in public schools, 2412; prohibited, 2412.
 Bicentennial celebration at Yale, 582.
 Biggs, Hermann M., 1508.
 Biography of Francis W. Parker, 231; of Joseph Le Conte, 602; of Geo. Charles Hollis, 560.
 Birth and breeding of Franklin, 93.
 Birthday norms in child study, 1098.
 Birthplace of college-bred negroes, 195.
 Bishop, Nathan, 894.
 Blacksmithing, in agricultural colleges, 1568; in industrial schools, 2000; in Manila trade school, 2247; in reform schools, 2109.
 Blake, Miss A. E., 2178.
 Blind, schools for the, 2115.
 Blow, Susan E., 594.
 Board, New England, college entrance certificate, 527.
 Board of education, influence of the accrediting system, 538.
 Boarding schools, medical inspection necessary, 515.
 Boards, governing, of State institutions, 1354.
 Bodleian tercentenary, 990.
 Bolivia, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
 Bond, Phineas, 190.
 Bond, Thomas, 120.
 Book of Bible selections for schools, 2412.
 Bookkeeping in academies and seminaries, 2012; in business schools, 2010.
 Books, and periodicals in Japan, 2400; and supplies for schools in Porto Rico, 1182; those which Franklin read in youth, 94; adapted for rural school libraries, 580; their place in Franklin's scheme, 100; used in United States Military Academy, 1372; in the United States Naval Academy, 1380.
 Booth, F. W., 2144.
 Bosse, Dr., minister of education in Prussia, 518.
 Boston, Franklin's bequest to, 135; his love for, 154; medical inspection of schools, 517; special classes for feeble-minded, 2193.
 Bowdoin College, ages of graduates, 2200.
 Branches, industrial, colored students of, 2069.
 Branches taught, in manual and industrial training, 1883; in normal schools, 1583; in reform schools, 2106.
 Brazil, chief officer of education, 2421; elementary schools and teachers, 2418; school expenditures, 2421; universities, 833.
 Bremen, chief officer of education, 2419; elementary schools and teachers, 2415; school expenditures, 2419.
 Brevig, T. L., 1230.
 Brewer, David Josiah, 583.
 Bricklaying in agricultural colleges, 1568; in industrial schools, 1892; in colored schools, 2039; in reform schools, 2107.
 Brick making taught in reform schools, 2110.
 Bright, Orville T., 273.
 British Columbia, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; public school system, 457; school statistics, 458.
 British India, chief school officers, 2420; elementary schools and teachers, 2416; school expenditures, 2420.
 British South African colonies, education in, 1465.
 Brittain, J. I., 873.
 Brockett, Linus P., 565.
 Brodeur, Clarence A., 556.
 Brodrick, Dr., quoted, 887.
 Brooks, S. P., quoted, 1062.
 Broom making taught in reform schools, 2113.
 Brothers of the Christian schools, 566.
 Brougham, Lord, quoted, 920.
 Brown, George P., 2209.
 Brown University, length of college course, 946.
 Brunswick, Germany, commercial education, 879.
 Brush making taught in reform schools, 2110.
 Bryce, James, discussion of education act, 1015; quoted, 1036.
 Buildings, new, for agriculture, 1557; for engineering, 1558.
 Buisson, Prof. Ferdinand, 687, 721, XLI.
 Bulgaria, chief officer of education, 2418; elementary schools and teachers, 2415; school expenditures, 2418.
 Bulkley, J. W., 908.
 Bumstead, Horace, 224.
 Bunnell, Charles E., 1231.
 Burgerstein, Leo, 509.
 Business courses, in colleges for women, 1480; in colored high schools, 2035; in normal schools, 1535; in technological schools, 1495; in universities and colleges, 2003.
 Butler, Nicholas Murray, 242, 272, 622, 625, 939.
 By-laws of board of college entrance on certificate, 527.

C.

- Cadets, admitted on certificate or by examination, 1361; resigned before semiannual examination, 1363.
 Cadwalader, Thomas, 190.
 Caldecott, H. S., 478.
 California, business schools, 2014; city schools, 1282-1392; city superintendents, 1152; colleges for women, 1480, 1482, 1487; compulsory attendance and child labor, 2348; constitution quoted, 21; educational periodicals, 1147; excerpts from political code, 22; industrial schools for Indian children, 1980; institutions admitting students on certificate, 531; institutions conferring degrees, 1412; kindergartens, 2285; kindergarten associations, 2200; law relating to temperance instruction, 316; manual training in public schools, 1961, in separate institutions, 1968; provisions for agricultural colleges, 22; provisions for dental practice, CII; provisions for practice of medicine, XCVII; public high schools, 1760, private, 1882; public normal schools, 1612, 1620; teachers' training in higher seats of learning, 1604; training of kindergartners, 2300; transportation of pupils, 2354; universities and colleges, 1423, 1444, 1460.
 Calligraphy, periodicals devoted to, 1150.
 Calver, Leonard, 566.
 Campbell, Dr. E. O., 1230.
 Camp meetings, Methodist, 1072.
 Canada, education in, 423, XXVI; enrollment in schools, 426; expenditures for schools, 426; higher educational institutions, 460, 833; income of schools, 427; population of, 425; teachers and their salaries, 426.
 Canada and the United States, Franklin's idea, 144.
 Cane seating taught in industrial schools, 1989.

- Canton, China, consulate, 866.
 Cape Colony, chief officer of education, 2420;
 elementary schools and teachers, 2417;
 school expenditures, 2420; education in, 465.
 Cape Prince of Wales, reindeer station, 1258.
 Capital, movement of, in our times, 951.
 Caspice not will, 724.
 Carding and spinning taught, 1989.
 Carlisle Indian School, attendance of Alaskan
 children, 1241.
 Carnegie Institution, 664.
 Carnegie trust for universities in Scotland,
 1067.
 Carpentry, in agricultural colleges, 1568; in in-
 dustrial schools, 1983; in colored schools,
 2039; in Manila trade school, 2246; in reform
 schools, 2106.
 Carson, Dr. James C., 2172.
 Carter, Chas. M., 645.
 Carter, Franklin, 220.
 Carving in wood taught, in industrial schools,
 1984; in reform schools, 2111.
 Caste feeling as affecting English education,
 LVI.
 Catholic separate schools in Ontario, 431.
 Cattle raising taught in industrial schools, 1986.
 Causes of death of children, 513.
 Celebration, bicentennial, at Yale, 582; of Found-
 ers' Day at Tulane, 2405; of Johns Hopkins
 University, 609; of Henry Barnard's birth-
 day, 887.
 Census, school, LXIX; of United States quoted,
 2311.
 Central America, chief officers of education,
 2421; elementary schools and teachers, 2417;
 school expenditures, 2421.
 Centralization of schools, 650.
 Ceramic decoration taught in industrial
 schools, 1990.
 Certificate, admission to college on, 652, XXXII.
 Certificates, granted by correspondence school,
 1001; in Oxford extension courses, 998; of
 secondary schools, 527; of systematic study
 at Oxford, 996.
 Ceylon, chief officer of education, 2420; ele-
 mentary schools and teachers, 2417; school
 expenditures, 2420.
 Chair caning or seating taught, in industrial
 schools, 1988; in reform schools, 2109.
 Chamberlain, Charles J., quoted, 1087.
 Chambers of commerce, German, 857.
 Change in attitude of benefactors, 660.
 Changes, administrative, in the Philippines,
 2225; in age of college graduation, 2199.
 Character, of examination for admission to Mil-
 itary Academy, 1963; to Naval Academy,
 1376, 1378; popular, of the superintendency
 movement, 553.
 Characteristic of will, self-control, 738.
 Charter of University of Pennsylvania, fac-
 simile of, 186.
 Chase, George C., 219.
 Chautauqua, College of Liberal Arts, 1076;
 School of Business, 1076; University, 1075;
 School of Languages, 1073; School of The-
 ology, 1074; Assembly Herald, quoted, 1074;
 Camp Meeting Association, 1072; Literary
 and Scientific Circle, 1073; University, scope
 of work, 1075.
 Chemical engineering in technological schools,
 1495; number of students, 1549.
 Chemistry at Harvard, 935; students of, in high
 schools, 1644, 1646, 1654.
 Chicago, child-study in, 1095; superintendent's
 tenure, 650; University, 1077; correspond-
 ence school, 1080.
 Chief State school officers, in United States,
 1151; in foreign countries, 2415.
 Child, its inconsistency, versatility, and levity,
 753.
 Child labor laws and compulsory school at-
 tendance, 2347.
 Child study, in Chicago, 1095; in Cook County
 Normal School, 261; laboratory, 1117; num-
 ber of students, 1583, 1593; percentile
 groups, 1119; periodicals devoted to, 1150.
 Children, in model schools of normal schools,
 1586; in Porto Rico, 1209; native, in Alaska,
 what becomes of them? 1240, 1243; sick,
 should they be treated by school physi-
 cians? 525.
 Chile, chief officer of education, 2421; elemen-
 tary schools and teachers, 2417; school ex-
 penditures, 2421; medical inspection of
 schools, 517.
 China, educational movements, 865.
 Chinese language, ideographic, 865.
 Christ charged with atheism, 740.
 Christian Brothers in the United States, 569.
 Christian theory of moral education, 734.
 Christopher, Dr. W. S., 1055.
 Christy, S. B., 602.
 Chronological view of secondary schools in
 France, 697.
 Church missions and reindeer in Alaska, 1367.
 Churches, northern, and the freedmen, xxi, 285.
 Cienfuegos, Cuba, visit to the schools of, 2596.
 Cities, having kindergartens, 2275; of France,
 educational statistics, 682; over 8,000 inhab-
 itants in the United States, 1271; over 4,000
 inhabitants, kindergartens, 2235; high
 schools, in, 1651; manual training schools,
 1960.
 Citizen versus State, 179.
 City of Paris, enrollment in schools, 684.
 City school systems, statistics of, 1271.
 City schools, free text-books, 2591.
 City superintendents in the United States, 1152.
 Civics, students of, in high schools, 1644, 1646,
 1657.
 Civil engineering in industrial schools, 1983; in
 technological schools, 1495; students of,
 1349.
 Civil state of French teachers, 713.
 Classes, many, of negroes, 224; of philosophy
 in secondary schools of France, 693; of
 schools in Manitoba, 458; in New Brunswick,
 451; in Nova Scotia, 449; separate, for men-
 tally deficient, 2191; size of, in Swiss com-
 mercial schools, 552.
 Classical colleges in Quebec, 460.
 Classical courses, in colleges for women, 1482;
 in colored high schools, 2035; in high schools,
 1644; students of, 1651; students of, in higher
 institutions, 1349.
 Classical lycées in France, 693; schools in Italy,
 756.
 Classics, and sciences, conflict between, 697;
 taught in English secondary schools, 1057;
 versus modern languages, 143.
 Classification, of schools in France, 675; in Que-
 bec, 441; of secondary schools in Great
 Britain and Ireland, 1049; of studies, 170; of
 superintendents, 555; of teachers in France,
 677.
 Clay modeling taught in industrial schools,
 1986; in reform schools, 2111.
 Clergy, the, and the education act, 1028.
 Clerical versus lay teachers in France, 677.
 Clubs, philological, in Italy, 762.
 Cobbett, William, 1070.
 Coeducation in Porto Rico, 1206; in United
 States, 2388.
 Coeducational colleges, presidents of, 1162.
 Coleman, William, 130.
 College, admission to, on certificate, 527; ath-
 letics, 659; course, length of, 927; course,
 shortening of, 661; course shortened at Co-
 lumbia, 939; department, expenses, 1490;
 entrance certificate board, 527; certificates,
 652; faculties, more women desired, 661;
 feeling in Oxford, 956; graduation, changes
 in age, 2199; average age, 2202; instructors,
 training for, 658; preparatory students in
 graduating classes of high schools, 1648;
 presidents in the United States, 1162; train-
 ing, has it benefited you? 222; training of
 negroes, is it necessary? 219; year, division
 in, 1349.
 College-bred negro, the, 191.
 College of Liberal Arts at Chautauqua, 1076.
 Colleges, agricultural and mechanical, 1; statis-
 tics, 1551; endowment and support, 4; in
 Canada, 461; foreign, number of students,
 823.
 Colleges for women, expenses in, 1487; presi-
 dents of, 1168; private, 1641; professors and
 students, 1401, 1403; statistics of, 1480.

- Colleges, in the United States, 1347; junior, 663; in Canada, 460; ladies', in Canada, 461; of liberal arts, presidents of, 1162; of Oxford, 974; of pharmacy, commercial instruction, 1505; undergraduate and graduate students, 1386.
- Collegiate departments, in agricultural colleges, 1563; in colleges for women, 1430; in technological schools, 1493; of universities, 1386.
- Collegiate students of the colored race, 2067.
- Colonial schools in Italy, 759.
- Colonies, educated by Franklin, 118.
- Colorado, business schools, 2014; city schools, 1282-1332; city superintendents, 1152; compulsory attendance and child labor, 2348; constitution quoted, 27; educational periodicals, 1147; excerpts from annotated statutes, 28; industrial schools for Indian children, 1980; institutions admitting students on certificate, 531; institutions conferring degrees, 1412; kindergartens, 2285; kindergarten associations, 2290; law relating to temperance instruction, 316; manual training in public schools, 1961, in separate institutions, 1968; provisions for agricultural colleges, 28; provisions for dental practice, CIV; provisions for practice of medicine, XCVII; public high schools, 1704, private, 1884; public normal schools, 1612, 1620; private normal schools, 1632; teachers' training in higher seats of learning, 1604; training of kindergartners, 2300; transportation of pupils, 2355; universities and colleges, 1426, 1444, 1460.
- Colored people and the Society of Friends, 304.
- Colored race, and the Baptist Church, 307; education of, 2063.
- Colored secondary students, number, 1650; in normal schools, 1586; of industrial branches, 2069.
- Colombia, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- Columbia University, admission requirements, 940.
- Columbian University, Washington, shortening the course, 946.
- Comment on Bible reading forbidden in schools, 2412.
- Commercial, geography taught in public high schools, 2011; instruction in colleges of pharmacy, 1505; law taught in high schools, 2011; school in Tiflis, Russia, 869; schools in Russia, 1142; in Switzerland, XLVIII; purpose and condition, 842; Swiss classes, size of, 852; courses of study, 849; diplomas, 851; examinations, 851; officials and principals, 854; scholarships, 853; teachers, 854; text-books, 851; tuition fees, 853; university in Switzerland, 842.
- Commercial and business schools, statistics, 2003.
- Commercial and technical education, higher, 657.
- Commercial courses, 652.
- Commercial education, higher, 2376; in Germany, 857, 874; in Switzerland, 837; historical review, 838; origin, 839; present status, 842.
- Commission of inquiry into educational endowments, 1042; on accredited high schools, 655.
- Commissioner of Education, report of, IX; the first, 891.
- Committee on statistics of defective sight and hearing of children, 2143.
- Common school, curriculum of the, 643; education, periodicals devoted to, 1149; statistics of the South, 2064; of the United States, XII.
- Communities with large negro population, 817.
- Community and the superintendent, 560.
- Comparison of illiteracy, native and foreign, 753.
- Complementary schools for girls in Italy, 748.
- Composition, English, examination at West Point, 1368; how Franklin perfected his, 149; how to teach it, 109.
- Compromise learned in boyhood, Franklin, 97.
- Compulsory attendance and child labor laws, 2347; education in Italy, 747; instruction in physiology and hygiene, 315.
- Conceits founded on wealth, 952.
- Concentration in Cook County Normal School, 258.
- Concomitants of dullness and precocity, 1106.
- Condition of admission to professional schools, 660.
- Condition, social and physical, of negroes, 191.
- Conditions of admission, of foreign students in France, 708; to university, 536.
- Conditions of illiteracy in the United States, 791.
- Conferences, educational, in Porto Rico, 1201.
- Conflict between classics and sciences, 697.
- Congregational Church mission in Alaska, 1243, 1255; secondary schools, 1648.
- Congress, acts of, relating to land-grant colleges, 1.
- Connecticut, Barnard's services in education, 887; business schools, 2014; city schools, 1282-1332; city superintendents, 1152; compulsory attendance and child labor, 2348; constitution quoted, 31; educational periodicals, 1147; excerpts from general statutes, 31; institutions admitting students on certificates, 531; institutions conferring degrees, 1412; kindergartens, 2285; kindergarten associations, 2291; law relating to temperance instruction, 317; manual training in public schools, 1961, in separate institutions, 1968; provision for agricultural colleges, 31; provisions for dental practice, CIV; provisions for practice of medicine, XCVII; public high schools, 1705, private, 1884; public normal schools, 1612, 1620, private, 1632; training of kindergartners, 2301; transportation of pupils, 2355; universities and colleges, 1426, 1444, 1460.
- Conscripts, illiteracy of, in France, 655.
- Conservation of the State, 177.
- Conservatories of music in Italy, 760.
- Consolidation of schools, 2353.
- Conspectus of registration in correspondence school, Chicago, 10-3.
- Constitution, of state system of education in France, 670; of the public academy in Philadelphia, 185; of the University of Oxford, 961.
- Consular reports on education, 857.
- Control of education, transfer to laity, 664.
- Convention in 1787, Franklin in the, 121.
- Conveyance of children in Connecticut, 2356.
- Convitti, boarding schools for girls in Italy, 759.
- Cook County Normal School, 231.
- Cook, John W., 272.
- Cooking, in agricultural colleges, 1538; in industrial schools, 1933; in colored schools, 2069; in reform schools, 2106; supervisors, salaries, 2379.
- Cooperation of Treasury, State, and War Departments in Alaska, 1267.
- Cornell University, length of course, 946.
- Corporal punishment, regulations, 2385.
- Correlation in Cook County Normal School, 258.
- Correspondence school, at Willimantic, Conn., 1093; Baylor University, 1093.
- Correspondence schools, 1069, 1079, LXI; typical courses, 1080.
- Correspondence study department, Chicago University, 1081.
- Cost, of free text-books, 632; annual per capita, of education of the blind, 2119; of primary and normal schools in Italy, 749; per pupil in free text-book cities, 639.
- Costa Rica, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- Council of education in Transvaal, 471.
- Countinghouse practice in Switzerland, 848.
- Course in agriculture for teachers in Porto Rico, 1187.
- Course of study, at Columbian University, 946; at U. S. Military Academy, 1372; for higher commercial education, 2376; for high school grades in Porto Rico, 1226; in administration, 2377; in college, shortening of, 661; in public schools of Porto Rico, 1222; in statistics, 2377; of commercial school in Tiflis, Russia, 870; of graded schools in San Juan, P. R., 1216; of Manila normal school, 2244; of Naval Academy, 1380; of San Juan (P. R.) high school, 1219.

- Courses, commercial and industrial, 652; of correspondence instruction, Pennsylvania State College, 1090.
- Courses of study, for honors at Oxford, 957; of agricultural colleges, changes, 1555; of commercial schools in Switzerland, 849; of correspondence schools, 1080; of normal schools, 1583; of public high schools, 1644, private, 1648; of universities, changes in, 1347; pursued by students in universities and colleges, 1393; technical, in higher seats of learning, 1421.
- Cotton Mather's benefit societies, 101; questions of debate in, 101.
- County model schools in Ontario, 433.
- Cox, Miss Jean W., 2190.
- Cravath, Ida M., 643.
- Creevey, E. A., 869.
- Criticism, of Franklin's philosophy, 154; of the constitution of Massachusetts, 152.
- Crocheting taught in reform schools, 2108.
- Cuba, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; education in, 2393.
- Culture courses in technological schools, 1494; students of, 1349.
- Culture, the slogan of recent years, 575.
- Current topics, 2347.
- Curriculum, of secondary schools, 651; of the common school, 648.
- Cushing, T., 907.
- Custodial farm in Ohio, 2158.
- ED.**
- Dabney, Charles W., 789.
- Daily school programme of Franklin, 112.
- Dairying in agricultural colleges, 1566; in industrial schools, 1986.
- Dante Alighieri Club, 764.
- Dartmouth College, ages of graduates, 2200.
- Date of establishment of high schools, 1663.
- Deaf, schools for the, 2115.
- Deaf mutes' education, periodicals devoted to, 1150.
- Defective classes, schools for the, 2115; eyesight in certain cities in the United States, 2145; sight and hearing of children, 2143.
- Defects, of university curriculum in Great Britain and Ireland, 1056; physical, of children, 2151.
- Definition, of education, Plato's, 179; psychological, of will, 739.
- Degree, bachelor's, condition of admission, 660; conferred at Oxford, 957.
- Degrees, academic, institutions conferring them, 1412; at Columbian University, 947; conferred by colleges for women, 1401, 1404; by technological schools, 1409; by universities and colleges, 1395; in the United States, 1390; on women, 1397; fewer bachelors', 658; honorary, conferred, 1398.
- Delaware, business schools, 2016; city schools, 1283-1323; city superintendent, 1152; college admitting students on certificate, 531; excerpts from revised statutes, 37; free text-books, 632; higher schools for negroes, 2078; industrial schools for negroes, 2086; institutions conferring degrees, 1412; kindergartens, 2255; kindergarten associations, 2291; law relating to temperance instruction, 318; manual training in public schools, 1961, in separate institutions, 1968; normal students in State college, 1634; provisions for agricultural colleges, 37; provisions for dental practice, CIII; provisions for practice of medicine, XCVII; public high schools, 1707, private, 1888; training of kindergartners, 2301; universities and colleges, 1426, 1444, 1460.
- Demand for special teachers, 653.
- Demands of medical school inspection, 523.
- Democracy, practice of the art in, 118.
- Democratic devices and substitutes, 175; student life, 658.
- Denmark, chief officer of education, 2418; elementary schools and teachers, 2415; school expenditures, 2415, 2418; illiteracy, 2313; teachers' pensions, 2370.
- Denominations maintaining private academies, 1643.
- Dentistry, colored students of, 2068; provisions governing the practice of, 311, 1504; schools of, statistics, 1514.
- Department, of education, act to establish, 923; of special education, 2143.
- De Pauw University, ages of graduates, 2208.
- Deposit prior to admission at West Point, 1371.
- Designs, decorative, taught, 1989, 1996.
- Development, arrested mental, school for, 2188; of country, relation of Yale to, 588; of district supervision of schools, 551; of State system in France, 671; of strength, child study, 1160.
- Devices and substitutes, democratic, 175.
- Devices by Franklin, Adams, and Jefferson, 123.
- Dewey, John, 267.
- Diagram, 1, showing enrollments in schools of the United States, LXXIII; 2, showing per cent of population in school, LXXIV; 3, showing length of school term, LXXIX; 4, showing school expenditure per capita, LXXXVI; 5, showing number of secondary students, XCII; 6, showing population enrolled in secondary schools, XCIV; 7, showing number of college students, XCV; 8, showing per cent of population enrolled in colleges, XCVI.
- Diagrams showing ages of college graduates, 2202-2206.
- Diem, Mary G., 644.
- Difficulty, the chief, in teaching, 173.
- Diploma for the practice of dentistry, CXII.
- Diplomas in Swiss commercial schools, 851.
- Diplomat, a, by nature, Franklin, 152.
- Diplomatic school in Italy, 760.
- Directory, educational, 1151.
- Disbursements of the appropriation in aid of agricultural colleges, 1578.
- Discipline in Cook County Normal School, 252; students of, 1583.
- Distribution, of appropriations for agricultural colleges, 1578; of normal students, 1603; of population by race elements, 799; of secondary students, 1649; of students in France, 699; of time in classical courses in France, 696.
- District of Columbia, business schools, 2016; city schools, 1283-1333; city superintendent, 1152; college for women, 1482, 1487; compulsory school attendance, 2348; educational periodicals, 1147; free text-books, 639; higher schools for negroes, 2078; illiteracy, 2349; institutions admitting students on certificates, 531; institutions conferring degrees, 1412; kindergartens, 2255; kindergarten associations, 2291; manual training in public schools, 1961, in separate institutions, 1968; normal students in higher seats of learning, 1604; provisions for dental practice, CIII; provisions for practice of medicine, XCVII; public high schools, 1703, private, 1888; public high schools for negroes, 2072; public normal schools, 1613, 1620; private normal schools, 1632; training of kindergartners, 2301; United States law relating to temperance instruction, 318; universities and colleges, 1426, 1444, 1460.
- District of Mexico, education in the, 2398.
- District supervision of schools in Massachusetts, 551.
- Doctor of philosophy, degree conferred, 1250.
- Doctrine of "the general welfare" of Franklin, 98.
- Doctrines of life and death, 150.
- Domains of the mind, 730.
- Domestic arts taught in industrial schools, 1991.
- Domestic education, periodical devoted to, 1150.
- Domestic science in agricultural colleges, 1556.
- Dominion of Canada, chief school officers, 2421; elementary education and teachers, 2417; school expenditures, 2421.
- Don, the Oxford, 953.
- Donations to kindergartens, 2273.
- Dorchester, Mass., first public school, 545.
- Doren, Dr. G. A., 2158, 2183.
- Doubter in youth, Franklin, 97.
- Draper, Andrew S., 271, 570.

- Drawing, in western normal schools, 642; taught in industrial schools, 1983; in Manila trade school, 2246; in reform schools, 2110; supervisors, salaries, 2374; teachers' association, report of, 642.
- Dressmaking taught, in industrial schools, 1983; in reform schools, 2106.
- Drill needed, not research, 575.
- Dubois, Rev. John, 566.
- Du Bois, W. E. Burghardt, 191, 229.
- Dullness and precocity, concomitants, 1106.
- Dunlap, Mary J., 2183.
- Duties, academic, at West Point, 1371; of school physicians, 522; of superintendents of schools in Massachusetts, 553.
- Dyeing taught in industrial schools, 1989.
- E.**
- Early training of negro college graduates, men, 197; women, 202.
- Eaton, John, 570, 504, 505.
- Eaton, Unalaklik, reindeer station, 1260.
- Ecuador, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- Edinburgh University, Carnegie trust, 1067.
- Education, American, Franklin's influence, 91; a national interest, 916; a universal scheme, 114; as a factor in success, 2403; authorities, local, in England, 1018; benefactions to, 2388; bill, national aspect of, 1027; board, southern, 650; general, 651, 2402; commercial, in Switzerland, 837; constitution of State system of, 670; consular reports on, 857; control of, transfer to laity, 664; department in Transvaal, 474; early English writers on, 481; elementary, English system, 1003; higher commercial and technical, 657; higher, in France, 698; in Alaska, 1223; appropriations for, 1237; in British South Africa, XXVIII; in Canada, 423, XXVI; in Connecticut, Barnard's services, 887; in Cuba and Mexico, 2393; in England affected by the caste feeling, LV1; in France, 667, XXXVI; primary, 673; secondary, 685; higher, 698; in Great Britain and Ireland, 1001, L; in Italy, XLI; in Orange River Colony, 478; in Porto Rico, 1177; in Russia, 1139; in the British South African colonies, 465; in the Cape Colony, 455; in the Philippines, 2219; present condition, 2224; administrative changes, 2225; in Transvaal, 467; of orphans, 118; of Swiss merchants, 838; of colored race, 202, 2033; of feeble-minded, 2157; of the Moros, 2232; of the will, 721; of youth in Pennsylvania, proposals relating to, 182; on the gold fields of the Witwatersrand, 476; pros and cons in, 116; public, in Italy, 741; technical, in Germany, 640; the ideal in, 180; utopian, 563.
- Education act in England, 1013; full text of, 1017; its relation to secondary education, 1041; at work, 1055.
- Educational, authorities in England, 1022; directory, 1151; movement in Quebec, 444; movements in China, 805; needs of Porto Rico, 1203; notes from Siberia, 881; periodicals, list of, arranged by States, 1147; arranged alphabetically, 1149; problem in England, LIV; progress of the year, 647, XXXIV; system of Newfoundland, 461; systems of Canadian provinces, 427; tendencies, desirable and otherwise, 570; views of Jefferson, 169.
- Educators, notices of their deaths, American, 339; foreign, 408.
- Effacement of claims for special consideration, 553.
- Effects of alcoholic drinks, 315.
- Egypt, chief officer of education, 2320; elementary schools and teachers, 2417; school expenditures, 2420; medical inspection of schools, 516.
- Eibenstock, Germany, consular agency, 663, 867, 872, 874, 881.
- Elective work in secondary schools, 653.
- Electrical engineering in technological schools, 1495; students of, 1349.
- Electricity taught, in industrial schools, 1983; in Manila trade school, 2247; in reform schools, 2111.
- Electrocution, Franklin's experiment, 144.
- Elementary education, in foreign countries, 2415; in England, 1018; expenditures, 1007.
- Elementary instruction in Italy, 746; in Russia, 1143.
- Elementary pupils in high schools, 1650.
- Elementary schools, in England, attendance, 1004; accommodations, 1005; higher, 1054; in Scotland, programmes, 1061.
- Elements of the population, illiteracy, 792, 2326.
- Elliot, President Charles W. C., 221, 622, 939.
- Elliot, W. G., 898.
- Ellis, Florence, 643.
- Elocution, periodicals devoted to, 1150.
- Elwyn, Alfred E., 2153.
- Endowment and support of colleges for agriculture and the mechanic arts, 4.
- Endowment funds, of hospitals, 2046; of kindergartens, 2278; of universities and colleges, 1330.
- Endowments, commission of inquiry, 1042; of higher institutions of learning, 1353; value of, of public high schools, 1064; private, 1677.
- Endurance, development of, child study, 1101.
- Engineering, civil and mechanical, in industrial schools, 1983; civil and mechanical in agricultural colleges, 1566; in reform schools, 2106; mechanical, in technological schools, 1494; civil, 1495.
- England, attendance at universities, 1063; commission of inquiry into endowments, 1042; comparative school statistics, 1011; educated by Franklin, 119; education act, 1013; examining universities, 824; expenditure for elementary education, 1007; averages, 1008; grants for elementary education, 1009; illiteracy, 2313; income for maintenance of schools, 1008; list of universities, 838; local school administration, 1023; retrospective educational statistics, 1004; salaries of teachers, 717, 1010; science and art instruction, 1043; teachers in elementary schools, 1010; the educational problem in, LIV.
- England and Wales, chief officer of education, 2419; elementary schools and teachers, 2416; school expenditures, 2419; educational statistics, 1002.
- English, at Harvard, 934; composition taught by correspondence, 1085; courses in business schools, 2009; in colored high schools, 2065; high school in San Juan, P. R., 1219; language, progress in Porto Rico, 1193; prophecy concerning it, 162; taught in Cuba, 2397.
- English and American markets, 142.
- English writers, early, on education, 481, XXX.
- English-speaking countries, union of, 949.
- Enrollment and school population, relation, LXX.
- Enrollment, classified by sex, LXXI; in city schools, 1272; in colored schools, 2033; in schools of Canada, 423; in secondary schools of France, 685; in special schools, LX.
- Episcopalian Church missions in Alaska, 1247, 1251.
- Episcopal secondary schools, 1648.
- Equipment, of public high schools, 1064; of schools in Porto Rico, 1181.
- Essays and logic in Franklin's scheme, 110.
- Established church as an educational power in England, LX.
- Establishment of a commercial university in Switzerland, 842; of Office of Commissioner of Education, 901.
- Estimate of Colonel Parker, by F. A. Fitzpatrick, 280; by Wm. R. Harper, 279.
- Ethics, number of students, 1583, 1594.
- Europe, elementary schools and teachers, 2415; expenditures for schools, 2418; medical inspection of schools, 516; teachers' pensions, 2370.
- European countries, illiteracy in, 2313.
- Evans, A. N., 1231.
- Evening schools in Manila, 2247.
- Everett, Edward, quoted, 921.

- Examination, agencies, in England, 1045; at Oxford, 967; for admission to the Naval Academy, 1375, 1378; for college entrance, 652; for the practice of dentistry, *CXI*; of teachers in Iowa, 322; in Mississippi, 326; of vision and hearing of pupils, 2150; questions, admission to Annapolis, 1378.
- Examinations, at West Point, physical and mental, 1365; in Swiss commercial schools, 851.
- Examining universities in England and India, 824.
- Exceptional negro, the, 227.
- Exhibition, Antwerp geographical, 863.
- Expenditure, for education in France, 678; for primary and normal schools in Italy, 749; for transportation of pupils, 2353; of kindergartens, 2278; of reindeer fund, 1264.
- Expenditures, annual, of French teachers, 716; educational, in England according to denomination, 1009; for city schools, 1274, 1322; for colored schools, 2063; for education in Alaska, 1237; for education in Porto Rico, 1204; for elementary education in England, 1007; for manual-training schools, 1966; for reform schools, 2098; for schools for the blind, 2118; for schools for the deaf, 2124; for schools for the feeble-minded, 2134; for schools in Canada, 426.
- Expenses, in college departments, 1460; in colleges for women, 1487; in technological schools, 1496; living, in universities, 1460; of foreign students in France, 709.
- Experiment stations, agricultural, 2.
- Experiments, Franklin's, in the Gulf Stream, 123.
- Experts, special class of, 952.
- Explanation of Franklin's influence, 138.
- Extent of supervision by superintendents, 555.
- Eye affections in the schools, 2151.
- F.
- Facsimile, of draft of charter of University of Pennsylvania, 186; charter signatures, 187.
- Faculties, college, more women desired, 661; independent, foreign, 823.
- Faculty, of arts at Oxford, 965; other faculties, 966; of the Cook County Normal School, 248.
- Failure to enforce provisions of temperance law, 317.
- Fair play, love of, 553.
- Farm work, taught in agricultural colleges, 1568; in industrial schools, 1983; in colored schools, 2069; in reform schools, 2106.
- Farmers' institutes, 1553; statistics, 1576.
- Fatigue, child study, 1132.
- Faunce, president of Brown University, 946.
- Federal aid to higher institutions of learning, 1553.
- Federal government, Swiss, 857.
- Feeble minded, education of, 2157; schools for the, 2115.
- Feeling, fraternal, between universities, 659.
- * Fees in Italian universities, 787.
- Fellowships, in higher seats of learning, 1460; in technological schools, 1496.
- Female university students in Italy, 758.
- Fernald, Dr. Walter E., 2165.
- Fields for practical instruction in agriculture in Italy, 754.
- Filipino teachers, 2227, 2263.
- Filipinos sent to the United States, 2242.
- Finances, of the education act, 1039; educational, in Porto Rico, 1204; of colored secondary and higher schools, 2069.
- Financial, consideration of medical inspection of schools, 512; status of French teachers, 710.
- Fine arts, schools of, in Italy, 760; taught in industrial schools, 1991.
- Finland, chief officer of education, 2420; elementary schools and teachers, 2416; school expenditures, 2420; illiteracy, 2313.
- First American public school, 541.
- Firth, J. B., 990.
- Fitzpatrick, Frank A., 280.
- Flexner, Simon, 1508.
- Flint, Edith Foster, quoted, 1085.
- Floriculture taught in industrial schools, 1986; in reform schools, 2107.
- Florida, business schools, 2016; city schools, 1283-1323; city superintendents, 1153; compulsory attendance and child labor, 2348; educational periodicals, 1147; excerpt from revised statutes, 42; higher schools for negroes, 2078; industrial schools for negroes, 2086; institutions admitting students on certificates, 531; institutions conferring degrees, 1412; law relating to temperance instruction, 319; manual training in public schools, 1961, in separate institutions, 1963; provisions for agricultural colleges, 42; provisions for dental practice, *CIV*; provisions for practice in medicine, *xcviii*; public high schools for negroes, 2072; public high schools, 1708, private, 1890; public normal schools, 1613, 1620; private normal schools, 1632; teachers' training in higher seats of learning, 1604; training of kindergartners, 2301; transportation of pupils, 2357; universities and colleges, 1428, 1445, 1462.
- Followers of Franklin, 167.
- Foreign born, illiteracy, 789.
- Foreign countries, elementary education in, 2415; requirements for practice of dentistry, 1504.
- Foreign educators, necrology, 408.
- Foreign students, in French universities, 708; in German universities, 2374.
- Foreign universities, list of, 819.
- Forestry academies, foreign, 819.
- Forging, iron, taught in colored schools, 2069; in industrial schools, 1983; in reform schools, 2103.
- Foundations of our educational system, 577.
- France, alcoholism, 872; changes in school legislation, 687; chief officer of education, 2418; elementary schools and teachers, 2415; school expenditures, 2418; constitution of state system, 670; education in, 667, *xxxvi*; primary, 673; secondary, 685; higher, 698; educational statistics of cities, 682; expenditure for education, 678; higher education, 698; higher technical schools, 710; illiteracy, 2313; of conscripts, 685; industrial school at Tourcoing, 867; list of universities, 633; medical inspection of schools, 518; programme of secondary schools, 691; secondary education, 685; teachers' pensions, 2370; the teaching force, 677.
- Franchise, educational qualifications for the, 177.
- Francis, Tench, 190.
- Franklin, Adams, and Jefferson compared, 171.
- Franklin, Benjamin, 91-190; a democrat, 166; a diplomat by nature, 152; a Philistine, 153; as a poet, 132; as seen by others, 126; curious to see another world, 157; educates public opinion, 120; educates the Colonies, 118; educates England, 119; examined by the House of Commons, 119, 143; the maker of a school-book, 128; welcomed home, 129.
- Franklin and Adams in France, 125; and Dupont de Nemours, 148; and Hume, 145; and Lincoln, 182; and Lord Kaines, 144; and Malthus, 143; and Noah Webster, 161; and Priestley, 122; and the physiocrats, 147; and Whitefield, 111.
- Franklin College founded, 130.
- Franklin stove, the, 150.
- Franklin's autobiography, 127; bequests to Boston and Philadelphia, 135; conversations at Passy, 153; creed, 173; death, 172; educational methods, 120; educational views, 162; idea of Shay's rebellion, 157; influence in American education, 91, *xx*; influence in France, 124; last word, 133; last word on education, 162; method of reaching conclusions, 148; optimism, 160; plan for the benefit of artisans, 134; political satires, 150; story of the speckled ox, 125; treaty with Prussia, 129; trick of doing good, 134; versus Adams's ideas, 176.
- Fraternal feeling between universities, 659.
- Frazer, Helen, 646.
- Free cities of Germany, commercial education, 881.
- Free ships make free goods, Franklin's treaty with Prussia, 129.
- Free text-books, benefits, objections, and cost, 632, 2390.

Freedman's Aid Society of Methodist Episcopal Church, 233.
 Freedmen, and the northern churches, XXI; education of, 285; their schooling, 300.
 Freedom, larger, for the teacher, 640.
 Freedom of teaching, 662.
 French, at Harvard, 935; students of, in high schools, 1644, 1646, 1652; teachers, income, 713; professional status of, 710; universities, foreign students, 708.
 Fresco painting taught in industrial schools, 1900.
 Friars, contest with the, at Oxford, 964.
 Friends' missions in Alaska, 1248, 1254; secondary schools, 1648.
 Fruit raising taught in reform schools, 2112.
 Functions of ministry of education in Italy, 742.
 Funds, of agricultural colleges, 1572; of colored public high schools, 2073; of dental schools, 1514, 1541; of higher colored schools, 2070; of kindergartens, 2278; of law schools, 1510, 1525; of medical schools, 1512, 1531; of normal schools, 1588; of schools of pharmacy, 1515, 1545; of technological schools, productive, 1497; of theological schools, 1509, 1517; of veterinary schools, 1549; productive, of higher seats of learning, 1461; of public high schools, 1664; of private high schools, 1677.
 Future of the negro, 210.

G.

Galleries, art, admission to, in Italy, 864.
 Galloup, D. P., 307.
 Gambell, St. Lawrence Island, reindeer station, 1262.
 Gardening taught, in colored schools, 2069; in industrial schools, 1933; in reform schools, 2106.
 Garfield, James A., 898, 900.
 Gay, George E., 2153.
 Gearhart, May, 643.
 General Education Board, 651, 2402.
 Geneva, Switzerland, course of study of school of commerce, 850.
 Gentleman, typical English, 952.
 Geography, commercial, in high schools, 2011; examination at Annapolis, 1376, 1378; at West Point, 1368; in Cook County normal schools, 256; periodicals devoted to, 1150; physical, students of, in high schools, 1644, 1646, 1655.
 Geology, students of, in high schools, 1644, 1646, 1655.
 Geometry, at Harvard, 935; examination at Annapolis, 1377, 1379; students of, in high schools, 1644, 1646, 1653.
 Georgia, business schools, 2016; city schools, 1283-1333; city superintendents, 1153; colleges for women, 1482, 1487; constitution quoted, 46; educational periodicals, 1147; excerpts from the code, 46; higher schools for negroes, 2078; industrial schools for negroes, 2086; institutions admitting students on certificates, 551; institutions conferring degrees, 1412; kindergartens, 2225; kindergarten associations, 2291; law relating to temperance instruction, 319; manual training in public schools, 1961; in separate institutions, 1968; provisions for agricultural colleges, 46; provisions for dental practice, civ; provisions for practice of medicine, xcvi; public high schools, 1709, private 1890; public high schools for negroes, 2072; public normal schools, 1613, 1620; private normal schools, 1632; teachers' training in higher seats of learning, 1604; training of kindergartners, 2301; transportation of pupils, 2358; universities and colleges, 1428, 1445, 1462.
 Gera, Germany, consular agency, 865.
 German, at Harvard, 934; students of, in high schools, 1644, 1646, 1653.
 German chambers of commerce, 857.
 Germany, American college in Strassburg, 873; commercial education, 874; elementary schools and teachers, 2415; school expenditures, 2418; foreign students in universities, 2374; Glauchau weaving school, 868; illiter-

acy, 2313; medical inspection of schools, 517; list of universities, 833; new national school, 866; nurses trained, 2043; pensions paid to teachers, 2370; professorship of railroads, 872; technical education in, 640.
 Gifts and bequests to professional schools, 1500.
 Gifts of Carnegie and Rhodes, 850.
 Girls, complementary schools for, in Italy, 748.
 Glasgow University, Carnegie trust, 1067.
 Glauchau, Germany, consular agency, 869; weaving school, 868.
 Gleason, Ronald P., 2245.
 Golder, F. A., 1231.
 Golofnin reindeer station, 1260.
 Governing boards of State institutions, 1354.
 Government, test of, 181.
 Graded schools in Porto Rico, 1188.
 Graduate departments, of agricultural colleges, 1593; of universities, 1386.
 Graduate school of agriculture, 1557.
 Graduates, negro, from white colleges, 192; their birthplace, 135; negro, of a typical college, 205; of agricultural colleges, 1506, 1568; of business schools, 2008; of colleges for women, 1480, 1482; of colored high schools, 2066; of dental schools, 1514, 1541; of higher seats of learning, 1386; of law schools, 1510, 1525; of medical schools, 1512, 1531; of normal schools, 1587; of public and private high schools in 1902, 1644, 1651, 1667; of schools for defective classes, 2117; of schools for nurses, 2044; of schools of pharmacy, 1515, 1545; of technological schools, 1493; of theological schools, 1509, 1517; of veterinary schools, 1549.
 Graduation at West Point, 1372.
 Grady, Anna Earl, 644.
 Grammar, examination at Annapolis, 1376, 1379; at West Point, 1367.
 Grammar school at Vladivostok, 885.
 Grammar school teachers, salaries, 2382.
 Grants for elementary education in England, 1009.
 Great Britain and Ireland, education in, 1001, 1; higher education, 1063; medical inspection of schools, 518; secondary and university education, 1041; statistics of secondary education, 1049; teachers' pensions, 2370.
 Greece, chief officer of education, 2419; elementary schools and teachers, 2416; school expenditures, 2419; illiteracy, 2313.
 Greek, at Harvard, 934; in colleges for women, 1482; opposition to, at Oxford, 979; number of students in higher institutions, 1394; students of, in high schools, 1644, 1646, 1652.
 Green, Miss Nellie, 1233.
 Greener, R. T., 868, 881.
 Grew, Theophilus, 190.
 Grounds and buildings, of colored schools, 2069; of colored public high schools, 2073; of high schools, value of, 1664, 1677; of reform schools, 2098; of schools for the blind, 2118; of schools for the deaf, 2124; of schools for the feeble-minded, 2134; of technological schools, value of, 1497.
 Grouping of schools in England, 1021.
 Growth, in height and height sitting, child study in Chicago, 1099; in weight, 1100; of high schools in Ontario, 432.
 Growth and development, increase, child study, 1101.
 Guatemala, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
 Guenther, Richard, 872.
 Gulf Stream, Franklin's experiments in, 123.
 Gwin, Mrs. Clara, 1231.
 Gymnastics in Italy, 751.

H.

Habit result of psychic actions, 729
 Hadley, President, of Yale, 945.
 Hall, Alice E., 644.
 Hall, G. Stanley, 219, 273.
 Hall, Miss Phene E., 231.
 Hamburg, chief officer of education, 2419; elementary schools and teachers, 2416; school expenditures, 2419.
 Hamilton, Wm., 1237, 1264.

- Harness making taught, in industrial schools, 1999; in reform schools, 2107.
- Harper, President Wm. R., 264, 279, 613, 624, 647, 1084.
- Harris, Ernest L., 863, 867, 872, 874, 881.
- Harris, George, 220.
- Harris, Wm. T., U. S. Commissioner of Education, LXIV, 245, 271, 625, 887, 898, 901, 949, 2143, 2210.
- Hart, John S., 894, 908.
- Hartford, celebration of Henry Barnard's birthday, 887.
- Hartshorn, O. N., 909.
- Harvard, admission requirements, 990; details, 934; influence of, 141.
- Hawaii, law relating to temperance instruction, 320.
- Health of school children, 883.
- Hearing and vision of pupils tested, 2150.
- Heilig, A. R., 1239.
- Heizer, Mrs. E. C., 1232.
- Henkle, W. D., 909.
- Henry VIII, of England, quoted, 900.
- Henry, Prof. J., 885.
- Herter, C. A., 1598.
- Hesse, chief officer of education, 2419; elementary schools and teachers, 2415; school expenditures, 2419; commercial education, 879; medical inspection of schools, 518.
- High and graded schools in San Juan, 1214.
- High school, trend of development, 655; teachers, higher standard for, 654; teachers' salaries, 2282.
- High schools, accredited, commission on, 655; and academies having business courses, 2003; for boys only, for girls only, and for both sexes, 1605; in cities of 8,000 inhabitants and over, 1661; in Ontario, 432; in Porto Rico, 1188; normal students in, 1602; outside of cities, 1632; private, teaching bookkeeping, 2012; public and private, XVII; growth since 1889-90, 1643.
- Higher commercial education, 2376; in Europe, 2378.
- Higher education, becoming a process of research, 551; increase of, 657; in Canada, 460; in England, 1018; in France, 698; in Great Britain and Ireland, 1063; in Italy, bill for reform, 767; in the Middle Ages, 771; in Ontario, 478; in Russia, 1145; of the negro, 224.
- Higher grade schools in Scotland, programmes, 1052.
- Higher primary schools in France, 683.
- Higher schools for the colored race, 2067.
- Higher seats of learning, foreign, 821; technical courses in, 1421.
- Higher technical education, 657; schools in France, 710.
- Hills, W. J., 1239.
- Hilton, Miss Olga, 1233.
- Hirsch, Emil G., 269.
- History, at Harvard, 935; examination at Annapolis, 1377, 1378; at West Point, 1369; of education, number of students, 1583, 1592; of educational work in Transvaal, 478; of supervision of schools, 556; of University of Oxford, 900; taught by correspondence, 1088; universal, students of, in high schools, 1644, 1646, 1657.
- Hollander régime in Transvaal, 470.
- Holloway, W. R., 868.
- Holls, George Charles, biography, 590.
- Holt, Emmett, 1506.
- Holt, V. L., 1232.
- Home, for nurses, 2043; for the care of feeble-minded women, 2183.
- Home study in Chautauqua course, 1092.
- Honduras, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- Honorary degrees conferred, 1598.
- Hopkinson, Thomas, 190.
- Hospitals for the insane, nurses, 2044.
- House and sign painting taught, 1987.
- House of Commons examines Franklin, 119.
- Household economy in agricultural colleges, 1566.
- Housekeeping taught, in industrial schools, 1988; in reform schools, 2106.
- Howe, Dr. Samuel G., 2158.
- Human system, effects of alcoholic drinks and narcotics, 315.
- Hume and Franklin, 145.
- Hungary, chief officer of education, 2418; elementary schools and teachers, 2415; expenditures for schools, 2418; illiteracy, 2313; list of universities, 833; medical inspection of schools, 519; teachers' pensions, 2370.
- Hunt, Miss Bertha, 1233.
- Hustling for students in stock company schools, 1078.
- Hyde, Wm. D., 221.
- Hygiene and physiology, instruction in, 315.
- Hygiene, examination at West Point, 1370.
- Hygienic condition of school building in Italy, 743.
- I.
- Idaho, business schools, 2016; city schools, 1333; city superintendents, 1153; compulsory attendance and child labor, 2348; constitution quoted, 52; excerpts from general laws, 52; industrial schools for Indian children, 1980; institution conferring degrees, 1413; law relating to temperance instruction, 320; manual training in public schools, 1961; provision for agricultural colleges, 52; provisions for dental practice, CIV; provisions for medical practice, XCVIII; public high schools, 1713, private, 1892; public normal schools, 1613, 1620; teachers' training in university, 1605; university, 1428, 1445, 1462; university admitting students on certificate, 531.
- Iddings, L. M., 884.
- Idea of Shay's rebellion, Jefferson's, 157.
- Idea of state, of the eighteenth century, 180; organic or modern, 181.
- Ideal, the, in education, 180.
- Ideal of nurture, kindergarten, 594.
- Ideals, educational, 573.
- Illinois, business schools, 2018; city schools, 1283-1333; city superintendents, 1153; colleges for women, 1480, 1483, 1487; compulsory attendance and child labor, 2348; constitution quoted, 53; excerpts from revised statutes, 56; educational periodicals, 1147; institutions admitting students on certificate, 531; institutions conferring degrees, 1413; kindergartens, 2285; kindergarten associations, 2291; law relating to temperance instruction, 320; manual training in public schools, 1961, in separate institutions, 1968; provision for agricultural colleges, 56; provisions for dental practice, CIV; provisions for medical practice, XCVIII; public high schools, 1713, private, 1892; public high schools for negroes, 2072; public normal schools, 1613, 1622; private normal schools, 1632; teachers' training in higher seats of learning, 1605; teachers' pensions, 2373; training of kindergartners, 2301; universities and colleges, 1428, 1445, 1462.
- Illiteracy, among the negro race, 796; in colored population, 2322; in Europe, 2313; in Teutonic nations, 2313; in Romanic nations, 2313; in Slavic nations, 2313; in female population, 2325; in foreign-born population, 2320; in Italy, 747; in male population, 2324; in population 10 years of age and over, 2314; in the United States, LXVIII, 2311; in white population, 2317; in native white population, 2318; of conscripts in France, 655; of males of voting age, 801; of reform school pupils, 2069; of the voting population in the United States, 789, XLVI; of the white population, 790; of white males of voting age, 803; rank of States in, 2337.
- Illiterate population classified by sex, 2327.
- Ilocanoes in the Philippines, 2238.
- Immigration, Franklin's idea of, 155.
- Inaugural address by President Butler, 627.
- Income, of agricultural colleges, 1551, 1572; of colleges for women, 1402, 1406, 1487; of colored public high schools, 2073; of French teachers, 714; of higher colored schools, 2070; of institutions for higher education, 1353, 1400, 1461; of normal schools, 1588; of public high schools, 1664; of private high

- schools, 1677; of schools in Canada, 427; of schools in Manitoba, 456; of schools in New Brunswick, 451; of schools of pharmacy, 1545; of schools of technology, 1411, 1461, 1497; sources of, of schools in Quebec, 443.
- India, British, chief school officers, 2420; elementary schools and teachers, 2416; school expenditures, 2420; examining universities, 824.
- Indian children, industrial schools for, 1980.
- Indian Territory, college admitting students on certificate, 532; institutions conferring degrees, 1413; law relating to temperance instruction, 321; public high schools, 1734, private, 1896; teachers' training in higher seats of learning, 1605; universities and colleges, 1430, 1446, 1464.
- Indiana, business schools, 2016; city schools, 1284-1334; city superintendents, 1153; compulsory attendance and child labor, 2348; constitution quoted, 50; excerpts from revised statutes, 60; educational periodicals, 1147; institutions admitting students on certificate, 532; institutions confirming degrees, 1413; kindergartens, 2285; kindergarten associations, 2292; law relating to temperance instruction, 321; manual training in public schools, 1861, in separate institutions, 1968; provision for agricultural colleges, 60; provisions for dental practice, CIV; provisions for medical practice, XCVIII; public high schools, 1723, private, 1894; public high schools for negroes, 2072; public normal schools, 1613, 1622; private normal schools, 1632; school for feeble-minded youth, 2186; teachers' training in higher seats of learning, 1605; training of kindergartners, 2302; transportation of pupils, 2358; universities and colleges, 1428, 1446, 1462.
- Individualism of the eighteenth century, 174.
- Industrial and manual training in public schools, 1859; in separate institutions, 1964.
- Industrial, courses, 652; education in Ontario, 435; in the Philippines, 2232, 2251; school at Tourcoing, France, 867; schools for Indian children, 1980; in Porto Rico, 1189.
- Industrial training, in colored high schools, 2066; periodicals devoted to, 1150.
- Ineligible towns without superintendents, 555.
- Infant asylums, schools, and kindergartens in Italy, 745.
- Influence, of Franklin on Adam Smith, 120; of Harvard and Yale, 141; upon boards of education, of accrediting system, 538; upon pupils, of accrediting system, 538; upon standards, of the accrediting system, 538; upon the teaching force, of the accrediting system, 538.
- Inglis, John, 190.
- Inmates of reform schools, race, nativity, sex, 2098.
- Inspection, medical, in schools abroad, 509; of reindeer, 1260.
- Inspectors, sanitary, teachers should not act as, 510.
- Installation of President N. M. Butler, 622.
- Instinct and effort, 737.
- Institutions, admitting students on certificate, 531; conferring academic degrees, 1412; conferring Ph. D., 1350; higher, for the colored race, 2067; in which commercial studies are taught, 2004; supplementary, at Oxford, 988.
- Instruction, by correspondence, 1079; courses, 1090; practical, of midshipmen, 1384; by lessons, by books, and by correspondence, 1090; system of, at Oxford, 967.
- Instructors, college training for, 658; in business schools, 2067; in kindergartens, 2276; in manual training schools, 1964; in normal schools, 1584; in schools for defective classes, 2116.
- Insular normal school, Porto Rico, 1212.
- Insular support of schools in the Philippines, 2236.
- Interpretation of the education act in England, 1025.
- Interpreters of the constitution, 156.
- Introduction of reindeer into Alaska, 1257.
- Investigation, pedagogic, in Chicago, 1095.
- Iowa, business schools, 2020; city schools, 1284-1335; city superintendents, 1154; educational periodicals, 1147; institutions admitting students on certificate, 532; institutions conferring degrees, 1413; compulsory attendance and child labor, 2348; constitution quoted, 64; excerpts from annotated code of the State, 64; kindergartens, 2288; kindergarten associations, 2292; law relating to temperance instruction, 321; manual training in public schools, 1861, in separate institutions, 1968; provision for agricultural colleges, 64; provisions for dental practice, CIV; provisions for medical practice, XCVIII; public high schools, 1735, private, 1896; public normal schools, 1613, 1622; private normal schools, 1634; teachers' training in higher seats of learning, 1605; training of kindergartners, 2302; transportation of pupils, 2390; universities and colleges, 1430, 1447, 1464.
- Ireland, attendance at universities, 1063; chief officer of education, 2419; elementary schools and teachers, 2416; school expenditures, 2419; educational statistics, 1002; higher education, 1063; illiteracy, 2313; list of universities, 833; state of secondary education, 1048.
- Irritability, sensibility, and motility, 727.
- Italy, admission to art galleries, 864; chief officer of education, 2419; elementary schools and teachers, 2416; school expenditures, 2419; classical schools, 756; colonial schools, 759; complementary schools for girls, 748; compulsory education and illiteracy, 747; conservatories of music, 760; convitti, boarding schools, 759; cost of primary and normal schools, 749; diplomatic school, 760; elementary instruction in primary schools, 746; public education in, XLI; female students in universities, 758; gymnastics in, 751; higher education in the middle ages, 771; hygienic condition of school buildings, 743; illiteracy, 2313; kindergartens in, 745; list of universities, 833; mining schools, 760; nautical schools, 755; normal schools in, 749; manual training, 752; philological clubs in, 762; physical education, 751; professional schools, 754; public education in, 741; public libraries in, 762; reform of universities, 783; schools for adults in agricultural districts, 765; schools of fine arts, 760; special schools in, 761; teachers' pension fund, 750; pensions paid, 2370; technical schools, 755; superior institutes, 757; universities in, 757.
- Items, essential, of school statistics, 2210; desirable, 2211; occasional, 2211.
- Itinerary of Dr. Wm. Hamilton in Alaska, 1267.

J.

- Jackman, Wilbur S., on F. W. Parker, 231.
- Jackson, Sheldon, 1253, 1269.
- Jamaica, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- James, William, 736.
- Japan, chief officer of education, 2420; elementary schools and teachers, 2417; school expenditures, 2420; medical inspection of schools, 517; schools and libraries, 2400.
- Jefferson, Adams, and Franklin compared, 171.
- Jefferson, the eclectic, 169.
- Jefferson's educational views, 162, 163; idea of Shay's rebellion, 157.
- Jesuit missions in Alaska, 1250.
- Jewelry engraving taught, 1984.
- John Worthy School in Chicago, 1118.
- Johns Hopkins University, age of graduates, 2208; celebration, 609.
- Johnson, Alexander, 2186.
- Johnson, Miss Amanda, 1230.
- Johnstone, E. R., 2181.
- Joinery taught, in industrial schools, 1984; in reform schools, 2111.
- Jones, Charles D., 2154.
- Jones, F. L., 2359.

Jones, Jenkin Lloyd, 271.
Jordan, David Starr, 219.
Junior colleges, 663.
Junto, Franklin's society, 99; questions of debate, 103.

K.

Kansas, business schools, 2020; city schools, 1285-1335; city superintendents, 1154; colleges for women, 1483, 1488; compulsory attendance and child labor, 2348; constitution quoted, 70; excerpts from general statutes, 70; educational periodicals, 1147; industrial schools for Indian children, 1980; institutions admitting students on certificate, 532; institutions conferring degrees, 1414; kindergartens, 2286; kindergarten associations, 2292; law relating to temperance instruction, 322; manual training in public schools, 1961; provision for agricultural colleges, 70; provisions for dental practice, cv; provisions for medical practice, xcvi; public high schools, 1744, private, 1898; public normal schools, 1613, 1622; private normal schools, 1634; teachers' training in higher seats of learning, 1606; training of kindergartners, 2303; transportation of pupils, 2361; universities and colleges, 1430, 1448, 1464.

Kant, theory of moral education, 724.

Kelly, Wm. A., 1237.

Kent, Chancellor, quoted, 921.

Kentucky, business schools, 2022; city schools, 1285-1335; city superintendents, 1154; colleges for women, 1483, 1488; compulsory attendance and child labor, 2349; constitution quoted, 75; excerpts from the Kentucky statutes, 76; higher schools for negroes, 2080; industrial schools for negroes, 2088; institutions admitting students on certificate, 532; institutions conferring degrees, 1414; kindergartens, 2286; kindergarten associations, 2293; law relating to temperance instruction, 323; manual training in public schools, 1951, in separate institutions, 1970; provision for agricultural colleges, 76; provisions for dental practice, cv; provisions for medical practice, xcvi; public high schools, 1750, private, 1898; public high schools for negroes, 2072; public normal schools, 1613, 1622; private normal schools, 1634; teachers' training in higher seats of learning, 1606; training of kindergartners, 2303; universities and colleges, 1430, 1448, 1466.

Kern, Oliver B., 1222.

Kindergarten, education, periodicals devoted to, 1150; ideal of nurture, 594; in Cook County normal schools, 254; work firmly established, 649; in industrial schools, 1991; training schools, 2300; estimated statistics, 2277; for defective children, 2117; growth of, 2282; in cities of over 4,000 inhabitants, 2285; in Ontario, 431; in schools for the deaf, 2123; public and private, statistics, 2273; comparative statistics, 2279; reporting to the Bureau, 2283.

Kindergartners, salaries, 2382.

King, Rufus, 895.

Kirby, T. F., 2359.

Kitchen gardening taught in industrial schools, 1991.

Knight, Dr. H. M., 2158.

Knitting taught in reform schools, 2112.

Knox, Frances, quoted, 1088.

Kotzebue, reindeer station, 1258.

Kovalevsky, E., 1130.

Kuskokwim, reindeer station, 1290.

L.

Labor legislation in Siberia, 883.

Labor the measure of wealth, 137.

Laboratory work by correspondence, 1087.

Laity, transfer of control of education to, 664.

Land, granted under act of 1862, 1560; in farms and grounds of agricultural colleges, 1560; scrip, 2; used for experimental stations, 1560.

Land grant of 1862, 1551.

Land grant colleges, in Alabama, 9; in Arizona, 11; in Arkansas, 15; in California, 22; in Colorado, 28; in Connecticut, 31; in Delaware, 37; in Florida, 42; in Georgia, 46; laws, 1.

Lane, Albert G., 235.

Langenscheidt, Gustav, 1071.

Language, Chinese, ideographic, 865.

Language, instruction in Cook County Normal Schools, 251; periodicals devoted to, 1150.

Language of the schools in the Philippines, 2231.

Laplanders want reindeer herds, 1257.

Larger freedom for teachers, 649.

Lathbury, D. C., 1028.

Latin and Greek, shall they be taught? Franklin's scheme, 117.

Latin, at Harvard, 934; in colleges for women, 1482; in technological schools, 1495; number of students in higher institutions, 1394; students of, in public high schools, 1644, 1646, 1652.

Laundering taught, in industrial schools, 1983; in reform schools, 2106.

Laurie, S. S., 960.

Law, colored students of, 2068; commercial, taught in academies and high schools, 2011; new English, its relation to secondary education, 1041; relating to superintendents in Massachusetts, 530; schools, statistics, 1499, 1510.

Law of living, the, 135.

Lawrence, Thomas, 190.

Laws, general, relating to agricultural and mechanical land grant colleges, 1; relating to temperance instruction, xxv, 315.

Lay versus clerical teachers in France, 677.

Learned society proposed by Franklin, 115.

Le Conte, Joseph, biography of, 602.

Lecture of F. Buisson on the education of the will, 721.

Leech, Thomas, 190.

Legal provisions, for practice of dentistry, cii; for practice of medicine, xcvi.

Le Garde, Ellen, 2154.

Legislation, concerning agricultural colleges, 1553; concerning education for Uitlanders, 473; in France, modifications of school courses, 637.

Length, of college course, 927, 1; of course in schools for nurses, 2046; of school term in Alaska, 1234; of term in business schools, 2020.

Letter, of A. G. Bell on Colonel Parker, 272; of A. S. Draper, 271; of G. Stanley Hall, 273; of J. L. Jones, 271; of John W. Cook, 272; of N. M. Butler, 272; of W. T. Harris, 271; of Gen. John Eaton, 904; Franklin's, to Washington on slavery, 161.

Letters of S. M. Lindsay, 1196, 1197.

Libraries, of agricultural colleges, 1530; of higher colored schools, 2069; of colleges for women, 1487; of colored public high schools, 2073; of dental schools, 1514, 1541; of higher seats of learning, 1490; of law schools, 1510, 1525; of medical schools, 1512, 1531; of public high schools, 1664; of private high schools, 1677; for rural schools, 579; of schools for the blind, 2118; of schools for the deaf, 2124; of schools for the feeble-minded, 2134; of schools of pharmacy, 1515, 1545; of technological schools, 1493; of theological schools, 1509, 1517; of veterinary schools, 1549; public, in Italy, 762; traveling, 906.

Library, Bodleian, at Oxford, 990; in Philadelphia, founded by Franklin, 105; presented by Franklin, 128; work taught, 191.

Licenses for nurses, 2043.

Lieber, Francis, 565.

Lied, Miss Susanne, 2175.

Life and death, doctrines of, 150.

Life and work of Col. F. W. Parker, 231-284.

Life, secret of, Franklin's, 140.

Lilly, William, 490.

Lincoln and Franklin, 182.

Lincoln, Dr. David F., 2157.

Lincoln, George F., 863.

Lindsay, S. M., 1188, 1266; letters of, 1196, 1197.

List, of educational periodicals, arranged by States, 1147; arranged by subjects, 1149; of foreign universities, 819; other higher seats of learning, 821; of institutions admitting students on certificate, 531.

- Literature and criticism, periodicals devoted to, 1150.
- Literature, English, students of, in high schools, 1644, 1646, 1657; examination at West Point, 1565.
- Livermore, A. A., 895.
- Living expenses, in colleges for women, 1487; in technological schools, 1496; annual, in universities, 1460.
- Local school, authorities in Ontario, 428; committees in Alaska, 1238.
- London Times, quoted, 1027.
- Loomis, Francis B., 2396.
- Louisiana, business schools, 2022; city schools, 1285-1336; city superintendents, 1154; colleges for women, 1483, 1488; compulsory attendance and child labor, 2349; constitution quoted, 82; excerpts from Revised Statutes, 83; educational periodicals, 1147; higher schools for negroes, 2080; industrial schools for negroes, 2083; institutions admitting students on certificate, 532; institutions conferring degrees, 1414; kindergartens, 2286; kindergarten associations, 2293; law relating to temperance instruction, 323; manual training in public schools, 1961, in separate institutions, 1970; provision for agricultural colleges, 82; provisions for dental practice, cv; provisions for medical practice, xcvi; public high schools, 1753, private, 1902; public high schools for negroes, 2072; public normal schools, 1614, 1622; teachers' training in higher seats of learning, 1606; training of kindergartners, 2303; transportation of pupils, 2361; universities and colleges, 1432, 1449, 1466.
- Louth, Bishop Robert, 1070.
- Lübeck, chief officer of education, 2419; elementary schools and teachers, 2416; school expenditures, 2419.
- Lupset, Thomas, 481.
- Lutheran secondary schools, 1648.
- Lycées, classical, in France, 693.
- M.**
- Machine-shop work taught, in colored schools, 2060; in industrial schools, 1953; in reform schools, 2106.
- Machinery of agricultural colleges, 1570.
- Mackintosh, Misses May and Genevieve, 1232.
- MacLean, George E., 219.
- Macnamara, T. J., 1065.
- Maddox, Joshua, 190.
- Mail route, reindeer, in Alaska, 1263.
- Maine, business schools, 2022; city schools, 1285-1336; city superintendents, 1155; colleges for women, 1483, 1488; compulsory attendance and child labor, 2349; free text-books, 632; institutions admitting students on certificate, 532; institutions conferring degrees, 1414; kindergartens, 2286; kindergarten associations, 2293; law relating to temperance instruction, 323; manual training in public schools, 1961, in separate institutions, 1970; provisions for dental practice, cv; provisions for medical practice, xcvi; public high schools, 1754, private, 1902; public normal schools, 1614, 1622, private, 1634; teachers' training in higher seats of learning, 1606; training of kindergartners, 2303; transportation of pupils, 2361; universities and colleges, 1432, 1449, 1466.
- Maintenance of schools in England, 1019.
- Mallory, Hervey F., 1080.
- Man, the study of, 257.
- Management, of early schools too harsh, 576; of schools in England, 1019; of schools, students of, 1583.
- Manila, normal school, 2243; nautical school, 2244; trade school, 2246; teachers' college, 2228.
- Manitoba, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; classes of schools, 456; public-school system, 454; receipts and expenditures for schools, 457; school authorities, 456; school income, 456; school statistics, 456; teachers, 456.
- Mann, Miss Anna, 1231.
- Mann, Horace, 895.
- Manual and industrial training, 1959; in public schools, 1961; in separate schools, 1964.
- Manual or sign method in schools for the deaf, 2123.
- Manual training, in Cook County Normal School, 254; in Italy, 752; schools in cities of over 8,000 inhabitants, 1641, 1940; in graded schools, 1961; in separate schools, 1964; supervisors' salaries, 2379; teachers, preparation of, 656.
- Marriott, I. A. R., 969.
- Marsden, Edward, 1233.
- Marseille, France, consular office, 873.
- Martin, David, 190.
- Marx, Karl, 950.
- Maryland, business schools, 2022; city schools, 1286-1336; city superintendents, 1155; colleges for women, 1480, 1483, 1489; compulsory attendance and child labor, 2349; educational periodicals, 1147; free text-books, 633; higher schools for negroes, 2080; industrial schools for negroes, 2088; institutions admitting students on certificate, 532; institutions conferring degrees, 1414; law relating to temperance instruction, 323; manual training in public schools, 1961, in separate institutions, 1970; provisions for dental practice, cv; provisions for medical practice, xcix; public high schools, 1758, private, 1904; public high schools for negroes, 2072; public normal schools, 1614, 1622, private, 1634; teachers' pensions, 2372; teachers' training in higher seats of learning, 1606; training of kindergartners, 2303; universities and colleges, 1432, 1449, 1466.
- Massachusetts, business schools, 2022; city schools, 1286-1336; city superintendents, 1155; colleges for women, 1480, 1483, 1489; compulsory attendance and child labor, 2349; constitution criticised by Franklin, 152; educational periodicals, 1148; free text-books, 633; institutions admitting students on certificate, 532; institutions conferring degrees, 1415; kindergartens, 2286; kindergarten associations, 2293; law relating to temperance instruction, 324; manual training in public schools, 1961, in separate institutions, 1970; provisions for dental practice, cv; provisions for medical practice, xcix; public high schools, 1760, private, 1906; public normal schools, 1614, 1622, private, 1634; supervision in, 550; teachers' pensions, 2372; teachers' training in higher seats of learning, 1606; training of kindergartners, 2303; transportation of pupils, 2362; universities and colleges, 1432, 1449, 1466.
- Massena, J. L., 645.
- Masters, William, 190.
- Mathematics and philosophy in secondary schools of France, 693.
- Mathematics taught in English secondary schools, 1058.
- Mauritius, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- Mayo, A. D., 285, 681.
- McAlister, James, 2209.
- McCall, Samuel, Jr., 190.
- McFarland, John W., 1232.
- McWade, Robert, 836.
- Measurements in child study, 1006.
- Measures relating to secondary education in Great Britain, 1042.
- Mechanical engineering, in technological schools, 1494; students of, 1349.
- Mechanics' institutes and art schools in Ontario, 437.
- Mecklenburg, commercial education, 879.
- Medical inspection of schools, regulations for, 518; in Europe and America, 516; of schools, xxx; arguments in favor, 509; financial considerations, 512; purpose of, 513; teachers' sympathy needed, 515.
- Medical inspector of schools, report of, 2153.
- Medical institute for women in St. Petersburg, 863.
- Medical research, Rockefeller Institute, 1503.
- Medical schools, regular, homeopathic, eclectic, 1512; statistics, 1499.

- Medicine, colored students of, 2068; practice of, legal provisions, xcvi.
- Meiningen, commercial education, 879; medical inspection of schools, 518.
- Memorial of school superintendents, 916.
- Memory and school standing, 1135.
- Memory investigation, child study, 1129; its development, 1133; power, auditory and visual, 1132; span, child study, 1134.
- Merchant, Swiss, education of, 888.
- Message of the President of Cuba, 2393.
- Method, of educational progress, 551; in auditory memory tests, 1131; in visual memory tests, 1131; of memory tests, 1130.
- Methodism in America, 111.
- Methodist Church, missions in Alaska, 1248, 1252; secondary schools, 1648; Episcopal Church, 293; secondary schools, 1648.
- Methods, of ascertaining average attendance, lxxvi; in use of accreditied schools, 534; of teaching the feeble-minded, 2163.
- Mexican Herald quoted, 2393.
- Mexico, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; education in, 2393.
- Michigan, business schools, 2024; city schools, 1287-1338; city superintendents, 1156; compulsory attendance and child labor, 2349; educational periodicals, 1148; free text-books, 634; industrial schools for Indian children, 1980; institutions admitting students on certificate, 532; institutions conferring degrees, 1415; kindergartens, 2286; kindergarten associations, 2293; law relating to temperance instruction, 325; manual training in public schools, 1962; in separate institutions, 1970; provisions for dental practice, cvi; provisions for medical practice, xcix; public high schools, 1767, private, 1910; public normal schools, 1614, 1624, private, 1634; teachers' training in higher seats of learning, 1607; training of kindergartners, 2304; transportation of pupils, 2362; universities and colleges, 1432, 1450, 1466.
- Middle ages, higher education in Italy, 771.
- Midshipmen, admission to Naval Academy, 1374; their practical instruction, 1384.
- Migration of college graduates, 196.
- Military Academy, admission to, 1360.
- Military drill in agricultural colleges, 1566; instruction at West Point, 1371; schools in Russia, 1146; tactics in secondary schools, 1651.
- Miller, Lewis, 1072.
- Miller, Prof. Kelley, 191.
- Milligan, George, 491, 493.
- Millinery taught in industrial schools, 1983.
- Mills, John Stuart, quoted, 920.
- Milton, John, quoted, 920.
- Mind, domains of, 730.
- Minerva, *Jahrbuch der gelehrten Welt*, 819.
- Mining academies, foreign, 825.
- Mining engineering, in technological schools, 1445; students of, 1349.
- Mining schools in Italy, 760.
- Ministers, median age, 2308.
- Ministry of education in Italy, functions, 742; officers, 743.
- Minnesota, business schools, 2024; city schools, 1287-1338; city superintendents, 1156; colleges for women, 1483, 1489; compulsory attendance and child labor, 2349; educational periodicals, 1148; free text-books, 635; industrial schools for Indian children, 1980; institutions admitting students on certificate, 532; institutions conferring degrees, 1415; kindergartens, 2287; kindergarten associations, 2294; law relating to temperance instruction, 326; manual training in public schools, 1962; in separate institutions, 1970; provisions for dental practice, cvi; provisions for medical practice, xcix; public high schools, 1773, private, 1910; public normal schools, 1615, 1624, private, 1634; teachers' training in higher seats of learning, 1607; training of kindergartners, 2304; transportation of pupils, 2362; universities and colleges, 1434, 1450, 1468.
- Miscellaneous educational topics, 541.
- Missionaries in Alaska, 1246.
- Mississippi, business schools, 2026; city schools, 1287, 1338; city superintendents, 1156; colleges for women, 1484, 1489; compulsory attendance and child labor, 2350; higher schools for negroes, 2080; industrial schools for negroes, 2060; institutions admitting students on certificate, 532; institutions conferring degrees, 1415; law relating to temperance instruction, 326; manual training in public schools, 1962; provisions for dental practice, cvi; provisions for medical practice, xcix; public high schools, 1779, private, 1912; public high schools for negroes, 2072; public normal schools, 1615, 1624, private, 1634; teachers' training in higher seats of learning, 1607; universities and colleges, 1434, 1450, 1463.
- Missouri, business schools, 2026; city schools, 1287-1338; city superintendents, 1156; colleges for women, 1484, 1489; compulsory attendance and child labor, 2350; educational periodicals, 1148; higher schools for negroes, 2080; industrial schools for negroes, 2060; institutions admitting students on certificate, 532; institutions conferring degrees, 1415; kindergartens, 2287; kindergarten associations, 2294; law relating to temperance instruction, 327; manual training in public schools, 1962; in separate institutions, 1970; provisions for dental practice, cvi; provisions for medical practice, xcix; public high schools, 1781, private, 1914; public high schools for negroes, 2074; public normal schools, 1615, 1624, private, 1636; teachers' training in higher seats of learning, 1607; training of kindergartners, 2305; transportation of pupils, 2363; universities and colleges, 1434, 1451, 1468.
- Model departments of normal schools, 1586.
- Modern languages, taught in English secondary schools, 1058; versus classics, 143.
- Modern or organic idea of State, 180.
- Modesty of Franklin, 96.
- Modifications of school courses in French, 687.
- Molding metal taught in industrial schools, 1983; in reform schools, 2108.
- Moller, Peter, 563.
- Monks, Christian, in the Middle Ages, 955.
- Montana, business schools, 2023; city schools, 1288-1339; city superintendents, 1157; compulsory attendance and child labor, 2350; free text-books, 635; industrial schools for Indian children, 1981; institutions admitting students on certificate, 532; institutions conferring degrees, 1416; kindergartens, 2287; kindergarten associations, 2294; law relating to temperance instruction, 327; manual training in public schools, 1962; provisions for dental practice, cvi; provisions for medical practice, xcix; public high schools, 1789, private, 1916; public normal schools, 1615, 1624; teachers' training in higher seats of learning, 1607; university, 1434, 1451, 1468.
- Moon, Mrs. Anna R., 1233.
- Moral education, theories of, 754.
- Morality, liberty governing itself, 725; to be taught, 108; self-education in, 111.
- Moravian church missions in Alaska, 1247, 1251.
- More, Sir Thomas, 593.
- Moritz, Philipp, 1670.
- Moros, education of the, 2232.
- Morrison, Miss Alice F., 2181.
- Mortality, of negroes in cities, 191; of school children, 518.
- Moses, Bernard, 2225.
- Motor defects, child study, 1109.
- Mou Lien, professor in Canton, China, 860.
- Movement, psychical, reflex, voluntary, habitual, 720.
- Movements, educational, in China, 865.
- Mowry, Wm. A., 541.
- Municipal aid to public high schools, 1664; to private high schools, 1677.
- Municipal support of schools in the Philippines, 2236.
- Münsterberg, Hugo, 577.
- Murdoch, Dr. J. M., 2178.

Music, in colleges for women, 1482; instruction, periodicals devoted to, 1150; teachers in schools for defective children, 2116; supervisors, salaries, 2379.

N.

Narcotics and their effects, 315.

Natal, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.

Nation, a. of politicians, 160.

National Bureau of Education, from Barnard's Journal, 911.

National Educational Association, 2143; proceedings, 906.

National idea, the, of Franklin, 151.

National school, new, in Germany, 866.

National Superintendents' Association, 903.

Nationalities, synthesis in process between, 954.

Native Americans, illiteracy, 789.

Nativity and race classification, LXVIII.

Nativity of reform-school pupils, 2099.

Nature and effects of alcoholic drinks, 317.

Nature study in Cook County Normal School, 255.

Nautical school in Manila, 2244.

Nautical schools in Italy, 755.

Naval Academy, regulation for admission, 1374.

Naval schools in Russia, 1146.

Navigation taught to midshipmen, 1284.

Nebraska, business schools, 2028; city schools, 1288, 1339; city superintendents, 1157; compulsory attendance and child labor, 2350; educational periodicals, 1148; free text-books, 636; industrial schools for Indian children, 1981; institutions admitting students on certificate, 532; institutions conferring degrees, 1416; kindergartens, 2287; kindergarten association, 2294; law relating to temperance instruction, 328; manual training in public schools, 1962; provisions for dental practice, CVI; provisions for medical practice, XCIX; public high schools, 1790, private, 1916; public normal schools, 1615, 1624, private, 1636; teachers' training in higher seats of learning, 1608; training of kindergartners, 2305; transportation of pupils, 2363; universities and colleges, 1434, 1451, 1463.

Necessity of college training for negroes, 219.

Neurology for 1899, 1900, and 1901, American, 339; foreign, 408, XXVI.

Need, for endowed academies, 656; negro's, of incentive, 226.

Negro, college graduates, migration of, 196; editors, 228; graduates from white colleges, number, 192; their birthplace, 195; graduates in professions, 207; graduates of a typical college, 205; graduates who never changed occupation, 204; higher education of the, 224; his future, 210; males of voting age, illiteracy, 812; ownership of property, 210; physicians, 228; population, large, in 200 communities, 817; public schools, 227; race, self-regeneration of the, 228; teachers, their work, 207; the college-bred, XX, 191; the exceptional, and the masses, 227; women graduates, 196.

Negroes, many classes of, 224; religious work of, 227; their social and physical condition, 191.

Negro's need of incentive, 226.

Netherlands, chief officer of education, 2419; elementary schools and teachers, 2416; school expenditures, 2419; illiteracy, 2313; list of universities, 833; teachers' pensions, 2370.

Netolitzky, August, 509.

Neuenburg, Switzerland, commercial school, 844.

Neuer, Charles, 825.

Nevada, city superintendents, 1157; compulsory attendance and child labor, 2350; industrial school for Indian children, 1981; institutions conferring degrees, 1416; law relating to temperance instruction, 328; provisions for dental practice, CVII; provisions for medical practice, XCIX; public

high schools, 1792; teachers' training in higher seats of learning, 1608; university, 1434, 1451, 1463; university admitting students on certificate, 532.

New Brunswick, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; classes of schools, 451; public school system, 451; school income, 451; school authorities, 451; school statistics, 454; training of teachers, 452.

Newfoundland, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; educational system, 461.

New Hampshire, business schools, 2028; city schools, 1288-1339; city superintendents, 1157; compulsory attendance and child labor, 2350; educational periodicals, 1148; free text-books, 636; institutions admitting students on certificate, 532; institutions conferring degrees, 1416; law relating to temperance instruction, 328; manual training in public schools, 1962; provisions for dental practice, CVII; provisions for medical practice, XCIX; public high schools, 1790, private, 1916; public normal schools, 1615, 1624; teachers' training in higher seats of learning, 1608; training of kindergartners, 2305; transportation of pupils, 2364; universities and colleges, 1434, 1452, 1470.

New Jersey, business schools, 2028; city schools, 1288-1340; city superintendents, 1157; colleges admitting students on certificate, 532; compulsory attendance and child labor, 2350; educational periodicals, 1148; free text-books, 636; higher schools for negroes, 2080; industrial schools for negroes, 2060; institutions conferring degrees, 1416; kindergartens, 2287; kindergarten association, 2294; law relating to temperance instruction, 328; manual training in public schools, 1962, in separate institutions, 1970; provisions for dental practice, CVII; provisions for medical practice, XCIX; public high schools, 1800, private, 1918; public normal schools, 1615, 1624; teachers' training in higher seats of learning, 1608; teachers' pensions, 2372; training of kindergartners, 2305; transportation of pupils, 2364; universities and colleges, 1436, 1452, 1470.

New Mexico, city superintendents, 1157; compulsory attendance and child labor, 2350; industrial school for Indian children, 1981; institutions admitting students on certificate, 532; institutions conferring degrees, 1416; kindergartens, 2288; law relating to temperance instruction, 329; provisions for dental practice, CVII; provisions for medical practice, C; public high schools, 1803, private, 1922; public normal schools, 1615, 1626; teachers' training in higher seats of learning, 1608; university, 1436, 1452, 1470.

New Orleans Times-Democrat, quoted, 2405.

New South Wales, chief officer of education, 2422; elementary schools and teachers, 2418; school expenditures, 2422.

Newspapers in Japan, 2401.

New Testament only to be read in schools, 2412.

New York, business schools, 2028; city schools, 1289-1340; city superintendents, 1157; colleges for women, 1480, 1484, 1489; compulsory attendance and child labor, 2350; educational periodicals, 1148; free text-books, 636; institutions admitting students on certificate, 532; institutions conferring degrees, 1416; kindergartens, 2288; kindergarten associations, 2295; law relating to temperance instruction, 329; manual training in public schools, 1962, in separate institutions, 1970; pensions paid to teachers, 2373; provisions for dental practice, CVII; provisions for medical practice, C; public high schools, 1803, private, 1922; public normal schools, 1615, 1624, private, 1636; teachers' training in higher seats of learning, 1608; training of kindergartners, 2305; transportation of pupils, 2365; universities and colleges, 1436, 1452, 1470.

New York City, special classes for feeble-minded, 2196.

- New Zealand, chief officer of education, 2422; elementary schools and teachers, 2418; school expenditures, 2422.
- Nicaragua, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- Night schools in Ontario, 431; in the Philippines, 2234, 2235.
- Nonsectarian private academies and high schools, 1648, 1679.
- Normal courses in colored high schools, 2066.
- Normal departments in normal schools, 1585.
- Normal school at Manila, 2243.
- Normal school, education, periodicals devoted to, 1130; students in the Philippines, 2230; teachers, salaries, 2382.
- Normal school standard, raising of the, 648.
- Normal schools, emergency, Philippines, 2247; having business courses, 2003; principals of, 1170; in Iowa, temperance instruction, 321; in Italy, 749; in Ontario, 434; in Porto Rico, 1200, 1212; report on drawing, 642; statistics, public, 1581; private, 1533.
- Normal students, for four years, 1581; in universities and colleges, 1602.
- Norms in child study, establishment of, 1093.
- North Carolina, business schools, 2030; city schools, 1290-1341; city superintendents, 1158; colleges for women, 1485, 1489; compulsory attendance and child labor, 2350; educational periodicals, 1148; higher schools for negroes, 2082; industrial schools for negroes, 2090; industrial schools for Indian children, 1981; institutions admitting students on certificate, 533; institutions conferring degrees, 1417; kindergartens, 2288; kindergarten associations, 2296; law relating to temperance instruction, 331; manual training in public schools, 1932, in separate institutions, 1972; provisions for dental practice, CVIII; provisions for medical practice, C; public high schools, 1815, private, 1931; public high school for negroes, 2074; public normal schools, 1616, 1626, private, 1636; teachers' training in higher seats of learning, 1608; training of kindergartners, 2307; transportation of pupils, 2364; universities and colleges, 1433, 1453, 1470.
- North Central Association of Colleges, 539.
- North Dakota, business schools, 2030; city schools, 1290-1341; city superintendents, 1158; compulsory attendance and child labor, 2351; kindergarten associations, 2296; industrial schools for Indian children, 1981; institutions admitting students on certificate, 533; institutions conferring degrees, 1417; transportation of pupils, 2365; law relating to temperance instruction, 332; manual training in State schools, 1972; provisions for dental practice, CVIII; provisions for medical practice, C; public high schools, 1816, private, 1934; public normal schools, 1616, 1626; teachers' training in higher seats of learning, 1608; universities and colleges, 1436, 1453, 1470.
- Northrop, Cyrus, 588.
- Northwest Territory, Canada, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; public school system, 459.
- Norway, chief officer of education, 2419; elementary schools and teachers, 2416; school expenditures, 2419; medical inspection of schools, 519; teachers' pensions, 2370.
- Norwegian Evangelical Lutheran Church mission in Alaska, 1248.
- Notes by superintendent of instruction in Pennsylvania, 334.
- Nova Scotia, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; classes of schools, 449; receipts for school purposes, 451; school authorities, 446; school statistics, 450; public school system, 446; qualification of teachers, 449.
- Nulato reindeer station, 1260.
- Number of persons receiving education in the United States, XVIII.
- Nurse pupils, number of graduates, 2044; training of colored students, 2068.
- Nurses, schools for, statistics, 2043; trained, in Germany, 2043.
- Nursing taught in reform schools, 2110.
- Nurture, ideal of, the kindergarten, 594.
- O.
- Oberlin College, ages of graduates, 2200.
- Objections to free text-books, 632.
- Observation in education, value of, 97.
- Observations, Franklin's, on his readings, 108.
- Occupations of negro college graduates, 202.
- Office, of Commissioner of Education, establishment, 901; of professors, tenure of, 662.
- Officers, executive, of business schools, 2014; of reform schools, 2100; of schools for the blind, 2119; of schools for the deaf, 2126; of schools for the feeble-minded, 2134; of Oxford University, 988.
- Officers acting under the minister of education in Italy, 743.
- Officials in Swiss commercial schools, 854.
- Ohio, business schools, 2030; city schools, 1290-1341; city superintendents, 1158; colleges for women, 1485, 1490; compulsory attendance and child labor, 2351; educational periodicals, 1148; higher schools for negroes, 2082; industrial school for negroes, 2092; institution for feeble-minded youth, 2183; institutions admitting students on certificate, 532; institutions conferring degrees, 1417; kindergartens, 2288; kindergarten associations, 2297; law relating to temperance instruction, 332; manual training in public schools, 1963, in separate institutions, 1972; provisions for dental practice, CVIII; provisions for medical practice, C; public high schools, 1817, private, 1934; public high schools for negroes, 2074; public normal schools, 1616, 1626, private, 1636; teachers' training in higher seats of learning, 1608; training of kindergartners, 2307; transportation of pupils, 2366; universities and colleges, 1436, 1453, 1472.
- Oklahoma, business schools, 2032; city schools, 1290-1329; city superintendents, 1159; educational periodicals, 1148; higher schools for negroes, 2082; industrial schools for negroes, 2092; industrial schools for Indian children, 1981; institutions admitting students on certificate, 533; institutions conferring degrees, 1417; kindergartens, 2289; kindergarten associations, 2297; law relating to temperance instruction, 333; manual training in public schools, 1963; provisions for dental practice, CVIII; provisions for medical practice, C; public high schools, 1833, private, 1933; public high school for negroes, 2074; public normal schools, 1617, 1626; teachers' training in higher seats of learning, 1609; university, 1438, 1454, 1472.
- Oldenburg, commercial education, 879.
- Oldrini, Alexander, 741, 767.
- Old Testament only to be read in schools, 2412.
- Ontario, Catholic separate schools, 431; chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; county model schools, 433; educational system, 427; high schools, 432; higher education, 438; industrial and technical education, 435; kindergartens in, 431; mechanics and art schools, 437; night schools, 431; normal schools, 434; public schools, 430; schools for special classes, 436; training of teachers, 433.
- Opinions of instructors on correspondence instruction, 1084.
- Opportunity, individual, of the negro, 225.
- Opposition, to education in Porto Rico, 1206; to Greek at Oxford, 979.
- Optimism of Franklin, 160.
- Oral method in schools for the deaf, 2123.
- Order of business in Franklin's Junta, 102.
- Ordinance taught to midshipmen, 1384.
- Oregon, business schools, 2032; city schools, 1290-1343; city superintendents, 1159; compulsory attendance and child labor, 2351; institutions admitting students on certificate, 533; institutions conferring degrees, 1417; kindergartens, 2289; kindergarten associations, 2297; law relating to temperance

- instruction, 333; provisions for dental practice, CVIII; provisions for medical practice, C; public high schools, 1839, private, 1938; public normal schools, 1617, 1626; teachers' training in higher seats of learning, 1609; training of kindergartners, 2307; universities and colleges, 1438, 1454, 1472.
- Organic or modern idea of State, 188.
- Organization, and courses of secondary schools of Norwich, 1555; and supervision of schools, students of, 1583; of public education in Italy, 742; of Swiss supplementary schools, 845.
- Oriental Institute at Vladivostok, 884.
- Oriental languages, schools for, 823.
- Origin, of commercial schools in Switzerland, 839; of supplementary schools, 841; of Franklin's ideas, 110; of the seal of the United States, 122.
- Orphans, education of, 113.
- Ownership, of property, negro, 210; of reindeer, 1261.
- Oxford, ancient and mediæval, 960; colleges, 974; examinations in the Middle Ages, degrees and studies, 967; in the modern era, 978; mediæval progress, 976; studies in, 1267, 965; University and the Rhodes scholarships, 947, L; university extension lectures, 994; history, 995; University of, growth of independence, 972.
- Oxford and Cambridge, their function, 953.
- P.**
- Painting taught, in agricultural colleges, 1568; in colored schools, 2069; in reform schools, 2106.
- Pajoman, Charles W., 1231.
- Paisgrave, John, 486.
- Paraguay, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- Paris, enrollment in schools, 684.
- Parker, Francis Wayland, biography, 231-284, XXI; on work in the Cook County Normal School, 248; tribute to, 647.
- Parker and the Quincy School, 245.
- Parker's work for education, 231.
- Parkin, George, 958.
- Pattern making in agricultural colleges, 1568; in industrial schools, 1983.
- Patton, President F. L., 623.
- Paving taught in reform schools, 2112.
- Pay of cadets at West Point, 1371.
- Peculiarities, individual, too much adjusted, 576.
- Pedagogics of the will, rules for the, 734.
- Pedagogy, in colleges for women, 1482; in technological schools, 1455; practical number of students, 1583, 1594.
- Penalty for violation of temperance instruction law, 317.
- Penmanship supervisors, salaries, 2379.
- Pennsylvania, assembly receives Franklin, 156; business schools, 2034; city schools, 1291-1344; city superintendents, 1159; colleges for women, 1480, 1485, 1490; compulsory attendance and child labor, 2351; educational periodicals, 1149; free text-books, 637; higher schools for negroes, 2082; industrial schools for Indian children, 1981; industrial schools for negroes, 2092; institutions admitting students on certificate, 333; institutions conferring degrees, 1418; kindergartens, 2289; kindergarten associations, 2297; law relating to temperance instruction, 333; manual training in public schools, 1963, in separate institutions, 1972; proposals relating to education in, 182; provisions for dental practice, CVIII; provisions for medical practice, C; public high schools, 1840, private, 1938; public high schools for negroes, 2074; public normal schools, 1617, 1628, private, 1636; State College, correspondence courses, 1030; teachers' training in higher seats of learning, 1609; training of kindergartners, 2307; transportation of pupils, 2306; universities and colleges, 1438, 1454, 1472.
- Pension fund for teachers in Italy, 750.
- Pensions paid, to elementary teachers in Germany, 2370; to secondary teachers, 2372.
- People, the, of the Philippines, 2225.
- Percentage of sick among school children, 514.
- Perfection, moral, of Franklin, 106.
- Periodicals, educational, list of, arranged by States, 1147; arranged by subjects, 1149.
- Permanency of tenure of school physicians, 530.
- Personnel of reindeer stations, 1257; of schools in Alaska, 1257.
- Peru, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- Peters, Richard, 190.
- Pharmaceutical schools, statistics, 1499, 1515.
- Pharmacy, apprentice, 1505; colored students of, 2038.
- Philadelphia, Franklin's bequest to, 135; library founded by Franklin, 105; public academy, 185; special classes for feeble-minded, 2195.
- Philbrick, John D., 907.
- Philippines, administrative changes, 2225; agricultural and industrial, 2233; instruction, 2252; American teachers, 2226; Filipino teachers, 2227; education in the, 2219; present condition, 2224; industrial education, 2232; language of the schools, 2231; local school boards, 2263; local self-help in educational affairs, 2233; night schools, 2253; normal, nautical, trade schools, 2243; normal school students, 2230; provincial school boards, 2239; provincial schools, 2249; report of Superintendent Atkinson, 2236; school buildings, 2266; school finances, insular, 2266; municipal, 2267; school supplies, 2265; superintendents of schools, 2261; support of the schools, 2236; teaching force, 2241; the people of, 2225, 2238; under Spanish rules, 2219; present condition, 2224.
- Philosophy and mathematics in secondary schools of France, 693.
- Philosophy, experimental, 151.
- Physical defects of school children, 2151.
- Physical education, in Italy, 751; periodicals devoted to, 1150.
- Physicians alone competent for medical inspection of schools, 511.
- Physics, at Harvard, 935; students of, in high schools, 1644, 1646, 1654.
- Physics and chemistry taught to midshipmen, 1384.
- Physiocrats of the eighteenth century, 147.
- Physiological school for children of arrested mental development, 2188.
- Physiology and hygiene, in public schools of New York, 829; instruction in, 315; examination at West Point, 1370; periodicals devoted to, 1150; students of, in high schools, 1644, 1646, 1656.
- Pillsbury, Louis D., 565.
- Pinsent, Mrs. Ellen F., 2191.
- Plan for an English school, Franklin's, 104.
- Plane geometry, examination at West Point, 1367.
- Plastering taught, in colored schools, 2069; in industrial schools, 1992.
- Plato's definition of education, 179.
- Play, love of fair, 953.
- Plumbing taught, in industrial schools, 1984; in Manila trade school, 2247; in reform schools, 2109.
- Pennsted, William, 190.
- Point Barrow, reindeer station, 1253.
- Polytechnica, German, foreign students, 2375.
- Polytechnical institutes, foreign, 824.
- Popular Science Monthly, quoted, 2199.
- Population and school enrollment in France, 673.
- Population, by race elements, distribution, 799; in America, 142; of England and Wales under school boards, 1005; of the Dominion of Canada, 425; of the United States, 1282; voting, in the United States, illiteracy of, 789.
- Porto Rican children, 1209; students in the United States, 1198.
- Porto Rico, education in, 1177.
- Portugal, chief officer of education, 2420; elementary schools and teachers, 2416; school expenditures, 2420; illiteracy, 2313.

- Poultry raising taught in industrial schools, 1986.
- Power of adjustment in a nation, 159.
- Practical value of higher education of the negro, 224.
- Practice, of dentistry, provisions for, *CH*; of medicine, legal provisions, *XCVII*; of the art of democracy, 118.
- Practice not theory, Franklin's idea, 114.
- Pratt, Col. R. H., 1240.
- Prayers in the schools, 2412.
- Precocity and dullness, concomitants, 1106.
- Preparatory schools in England, time taken, 1056.
- Presbyterian Church, and the schooling of the freedmen, 300; missions in Alaska, 1246, 1248; secondary schools, 1648.
- Presidents, of agricultural colleges, 1560; of colleges, list of, 1162; of technological schools, list of, 1169; of schools of dentistry, 1540; of schools of pharmacy, 1544; of schools of law, 1524; of schools of medicine, 1530; of schools of theology, 1517; of veterinary schools, 1548.
- Priestley and Franklin, 122.
- Primary education in France, 973.
- Primary schools in Italy, 746.
- Primary school-teachers, salaries, 2382.
- Prince Edward Island, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; public school system, 459; school statistics, 459.
- Principals, of business schools, 2014; of industrial schools for Indian children, 1980; of manual training schools, 1968; of normal schools, list of, 1170; of private high schools, 1880; of public, 1696; of schools for nurses, 2048; of schools for the blind, 2119; of schools for the deaf, 2126; of schools for the feeble-minded, 2134; of Swiss commercial schools, 854.
- Principles of good breeding, 652.
- Printing taught, in agricultural colleges, 1568; in colored schools, 2009; in industrial schools, 1985; in reform schools, 2106.
- Private, high schools, 1641; normal schools, 1583, 1641; schools for the deaf, 2125; schools for the feeble-minded, 2133; schools in Russia, 869.
- Prizes for the successful in Franklin's school, 112.
- Proceedings of the National Teachers' Association, 906, 2209.
- Professional and allied schools, 1500.
- Professional courses in higher institutions in Italy, 761.
- Professional schools, condition of admission, *LXIV*, 660; admission to, 170; in Italy, 754; statistics, 1499.
- Professional status of French teachers, 710.
- Professional students in colored institutions, 2068.
- Professions of negro graduates, 207.
- Professors, in Italian universities, 785; tenure of office, 662.
- Professors and instructors, in colleges for women, 1480, 1482; in universities and colleges, 1391.
- Professors and students, in agricultural colleges, 1552, 1563; in colleges for women, 1401, 1403; in dental schools, 1514, 1531; in law schools, 1510, 1525; in medical schools 1512, 1531; in technological schools, 1407, 1493; in theological schools, 1509, 1517; in veterinary schools, 1549; of pharmacy, 1515, 1545.
- Professorship of railroads in Germany, 872.
- Programme, of bicentennial celebration at Yale, 582; of secondary instruction in France, 691; of the Florence philological club, 763; of summer meeting at Oxford, 997; of typical secondary schools, 1053.
- Progress, educational, methods of, 551; educational, of the year, 647; of high schools, relative, 1643; of public education in Italy, 741.
- Property, of agricultural colleges, 1552, 1570; of institutions for higher education, 1351, 1399, 1402, 1410.
- Prophecy concerning the English language, 162.
- Proportion, of illiterate negroes, 796; of men of voting age unable to read and write, 790.
- Proposals relative to the education of youth in Pennsylvania, 113, 182.
- Pros and cons in education, 116.
- Protestant Episcopal Church, 302.
- Providence, special classes for feeble minded, 2192.
- Provincial schools in the Philippines, 2249; support of schools in the Philippines, 2236.
- Provisions, governing the practice of dentistry, *CH*; governing the practice of medicine; *XCVII*; legal, for temperance instruction, 2387; legal, relating to superintendents, 550; statutory, relating to compulsory attendance and child labor, 2348.
- Prudden, T. Mitchell, 1508.
- Prussia, chief officer of education, 2418; elementary schools and teachers, 2415; school expenditures, 2418; commercial education, 874; scientific council of, 512.
- Psychology, errors in former, 721; periodicals devoted to, 1150; reveals the will under two aspects, 735; shows the will in different stages, 736; students of, in high schools, 1644, 1646, 1656; students of, in higher institutions, 1583, 1593; it teaches that will is no special faculty, 754.
- Public academy in Philadelphia, constitutions of, 185.
- Public and private high schools, *XVII*.
- Public day schools for the deaf, 2125.
- Public education in Italy, 741.
- Public education versus self-education, 165.
- Public high schools, statistics, 1641; teaching commercial geography, 2011; in Porto Rico, 1226.
- Public lands donated by act of Congress, 1.
- Public normal schools, 1582, 1641.
- Public opinion educated by Franklin, 120.
- Public school, first American, 541.
- Public school system, of British Columbia, 457; of Manitoba, 454; in New Brunswick, 451; of Northwest Territory, Canada, 459; of Nova Scotia, 446; of Prince Edward Island, 459; of Quebec, 438.
- Public schools, for the feeble-minded, 2133; in Alaska, enrollment and attendance, 1236; in Alaska, historical table, 1234; in Porto Rico, 1222; in the Philippines under Spanish rule, 2219; present condition, 2224; religious exercises, 2412; temperance instruction, 315, 2386; English, programmes, 1054; for negroes, 227; in Canada, 426; in Ontario, 430; of New York, physiology and hygiene, 329.
- Publication of books in Japan, 2401.
- Pupils and students in public and private schools and colleges, *XIV*.
- Pupils, defective at different ages, 2149; in kindergartens, number, 2237; in reform schools, number, 2098; in schools for the defective classes, 2117; white and colored in the 16 slave States, 2064; with dull hearing, 1113.
- Puritans of Massachusetts Bay, 542.
- Purpose, of commercial schools, 842; of medical inspection of schools, 513; utilitarian, of Franklin, 139.
- Pyrography taught in industrial schools, 1984.

Q.

- Qualifications, educational, for the franchise, 177; of a superintendent, 554; of teachers in Quebec, 442.
- Quarrying taught in reform schools, 2109.
- Quebec, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421; classification of schools, 441; educational movement, 444; public school system, 438; school authorities, 440; sources of income of schools, 443; training of teachers, 442.
- Queensland, chief officer of education, 2422; elementary schools and teachers, 2418; school expenditures, 2422.
- Questions, for debate in Cotton Mather's societies, 101; for debate in the Junto, 106; submitted to drawing teachers, 642.
- Quincy method, address by F. W. Parker, 237.
- Quincy movement, anniversary of the, 237, 242.

R.

- Race elements of the population, 789.
 Race of reform school pupils, 2069.
 Raising normal school standard, 648.
 Rashdall, the historian, quoted, 977.
 Rawson, Edward, 547.
 Read, Daniel, 907.
 Reading, as a study, value of, 101; circles at Oxford, 906; examination at Naval Academy, 1376; examination at West Point, 1365.
 Real estate of negroes, assessed value, 210.
 Receipts and expenditures for schools in Manitoba, 457.
 Receipts for school purposes in Nova Scotia, 451; of kindergartens, 2278.
 Reflex or instinctive movement, 726.
 Reform of higher education in Italy, 774.
 Reform schools, statistics, 2097.
 Refraction of the eyes of pupils, estimated, 2150.
 Registration in correspondence school in Chicago, 1084.
 Regulations, for medical inspection of schools, 518; of correspondence school, Chicago, 1082; relating to corporal punishment, 2385.
 Regulations for admission, to Italian art galleries, 864; to the Naval Academy, 1374; to the Military Academy, 1364.
 Reindeer, fund, 1264; herds loaned by Government, 1263; inspection of, 1260; introduction into Alaska, 1257; mail route, 1266; ownership, 1261; purchase of, 1260; transportation, 1265.
 Relation, of Yale to the country's development, 588; to the public service, 563.
 Relations of superintendent to school committee, 558.
 Religious and ethical education, periodicals devoted to, 1150.
 Religious, control in colleges for women, 1480, 1482; exercises in the public schools, 2412; work of negroes, 227.
 Remsen, President Ira, 615.
 Repetition, child study, 1134.
 Replies, from college presidents regarding necessity for higher education for negroes, 219; from representative negroes regarding necessity for higher education, 210.
 Report, of committee on statistics of defective sight and hearing of children, 2143; of disbursing officer in Porto Rico, 1204; of Dr. David F. Lincoln, 2157; of Dr. James C. Carson, 2172; of Dr. Martin W. Barr, 2175; of Dr. Walter E. Fernald, 2165; of medical inspector of schools, 2153; of Supt. Fred W. Atkinson, 2236; of teachers' tests of vision and hearing, 2149; on drawing in western normal schools, 642; on school statistics, 2209.
 Reports, consular, on education, 857; of school supervisors in Porto Rico, 1206.
 Requirements, at Oxford in 1431, 965; for admission to agricultural colleges, 1553; to Columbia, 940; to Harvard, 930; details, 934; for practice of dentistry, synopsis, 1504, CXI; of medicine, C.
 Research attempted where drill is needed, 575.
 Resolutions of National Teachers' Association, 908.
 Results of the work of education in the Philippines, 2236.
 Revenue cutters aiding the introduction of reindeer, 1267.
 Review, historical, of commercial education, 838.
 Rhetoric, students of, in high schools, 1644, 1646, 1656.
 Rhode Island, Brown University, 1440, 1455, 1474; business schools, 2036; city schools, 1391-1344; city superintendents, 1160; compulsory attendance and child labor, 2351; free text-books, 638; institutions admitting students on certificate, 533; institutions conferring degrees, 1418; kindergartens, 2280; kindergarten associations, 2298; law relating to temperance instruction, 334; manual training in public schools, 1963, in separate institutions, 1972; provisions for dental practice, CIX; provision for medical practice, C; public high schools, 1851, private, 1944; public normal schools, 1617, 1628; teachers' training in higher seats of learning, 1609; training of kindergartners, 2308; transportation of pupils, 2367.
 Rhodes, Cecil, 949.
 Rhodes scholarships, 664, 949; and Oxford University, L.
 Richards, Dr. James B., 2158.
 Richards, Z., 908.
 Rickoff, A. J., 909.
 Right to legislate on educational matters in Canada, 423.
 Right-handedness, 1108.
 Riordan, Rev. Patrick Wm., 567.
 Robertson, Miss Anna, 1233.
 Robinson, John, 476, 478.
 Rock, Mrs. F. H., 1230.
 Rockefeller Institute for Medical Research, 1506.
 Rognon, Orville J., 1229.
 Roman Catholic, academies, 1648; church missions in Alaska, 1247, 1250.
 Rome, early education in, 767.
 Roosevelt, President Theodore, 631.
 Roumania, chief officer of education, 2420; elementary schools and teachers, 2416; school expenditures, 2420; illiteracy, 2313; medical inspection of schools, 520.
 Rousseau, theory of moral education, 734.
 Rugby School, course of study, 1059.
 Rules governing the board of college entrance certificate, 527.
 Rural school libraries, 579.
 Rural schools, agriculture in, 650; in Porto Rico, 1185.
 Russell, Bishop John, 964.
 Russia, admission to technical schools, 868; agricultural education, 1143; art schools, 1142; commercial schools, 1142; chief officer of education, 2420; elementary schools and teachers, 2416; school expenditures, 2420; education in, 1139; elementary education, 1143; higher education, 1145; illiteracy, 2313; list of universities, 834; medical inspection of schools, 520; military and naval schools, 1146; private schools, 869; secondary education, 1145; special and technical schools, 1139; theological schools, 1146.
 Russian orthodox church missions in Alaska, 1246, 1248.

S.

- Sacred songs in public schools, 2412.
 Salaries, of officers and supervisors in cities, 2379; of principals of schools, 2382; of teachers and superintendents, LXXXVII; of teachers in cities, 2382, 2384; in England, 717, 1010; in France, 716; in the Philippines, 2264; in United States, 717.
 Salvador, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
 Sanitary engineering, in technological schools, 1495; students of, 1349.
 Sanitary inspection of schools, 521.
 San Juan, Porto Rico, high school, 1214.
 Satires, political, of Franklin, 150.
 Saxe-Coburg-Gotha, commercial education, 880.
 Saxe-Weimar, commercial education, 879.
 Saxmann, Mrs. M. A., 1232.
 Saxony, chief officer of education, 2419; elementary schools and teachers, 2415; school expenditures, 2419; commercial education, 878; medical inspection of schools, 518.
 Scheme of education, a universal, 114.
 Scholarships, in higher seats of learning, 1400; in Swiss commercial schools, 853; in technological schools, 1496; Rhodes, 664, 949.
 Scholasticism in Paris and Oxford, 977.
 School administration, local, in England, 1026; periodical devoted to, 1150.
 School ages in the several States, LXIX.
 School attendance, compulsory, in the Philippines, 2234; in Massachusetts, 324.

- School authorities, in England, 1006; in New Brunswick, 451; in Nova Scotia, 446; in Ontario, 428; in Quebec, 440.
- School boards, in England, status in 1900, 1005; local, municipal, in the Philippines, 2268; provincial, 2269.
- School buildings, in Italy, hygienic condition, 743; in Porto Rico, 1207; in the Philippines, 2236.
- School buildings and equipment in Porto Rico, 1181.
- School children, mortality, 513; percentage of sick, 514.
- School committees, local, in Alaska, 1238; relation to superintendent, 558.
- School conveyance contract, blank, 2359.
- School desks, Director Smedley quoted, 1115.
- School discipline, number of students, 1593.
- School enrollment and attendance in France, 674.
- School expenditures in the United States, progress, LXXXV; classified, LXXXVII; per capita of population, XC; per pupil, LXXXVIII.
- School, for gentlemen, 952; finances in the Philippines, 2266; funds, permanent, XCII; furniture, child study, 1115; hygiene, students of, 1593, 1599; lands, XCII; laws in Porto Rico, 1202; number of students of, 1593, 1594; libraries, rural, 579; life and hearing, 2148; management, number of students, 1593; revenues from taxation, LXXXIII; of Business at Chautauqua, 1076; of Languages at Chautauqua, 1073; of Theology at Chautauqua, 1074; organization and supervision, number of students, 1592; physicians, permanency of tenure, 520, duties of, 522, should they treat sick children? 525; population of the United States, LXVII, 1332; programme of Franklin, 112; property in cities, 1274; revenues compared with population, LXXXIV; in the Philippines, 2267; statistics, 2210; standing of percentile groups of children in Chicago, 1129.
- School statistics, of British Columbia, 457; of Manitoba, 456; of New Brunswick, 454; of Nova Scotia, 450; of Prince Edward Island, 459; of Quebec, 444; report on, 2209; items of, 2210.
- School superintendents, memorial, 916.
- School supervision, 556; in Porto Rico, 1192.
- School supervisors in Porto Rico, reports of, 1205.
- School supplies in the Philippines, 2235.
- School term, ascertaining it, LXXVI; length of, in Alaska, 1234.
- Schooling, average amount per inhabitant, XVIII; of the freedmen and the Presbyterian Church, 300.
- Schools, and libraries in Japan, 2400; centralization of, 650; commercial in Switzerland, 837; for nurses, statistics, 2043; for oriental languages, 823; for special classes in Ontario, 436; for the defective classes, 2115; for the feeble-minded at Waltham, 2165; in France, agencies complementary, 679; in the Philippines, 2239; provincial, 2229; medical inspection abroad, 509; new, wanted in Alaska, 1245; of dentistry, statistics, 1514; of law, statistics, 1510; of medicine, statistics, 1512; of pharmacy, statistics, 1513; of technology, presidents of, 1169, 1492; of technology, undergraduate and graduate students, 1386; of theology, statistics, 1509; of veterinary medicine, 1548; scientific, anticipated by Franklin, 104.
- Schurmann, president of Cornell, 946.
- Schweizerische Lehrerzeitung, 837.
- Science and art education in England, 1046.
- Science courses, in colleges for women, 1480; in technological courses, 1494; students of, 1349.
- Science, the handmaid of religion, 610.
- Scientific apparatus in higher seats of learning, 1460.
- Scientific courses, in colored high schools, 2065; in high schools, 1644; in high schools, students in, 1651.
- Scotland, attendance at universities, 1063; Carnegie trust, 1067; chief officer of education, 2410; elementary schools and teachers, 2416; school expenditures, 2419; educational statistics, 1002; illiteracy, 2313; list of universities, 834; programmes of public schools, 1061; state of secondary education, 1048; technical education, 1052.
- Scott, Miss Alice B., 2186.
- Scroggs, L. M., 1230.
- Seal of the United States, 122.
- Secondary classical schools in Italy, 756.
- Secondary education, in France, 685; in England, programme of a typical school, 1959; in Great Britain, 1041; in Scotland and Ireland, 1048; scope of, in Great Britain and Ireland, 1053; in Russia, 1145; periodicals devoted to, 1150; in the Philippines, 2229.
- Secondary schools, certificates of, 527; curriculum of, 651; elective work, 653; for the colored race, 2095; statistics, 1641; typical, 1053.
- Secondary students, and per cent of population, XVI; in every 1,000 inhabitants, 1694; preparing for college, 1651.
- Secret of life, Franklin's, 140.
- Seegmiller, Wilhelmina, 645.
- Seguin, Edouard, 2188.
- Seguin physiological school, 2188.
- Self-adjustment, Franklin's, 91.
- Self-control, the characteristic of will, 738.
- Self-culture is self-enfranchisement, 175.
- Self-education, in morality, 111; versus public education, 165.
- Self-help, local, in educational affairs, 2233.
- Self-improvement, Franklin's, 135.
- Self-regeneration of the negro race, 225.
- Seminaries teaching bookkeeping, 2012.
- Sense memories, combined, 1134; separation of, 1132.
- Sensibility and motility forms of irritability, 727.
- Sensory defects, bearing of, 1133.
- Separation of sense memories, 1132.
- Servia, chief officer of education, 2420; elementary schools and teachers, 2416; school expenditures, 2420; illiteracy, 2313; medical inspection of schools, 520.
- Service, public, relation of Yale to, 583.
- Sewing, in agricultural colleges, 1568; in industrial schools, 1983; in colored schools, 2069; in reform schools, 2106; supervisors' salaries, 2379.
- Sexes, coeducation of the, 2388.
- Seymour, Horatio, 565.
- Sheardown, Margaret, 644.
- Sheet-metal work taught in colored schools, 2069; in industrial schools, 1984; in reform schools, 2107.
- Shepard, Edward, 2406.
- Shipbuilding, experiments in, Franklin's, 109; taught in industrial schools, 1988.
- Shippen, William, 190.
- Shoemaking taught in colored schools, 2069; in reform schools, 2106.
- Shortening the college course, 661.
- Siberia, educational notes, 881.
- Sign and house painting taught in industrial schools, 1987.
- Signatures to the university charter, 187.
- Sites, buildings, and furniture of schools, LXXXVII.
- Size of classes in Swiss commercial schools, 852.
- Skinner, Robert P., 873.
- Slave States, their rank in illiteracy, 2339; statistics of colored schools, 2063.
- Slavery, Franklin's letter to Washington on, 161.
- Sloyd work, in San Juan, P. R., 1221; taught in industrial schools, 1983; in reform schools, 2106.
- Small towns, superintendents of schools, 550.
- Smedley, Fred W., 1095.
- Smith, Adam, influenced by Franklin, 120.
- Smith, Samuel, 869.
- Smith, Theobald, 1508.
- Snow, Bonnie, 646.
- Society of Friends, and education of the colored people, 304; philosophical, Franklin's, 164.

- Socrates charged with atheism, 740.
 South Africa, education in, XXVIII.
 South America, chief school officers, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
 South Australia, chief officer of education, 2422; elementary schools and teachers, 2418; school expenditures, 2422.
 South Carolina, business schools, 2036; city schools, 1292-1344; city superintendents, 1160; colleges for women, 1485, 1490; compulsory attendance and child labor, 2351; educational periodicals, 1149; higher schools for negroes, 2082; institutions admitting students on certificate, 533; institutions conferring degrees, 1418; kindergartens, 2289; kindergarten associations, 2298; law relating to temperance instruction, 334; manual training in public schools, 1963, in separate institutions, 1972; provisions for dental practice, CIX; provisions for medical practice, CI; public high schools, 1851, private, 1944; public high schools for negroes, 2074; public normal schools, 1617, 1628; private normal schools, 1636; teachers' training in higher seats of learning, 1609; training of kindergartners, 2308; universities and colleges, 1440, 1455, 1474.
 South Dakota, business schools, 2036; city schools, 1292-1344; city superintendents, 1160; compulsory attendance and child labor, 2351; industrial schools for Indian children, 1981; institutions admitting students on certificate, 533; institutions conferring degrees, 1418; kindergartens, 2289; kindergarten associations, 2298; law relating to temperance instruction, 334; manual training in public schools, 1963; provisions for dental practice, CIX; provision for medical practice, CI; public high schools, 1855, private, 1946; public normal schools, 1617, 1628, private, 1636; teachers' training in higher seats of learning, 1610; transportation of pupils, 2367; universities and colleges, 1440, 1456, 1474.
 Southern education board, 650; general board, 651.
 Spain, chief officer of education, 2420; elementary schools and teachers, 2416; school expenditures, 2420; illiteracy, 2313; list of universities, 819.
 Spalding, Bishop John L., 276.
 Spanish high school in San Juan, P. R., 1220.
 Special education department of the United States Army, 2143.
 Special instruction, generally, 915.
 Special schools, in Italy, 761; for adults in agricultural districts of Italy, 765; in Porto Rico, 1191; in Russia, 1140.
 Special teachers, demand for, 653.
 Spelling, comparison of good and bad, 1137.
 Spiers, Miss Gertrude H., 1232.
 Spiers, Miss Kate, 1232.
 Spriggs, Mr. and Mrs. S. R., 1229.
 Springfield, special classes for feeble-minded, 2192.
 Springs of action, 738.
 Standard, higher, for high-school teachers, 654; of normal schools raised, 648.
 Standards of exemption in England, 1006.
 Standing of cadets in examination, 1361.
 St. Andrews University, Carnegie trust, 1067.
 State, the, its conservation, 177.
 State aid, to colored public high schools, 2073; to medical schools, 1500; to public high schools, 1664; to private high schools, 1677.
 State educational statistics of Transvaal, 474.
 State institution, for feeble-minded at Polk, Pa., 2178; for the feeble-minded at Syracuse, 2172.
 State laws providing for agricultural colleges, 5.
 State normal training school at Willimantic, Conn., 1093.
 State or municipal aid to higher institutions of learning, 1353.
 State school, census, LXIX; officers, list of, 1151; systems, statistics of, LXVII.
 State systems of education in France, 670.
 States, their rank in illiteracy, 2337.
 Stations, experiment, agricultural, 2; reindeer, in Alaska, 1258.
 Statistics, comparative, of city schools, 1276; comparative, of English schools, 1011; of city school systems, 1271; of colleges for women, 1480; of defective sight and hearing of children, 2143, 2146, 2148; of education in France, 668; primary, 673; secondary, 685; higher, 698; in Great Britain and Ireland, 1002; in Porto Rico, 1178; of colored race, 2063; of elementary education in England, retrospective, 1004; in foreign countries, 2415; of higher education, 1389; of increase in growth of children, 1105; of measurements made in child study, Chicago, 1120; of public and private high schools, 1641; of public and private kindergartens, 2273; comparative statistics, 2279; of reform schools, 2297; of schools for defective classes, 2116; of schools for nurses, 2043; of schools in British Columbia, 458; in Manitoba, 456; in New Brunswick, 454; in Nova Scotia, 450; in Prince Edward Island, 459; in Quebec, 444; in Transvaal, 474; of secondary education in Great Britain and Ireland, 1049; of State school systems, LXVII.
 Stature, weight, and strength of grip, child study, 1102.
 Status, professional and financial, of French teachers, 710.
 Statutory provisions for temperance instruction, 2387.
 Steam engineering taught to midshipmen, 1384.
 Steam fitting taught, in industrial schools, 1986; in reform schools, 2111.
 Stenography, periodicals devoted to, 1150.
 Stevenson, D., 910.
 St. Gall, Switzerland, commercial academy, 847.
 Stock company schools, hustling for students, 1078.
 Stock raising taught in industrial schools, 2067.
 Stone cutting taught in reform schools, 2109.
 Storer, Bellamy, 895.
 St. Petersburg, Russia, medical school for women, 868.
 Strassburg, Germany, American college in, 873.
 Strength of grip, child study, 1102.
 Stretzell, Robert, 190.
 Stuart, Mrs. M. Frank, 231.
 Student life, democratic, 653.
 Student labor in colleges, 1553; in farmers' institutes, 1576.
 Students admitted, on certificates, 531; on examination, 536.
 Students, colored, of theology, law, medicine, dentistry, and pharmacy, 2068; female, in universities in Italy, 758; in agricultural colleges, 1563; in French universities, distribution, 699; in higher commercial courses, 2378; in higher education to every 1,000 inhabitants, 1694; in higher institutions, 1349, 1392; in manual training schools, number, 1964; in normal schools, 1585; percentage of male and female students, 1601; in secondary schools, male and female, 1643; number, per cent of population, 1642; number, in foreign universities, 822; of commercial studies in universities and colleges, 2005; of normal schools in the Philippines, 2230; preparing for college, 1644; pursuing commercial studies, 2068; pursuing various courses in technological schools, 1408; in universities, 1393; undergraduate, LXIII.
 Students' associations in Oxford, 996.
 Studies, classification of, 170; historical, value of, 98; in secondary schools of France, 696; of Franklin as a boy, 95; pursued in public and private high schools, 1648.
 Studium generale at Oxford, 960.
 Study of physiology and hygiene, 817.
 Success, education a factor to, 2403.
 Summer meeting at Oxford, 997.
 Superintendent, and his teachers, 539; and the community, 590; his tenure, 650; his qualifications, 554; his relations to school committee, 558.

Superintendents, classification of, 553; division, of schools in the Philippines, 2261; law relating to, in Massachusetts, 550; of reform schools, 2100; of schools for nurses, 2046; of schools in small towns, 550; of schools, salaries, 2379.

Superintendents' Association, National, 906.

Superior institutes in Italy, 757.

Supervising officers of city schools, 1272, 1294.

Supervision, by superintendents, 554; by school committees, 554; in Massachusetts, 550; of schools, district, in Massachusetts, 551; of schools, history of, 556; of schools in Porto Rico, 1192.

Supervisors, of physical training, salaries, 2379; of schools, their salaries, 2379.

Supplementary commercial schools in Switzerland, 841.

Supplies for schools in Porto Rico, 1182.

Support of kindergartens, 2278.

Surveying taught in industrial schools, 1934.

Suzzara-Verdi, Tullio de, 741.

Swain, Joseph, 220.

Sweden and Norway, chief officer of education, 2420; elementary schools and teachers, 2416; school expenditures, 2420; illiteracy, 2313; list of universities, 834; medical inspection of schools, 520; teachers' pensions, 2370.

Swedish Evangelical Union missions in Alaska, 1248, 1253.

Switzerland, elementary schools and teachers, 2416; school expenditures, 2420; commercial education, 837; commercial schools, classes, 852; courses, 849; diplomas, 851; examinations, 851; scholarships, 853; principals of, 854; teachers of, 854; text-books used, 851; details, 842, XLVIII; commercial university, 842; counting-house practice, 848; courses of study of commercial schools, 849; illiteracy, 2313; list of universities, 834; medical inspection of schools, 517, 520; supplementary schools, 841; organization of, 845; teachers' pensions, 2370.

Sylla, Grace C., 644.

Syllabus of university extension, 996.

Syng, Philip, 190.

Syracuse University, ages of graduates, 2208.

System, educational, adjustable, 574; undertaking too much, 575; of elementary education, English, 1003; of public education proposed by Adams, 165.

Systems of city schools, statistics of, 1271.

T.

Tailoring taught, in industrial schools, 1987; in reform schools, 2107.

Tarbell, Dr. George G., 2158.

Tasmania, chief officer of education, 2422; elementary schools and teachers, 2418; school expenditures, 2422.

Taylor, Abraham, 190.

Teacher, larger freedom for the, 649.

Teachers, American, in the Philippines, 2255; their heroism, 2263; Filipino, 2227; and the superintendent, 559; for normal students, 1584; French, civil state of, 713; French, expenditures and salaries, 716; French, income of, 713; in Alaska, 1297; in Canada, salaries, 426; in city schools, 1332; industrial and music, for defective children, 2116; in elementary schools, England, 1010; in England, classes of, 1010; in Manitoba, 456; in Nova Scotia, qualifications, 449; in reform schools, 2098; in public high schools for the colored race, 2065; in secondary schools in Great Britain and Ireland, 1050; lay versus clerical, in France, 677; native, in Porto Rico, 1210; number and sex in United States, LXXX; of kindergartens, number, 2273; of manual training, 656; of secondary schools, 1650; of Swiss commercial schools, 854; Porto Rican and American, 1198; should not act as sanitary inspectors, 510; special, demand for, 653.

Teachers', association, drawing, 642; college in Manila, 2228; pensions abroad, 2369; pensions, in the United States, 2371; pension fund in Italy, 750; salaries in England, 717; salaries in the United States, 717, LXXX; sympathy needed in medical inspection, 515; tests of vision and hearing, 2149.

Teaching force, in France, 677; in the Philippines, 2241.

Teaching, freedom of, 662; its chief difficulty, 178; the negro to think, 225.

Technical courses of study in higher seats of learning, 1421.

Technical education, higher, 657; in Germany, 640; in Ontario, 435; in Scotland, 1052.

Technical instruction, in Russia, 1139; periodicals devoted to, 1150.

Technical schools, in Italy, 755; in Russia, admission to, 668; report on, 915.

Technical training, students in, 1965.

Technological schools, in the United States, 1347; presidents of, 1169; professors and students, 1407.

Telegraphy, school of, 2235; taught in Manila trade school, 2248; in business schools, 2009.

Teller reindeer station, 1259.

Temperance instruction, in public schools, 2386; laws relating to, 305.

Tendencies, educational, desirable and otherwise, 570.

Tennessee, business schools, 2036; city schools, 1292-1344; city superintendents, 1160; colleges for women, 1486, 1491; compulsory attendance and child labor, 2351; educational periodicals, 1149; higher schools for negroes, 2084; industrial schools for negroes, 2092; institutions admitting students on certificate, 533; institutions conferring degrees, 1418; kindergartens, 2289; kindergarten associations, 2298; law relating to temperance instruction, 334; manual training in public schools, 1963; in separate institutions, 1974; provisions for dental practice, CRX; provisions for medical practice, CI; public high schools, 1857, private, 1946; public high schools for negroes, 2074; public normal schools, 1617, 1628, private, 1696; teachers' training in higher seats of learning, 1610; training of kindergartners, 2308; universities and colleges, 1440, 1456, 1474.

Tenure of office of professors, 662.

Tercentenary of Bodleian library, 990.

Terms, technical, equivalent in foreign countries, 2213; used in education, 2213.

Test of government, 181.

Tests, of hearing, child study, 1112; of eyes and ears of children, 2145; of hearing in certain cities, 2147; of sight in child study, 1111.

Tests and measurements in child study, 1096.

Texas, business schools, 2036; city schools, 1292-1345; city superintendents, 1160; colleges for women, 1486, 1491; compulsory attendance and child labor, 2351; educational periodicals, 1149; higher schools for negroes, 2084; industrial schools for negroes, 2094; institutions admitting students on certificate, 533; institutions conferring degrees, 1419; kindergartens, 2289; kindergarten associations, 2298; law relating to temperance instruction, 335; manual training in public schools, 1963, in separate institutions, 1974; provisions for dental practice, CRX; provision for medical practice, CI; public high schools, 1859, private, 1948; public high schools for negroes, 2074; public normal schools, 1618, 1628; private normal schools, 1638; teachers' training in higher seats of learning, 1610; training of kindergartners, 2308; universities and colleges, 1440, 1457, 1476.

Text-books, free, in the United States, 2390; free, benefits, objections, and cost, 632; laws relating to, in Michigan, 325; used in Swiss commercial schools, 851; in the Philippines, 2265.

Textile engineering, in technological schools, 1495; students of, 1349.

Textile industry in agricultural colleges, 1566.

- Theological schools, in Russia, 1146; in the United States, statistics, 1499, 1509.
- Theology, colored students of, 2068.
- Theories of moral education, 784.
- Theory of education, number of students, 1583, 1592; of government versus administration, 156.
- Thomas, W. Scott, 2199.
- Thorpe, Francis Newton, 91.
- Thrift, moral, of Franklin, 92.
- Tiflis, Russia, commercial schools, 869.
- Time-table, of an English school competing for scholarships, 1057; of higher commercial studies, 2377; of preparatory schools, 1056.
- Times, London, quoted, 1027.
- Tinning taught in colored schools, 2069.
- Todd, W. G., 1214.
- Tools for agricultural schools, 1188.
- Topics, miscellaneous educational, 541.
- Torry, William, 547.
- Total enrollment in all the schools of the United States, XIV.
- Toussaint, Charles, 1071.
- Toussaint-Langenscheidt method, 1071.
- Towns ineligible without superintendents, 555.
- Towns in the Philippines, 2239.
- Trade school at Manila, 2246.
- Trades taught in colored schools, 2069.
- Training, childhood, of Franklin, 93; for college instructors, 658; in aesthetics, 648; of manual-training teachers, 656; of teachers in New Brunswick, 452; in Ontario, 433; in Quebec, 442.
- Training colleges in England, 1011.
- Training schools, for feeble-minded children, 2175, 2181; for mentally deficient, 2190; and classes for kindergartners, 2300.
- Transfer, of control of education to laity, 664; of reindeer herds, 1256.
- Transformation, processes of, 954.
- Transition from instinct to effort, 737.
- Translation versus the original, 117.
- Transportation, by means of reindeer, 1265; of pupils, 2353.
- Transvaal, education in, 467; State statistics of schools, 474.
- Trend of high school development, 655.
- Tribute to Col. F. W. Parker, 647.
- Trigonometry, students of, in high schools, 1644, 1646, 1654.
- Trinidad, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- Trivium and quadrivium, 955.
- Tufts College, shortening the course, 947.
- Tuition fees, in agricultural colleges, 1572; in colleges for women, 1487; in colored public high schools, 2073; in higher colored schools, 2070; in higher institutions of learning, 1353, 1461; in kindergartens, 2278; in law schools, 1525; in medical schools, 1531; in public high schools, 1664; in private high schools, 1677; in schools of dentistry, 1541; in schools of pharmacy, 1545; in Swiss commercial schools, 853; in technological schools, 1496; in veterinary schools, 1549.
- Tulane University, founder's day, 2405.
- Turgot and Neckar opposed to aiding America, 124.
- Turner, Joseph, 190.
- Turning in wood taught, in industrial schools, 1983; in reform schools, 2106.
- Type of will, 722.
- Types of schools in Porto Rico, 1183.
- Typical schools and courses of study of correspondence schools, 1080.
- U.**
- Utlanders, educational legislation for, 473.
- Uncertainty in operations of American schools, 576.
- Undergraduates, in American higher institutions, 1349; in higher seats of learning, 1386; resident graduate students, LXIII.
- Union, a more perfect, advocated by Franklin, 155.
- Union of English-speaking peoples, 949.
- United States, Brothers of the Christian schools, 566; census quoted, 2311; chief State school officials, 1151; city school systems, 1271; city superintendents, 1152; college presidents, list of, 1162; Commissioner of Education, first, 891; compulsory attendance and child labor, 2352; Congress, law relating to temperance instruction, 318; illiteracy, 2311; illiteracy of the voting population, 789; medical inspection of schools, 516; necrology for 1899-1901, 339; Porto Rican students in, 1198; presidents of technological schools, 1169; principals of normal schools, 1170; salaries of teachers, 717; statistics of kindergartens, 2277; take part in control of the world, 952; teachers' pensions, 2371.
- Universities, accrediting systems, 529; foreign, list of, 819; by age, 819; by number of students, 822; fraternal feeling, 659; in Canada, 460; in Germany, foreign students, 2374; in Great Britain and Ireland, attendance, 1063; in Italy, 757; in the United States, 1347; royal, autonomy of, in Italy, 783; undergraduate and graduate students, 1386.
- Universities and colleges, classification of 1389; normal students in, 1602; professors and instructors, 1391; public and private, 1641.
- University extension, in Italy, 767; lectures at Oxford, 694; movement, aims and method, 994; history of, 995; teaching, plan and method 1081.
- University, for colored people in Alabama, 5; of Aix-Marseille, 706; of Besancon, 707; of Bordeaux, 707; of Caen, 707; of Cape Colony, 466; of Chicago, 1077; of Clermont, 707; of Dijon, 707; of Grenoble, 707; of Lille, 707; of Lyon, 707; of Nancy, 707; of Pennsylvania, charter of, 186; length of college course in, 945; of Poitiers, 707; of Rennes, 707; of Toronto, Ontario, 438; of Toulouse, 707; proposed for Hamburg, Germany, 874; publications in the United States, 1150; tests, abolished at Oxford, 687.
- University education in Great Britain, 1041.
- Unselfishness of Franklin, 92.
- Uruguay, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- Use, the law of life, 136.
- Use of the "right book," Franklin, 105.
- Utah, business schools, 2038; city schools, 1292-1345; city superintendents, 1161; compulsory attendance and child labor, 2352; industrial schools for Indian children, 1981; institutions admitting students on certificate, 533; institutions conferring degrees, 1419; kindergarten associations, 2298; law relating to temperance instruction, 335; manual training in public schools, 1963; provisions for dental practice, cx; provisions for medical practice, cx; public high schools, 1866, private, 1950; public normal schools, 1618, 1628; teachers' training in higher seats of learning, 1610; training of kindergartners, 2300; transportation of pupils, 2358; universities and colleges, 1442, 1457, 1476.
- Utilitarianism of Franklin, 115.
- V.**
- Vacation schools in the Philippines, 2247.
- Value, assessed, of real estate owned by negroes, 210; of machinery of agricultural colleges, 1570; of manufactures, LXVIII; of plant of manual-training schools, 1966; of property of agricultural colleges, 1570; of scientific apparatus in higher seats of learning, 1461; in technological schools, 1497.
- Value of grounds and buildings, of normal schools, 1589; of colored schools, 2069; of reform schools, 2098; of schools for the blind, 2118; of schools for the deaf, 2124; of schools for the feeble-minded, 2134; of universities and colleges, 1461.
- Venezuela, chief officer of education, 2421; elementary schools and teachers, 2417; school expenditures, 2421.

- Vermont, business schools, 2038; city schools, 1292-1345; city superintendents, 1161; compulsory attendance and child labor, 2352; free text-books, 638; institutions admitting students on certificate, 533; institutions conferring degrees, 1419; kindergartens, 2289; kindergarten associations, 2298; law relating to temperance instruction, 335; manual training in public schools, 1963; provisions for dental practice, cx; provisions for medical practice, ci; public high schools, 1867, private, 1952; public normal schools, 1618, 1628; teachers' training in higher seats of learning, 1610; training of kindergartners, 2309; transportation of pupils, 2368; universities and colleges, 1442, 1457, 1476.
- Veterinary schools, foreign, 825; statistics, 1490, 1548.
- Veterinary science in agricultural colleges, 1566.
- Victoria, chief officer of education, 2422; elementary schools and teachers, 2418; school expenditures, 2422.
- Views, educational, of Adams, Franklin, and Jefferson, 162.
- Vincent, Bishop T. H., 1072.
- Virginia, business schools, 2038; city schools, 1292-1345; city superintendents, 1161; colleges for women, 1480, 1486, 1491; educational periodicals, 1149; higher schools for negroes, 2084; industrial schools for negroes, 2094; institutions admitting students on certificate, 533; institutions conferring degrees, 1419; kindergarten associations, 2299; law relating to temperance instruction, 335; manual training in public schools, 1963, in separate institutions, 1974; provisions for dental practice, cx; provisions for medical practice, ci; public high schools, 1868, private, 1952; public high schools for negroes, 2076; public normal schools, 1618, 1630, private, 1638; teachers' training in higher seats of learning, 1611; training of kindergartners, 2309; universities and colleges, 1442, 1457, 1476.
- Virtue, Franklin's art of, 106; applied, 107; morality without effort, 734.
- Virtues, Franklin's 13, defined, 106.
- Visework taught, in industrial schools, 1984; in reform schools, 2107.
- Vision and hearing of pupils tested, 2150.
- Visit to the schools of Cienfuegos, Cuba, 2396.
- Vital capacity, child study, 1101; endurance, increase, child study, 1103.
- Vivès, Giovanni Ludovico, 483.
- Vladivostok, Siberia, consular office, 881.
- Voluntary educational work in Johannesburg, 475.
- Voluntary movement, 726.
- Voluntary schools in England, 1016.
- Voting population in the United States, illiteracy, 789.
- W.**
- Wages of teachers, LXXXI.
- Wales, list of universities, 834.
- Warren, William F., 219.
- Wartburg Orphan Farm School, 563.
- Was Franklin platonic? 179.
- Washington, George, quoted, 921.
- Washington, business schools, 2038; city schools, 1293-1345; city superintendents, 1161; compulsory attendance and child labor, 2352; educational periodicals, 1149; institutions admitting students on certificate, 533; institutions conferring degrees, 1419; kindergartens, 2289; kindergarten associations, 2299; law relating to temperance instruction, 336; manual training in public schools, 1963, in separate institutions, 1974; provisions for dental practice, cx; provisions for medical practice, ci; public high schools, 1870, private, 1954; public normal schools, 1618, 1630; teachers' training in higher seats of learning, 1611; training of kindergartners, 2309; transportation of pupils, 2369; universities and colleges, 1442, 1458, 1476.
- Watson, Foster, 481.
- Watson, George C., quoted, 1091.
- Way to wealth, the, 139.
- Wayland, President Francis, 927.
- Wealth and school expenditure, xcj.
- Wealth, labor its measure, 137; the road to, 139.
- Weaving, by hand, taught in industrial schools, 1987; by power, 1989.
- Webster, Noah, on Franklin, 161.
- Welch, Wm. H., 1508.
- Welfare, general, Franklin's doctrine, 98, 136, 138.
- Wells, J., quoted, 988.
- Wesleyan College, ages of graduates, 2200.
- West Australia, chief officer of education, 2422; elementary schools and teachers, 2418; school expenditures, 2422.
- West India, chief school officers, 2421; elementary schools and teachers, 2417; school expenditures, 2421.
- West Point, duties and pay of cadets, 1371; examinations for admission, 1365; graduation, 1372.
- West Virginia, business schools, 2038; city schools, 1293-1345; city superintendents, 1161; colleges for women, 1486, 1491; compulsory attendance and child labor, 2352; educational periodicals, 1149; higher schools for negroes, 2084; industrial schools for negroes, 2094; institutions admitting students on certificate, 533; institutions conferring degrees, 1419; law relating to temperance instruction, 336; provisions for dental practice, cx; provisions for medical practice, ci; public high schools, 1872, private, 1956; public high schools for negroes, 2076; public normal schools, 1618, 1630, private, 1638; teachers' training in higher seats of learning, 1611; universities and colleges, 1442, 1458, 1478.
- Whitcomb, A. K., 2151.
- White, E. E., 898.
- White, S. H., 908.
- White, Thomas, 190.
- White males of voting age, illiteracy, 803.
- Whitefield and Franklin, 111.
- Whitney, A. S., 534.
- Who is who in America, 2403.
- Wiesbaden, medical inspection of schools, 518.
- Wilbur, Dr. H. B., 2158.
- Will, its essential fact, 738; its psychological definition, 739; pedagogics of the, 734; self-control its characteristic, 738; the, education of, 721.
- Willing, Charles, 190.
- Wines, E. C., 565.
- Wisconsin, business schools, 2038; city schools, 1293-1346; city superintendents, 1161; colleges for women, 1486, 1491; compulsory attendance and child labor, 2352; educational periodicals, 1149; free text-books, 638; industrial schools for Indian children, 1982; institutions admitting students on certificate, 533; institutions conferring degrees, 1419; kindergartens, 2289; kindergarten associations, 2299; law relating to temperance instruction, 337; manual training in public schools, 1963, in separate institutions, 1974; provisions for dental practice, cx; provisions for medical practice, ci; public high schools, 1873, private, 1956; public normal schools, 1619, 1630; private normal schools, 1638; teachers' training in higher seats of learning, 1611; training of kindergartners, 2309; transportation of pupils, 2369; universities and colleges, 1442, 1458, 1478.
- Witwatersrand education on the gold fields, 476.
- Women, desired on college faculties, 661.
- Women students, in American higher institutions, 1349; in dental schools, 1514, 1541; in law schools, 1510, 1525; in medical schools, 1512, 1531; in pharmaceutical schools, 1515, 1545; in theological schools, 1509, 1517.
- Wood carving taught in reform schools, 2111.
- Wood turning taught, in industrial schools, 1988; in reform schools, 2106.

Work, of negro teachers, 207; of northern churches in education of freedmen, 285; of the Cook County and Chicago Normal School, 248.

Work is education, 573.

World public sentiment, growth of, 2403.

Writers on education, early English, 481.

Writing and spelling, examination at Annapolis, 1376, 1378; at West Point, 1365.

Württemberg, chief officer of education, 2469; elementary schools and teachers, 2415; school expenditures, 2419; commercial education, 878; medical inspection of schools, 517.

Wyoming, business schools, 2040; city schools, 1293-1346; city superintendents, 1161; compulsory attendance and child labor, 2352; institutions admitting students on certificate, 533; institutions conferring degrees,

1420; law relating to temperance instruction, 337; provisions for dental practice, cx1; provisions for medical practice, cx1; public high schools, 1879, private, 1956; public normal schools, 1619, 1630; teachers' training in higher seats of learning, 1611; university, 1442, 1458 1478.

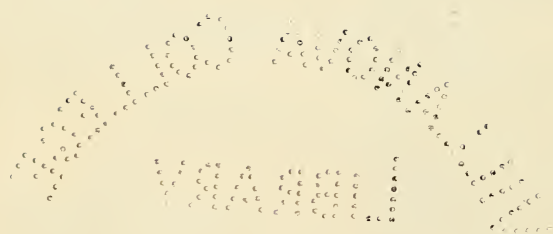
Y.

Yale, bicentennial celebration, 582; influence of, 141; its relation to public service, 583; to the country's development, 588.

Years of schooling, xix.

Z.

Zachary, Lloyd, 190.





[illegible][illegible][illegible]

L111.A3

*1902.002



3 9346 00027392 2

27392

L
111
.A3
1902II

27

27392

AUTHC

U. S.

TITLE

Recd

DA

U.S. Bureau of Educ

Rept. of Comm'r.

L111

A3

902-II

NATIONAL LIBRARY OF EDUCATION



3 6533 00245280